



Teacher Resource

Focus Questions

As a class, discuss the stories featured in the episode of BTN Classroom and record the main points of the discussion. Students will then respond to the following focus questions.

Israel-Hamas Ceasefire

1. Where is Israel and where is Gaza? Locate on a map.
2. What is a ceasefire?
3. The ceasefire deal involved both the Israeli Defence Force and Hamas pausing the fighting for how many days?
4. What much-needed supplies will be allowed into Gaza during the ceasefire?
5. How did this story make you feel?

Sun Safety Campaign

1. In which decade did we become aware that UV and the sun was damaging?
2. What does UV stand for?
3. Which type of UV travels deep and can cause damage to our skin's bottom layers?
 - a. UVA
 - b. UVB
 - c. UVC
4. What are the 5's in the sun safety campaign?
5. Why do you think the Slip, Slop, Slap advertisement has been successful?

Check out the [teacher](#) resource on the Archives page.

Yellow Crazy Ants

1. About how many ants are there on earth?
 - a. 20 million
 - b. 20 billion
 - c. 20 quadrillion
2. Why do ants play an important role in the environment?
3. What impact can invasive ants have on ecosystems?
4. What is being done to control or eradicate invasive ants?
5. Name three facts you learnt watching the BTN story.

EPISODE 34

28th November 2023

KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

CURRICULUM

English – Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

English – Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

English – Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

English – Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

Check out the [teacher](#) resource on the Archives page.

Girls in Motorsports

1. Briefly summarise the BTN story.
2. Motorsport is one of the few sports where men and women can compete against each other. True or false?
3. What percentage of licensed motorsport drivers are women?
 - a. 1.5%
 - b. 15%
 - c. 51%
4. Why is motorsport male dominated?
5. What do you think could be done to increase the number of females involved in motorsport?

Napoleon's Hat

1. How much did Napoleon's hat sell for recently?
 - a. \$1.1 million
 - b. \$2.1 million
 - c. \$3.1 million
2. What was Napoleon's nickname and what does it mean?
3. Why did Napoleon wear his hat to the side?
4. Name 3 facts about Napoleon's life.
5. What was surprising about the BTN story?



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Sun Safety Campaign

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. In which decade did we become aware that UV and the sun was damaging?
2. What does UV stand for?
3. Which type of UV travels deep and can cause damage to our skin's bottom layers?
 - a. UVA
 - b. UVB
 - c. UVC
4. What are the 5's in the sun safety campaign?
5. Why do you think the Slip, Slop, Slap advertisement has been successful?

Activity: Class Discussion

Before watching the BTN Sun Safety Campaign story begin with a discussion about sun safety. Ask students what they know about the effects of the sun on the skin and the steps to being sun safe.

In pairs, students will brainstorm what they already know about sun safety using a mind map to record their ideas. Ask some volunteers in the class to share their mind maps.



Activity: See, think and wonder?

After watching the BTN story students will respond to the following:

- What did you SEE in this story?
- What did this story make you WONDER?
- How did this story make you FEEL?
- Think of three questions you have about the BTN story.

EPISODE 34

28th November 2023

KEY LEARNING

Students will explore the impact of the Slip, Slop, Slap safety advertisement. Students will investigate the importance of sun safety and the effects of UV radiation.

CURRICULUM

HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

Health and PE – Years 3 & 4

Identify and practise strategies to promote health, safety and wellbeing.

Health and PE – Years 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Investigate community resources and ways to seek help about health, safety and wellbeing.

Activity: Safety Campaign

The Slip! Slop! Slap! campaign for TV, radio and print is widely credited as playing a key role in the dramatic shift in sun protection attitudes and behaviour since it launched in 1981. Students will view and analyse the [Slip! Slop! Slap! TV advertisement](#) and then respond to the following:

1. What safety message did you hear or see in the video?
2. How did the advertisement communicate the message to the audience?
3. Who is the audience for the advertisement?
4. What elements (symbols, visuals, colours, sound, slogan, jingle etc) are used in the advertisement to enhance the message?
5. How effective was the advertisement in teaching the audience about sun safety?



NFSA [Slip! Slop! Slap! TV Advertisement](#)

Activity: Graphic Organisers

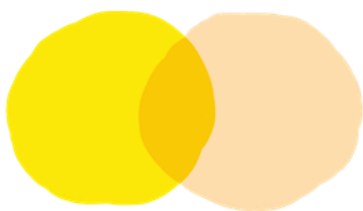
Graphic organisers are a helpful learning tool for students to organise, clarify, or simplify complex information. Students will choose one type of graphic organiser to understand the impact of UV radiation and the importance of sun safety.

Venn Diagram

Purpose: To compare the similarities and differences between two or more things.

Procedure: Write the items being compared in the circles. Where the circles overlap, record similarities. Record the characteristics which are different in the areas that do not overlap.

Activity: Compare the similarities and differences between UVA, UVB and UVC.



Mind Map

Purpose: To assist in activities that involve planning, brainstorming, making notes, organising or problem solving.

Procedure: An issue or topic is written in the centre. Related ideas are linked to the central issue and other ideas are developed from these.

Activity: Use a mind map to record what you know about sun safety.

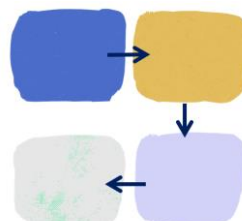


Flow Chart

Purpose: To represent a sequence of events.

Procedure: Write or draw events or activities in order in each box. Other boxes can be added to show related events.

Activity: Use a flow chart to show the 5 steps of the slip, slop, slap, seek, slide sun safety campaign. Draw an object to represent each step and explain its importance.



Activity: Education Campaign

Students will design a public education campaign to raise awareness about sun safety. Students will need to think about their campaign's aim, target audience, and the value of raising awareness at their school. Students can use the following guidelines when researching, planning, and creating their sun safety campaign.

Step 1: Research & Learn

Use the internet to do some research to learn more about how to be sun safe, and why it's important.

- When do you need to be sun smart?
- How can you be sun smart? Write a checklist of ways to be sun smart.
- Why is it important to be sun smart?
- What are some myths about sun protection?
- How can you teach other kids about being sun smart? Think of creative ways you can teach kids your message about sun safety.

Step 2: Define

Before creating your campaign, you will need to do some pre-planning.

- What is the specific issue or problem that your campaign will deal with?
- Who is your target audience?
- What is the purpose of your campaign?
 - To persuade your audience
 - To help your audience understand an issue.
 - To encourage your audience to act.
 - To encourage your audience to adopt a behaviour/habit?
- What is the message of your campaign?

Step 3: Plan

Before creating your campaign materials think about the following:

- What type of media platform will you use in your campaign? For example, information poster, flyer, short film.
- Will you include a slogan or jingle for your campaign?
- What visuals will you use to communicate your message? For example, colours, images, logos.

Step 4: Design & Create

Write a strategy for your campaign, including:

- Purpose
- Key message
- Audience
- Media Platform
- Launching your campaign

Create your campaign materials using your preferred media platform. Write your slogan and create any logos or images to be included.

Step 5: Communicate

Students will present their campaigns and then evaluate the success of their campaign.

- Rehearse your campaign presentation
- Launch your campaign with an audience
- Evaluate – How effective was your campaign?
- Reflect – What did you like about this activity?

Activity: Sun Safety Quiz

1. What are the 5 S's for sun safety?

A. Slip, slop, slap, seek, slide

B. Slip, slop, swim, slide, smile

C. Slip, slap, stir, shuffle, swing

2. What does SPF stand for?

A. Sun protection focus

B. Sun protection factor

C. Sun proof formula

3. You can't get sunburnt on cloudy or cool days.

A. True

B. False

4. When should sunscreen be applied?

A. If you are 20 years old

B. If it is 20 degrees or hotter

C. 20 mins before exposure to UV

5. What does UV stand for?

A. Ultra violet radiation

B. Ultra vivid radiation

C. Ultra viola radiation

6. UV radiation can pass through clouds.

A. True

B. False

7. What UV level requires sun protection?

A. 3 or above

B. 4 or above

C. 5 or above

8. When was the Slip! Slop! Slap TV advertisement launched?

A. 1973

B. 1981

C. 2023

9. What type of hat offers good sun protection?

A. Cap

B. Bucket hat

C. Visor

10. Most skin cancer be prevented.

A. True

B. False

Quiz Answers: 1A, 2B, 3B, 4C, 5A, 6A, 7A, 8B, 9B, 10A

Useful Websites

- [Slip! Slop! Slap! TV Advertisement](#) – NFSA
- [Sunburn Statistics](#) – BTN
- [Slip, Slop, Slap, Seek, Slide](#) – Cancer Council
- [Slip! Slop! Slap! jingle, I am Australian, Sherbet's Howzat, Robyn Archer's Menstruation Blues among new Sounds of Australia](#) – ABC News



Teacher Resource

Yellow Crazy Ants

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. About how many ants are there on earth?
 - a. 20 million
 - b. 20 billion
 - c. 20 quadrillion
2. Why do ants play an important role in the environment?
3. What impact can invasive ants have on ecosystems?
4. What is being done to control or eradicate invasive ants?
5. Name three facts you learnt watching the BTN story.

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Yellow Crazy Ants story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



Activity: Mind Map

Discuss the BTN Yellow Crazy Ants story as a class. What do students know about invasive species? What questions do they have? Create a class mind map with **INVASIVE SPECIES** in the middle. Use the following questions to help guide discussion:

- What is an invasive species? Come up with a class definition.
- What are some examples of invasive species (plants and animals)?
- What impact do they have on native species and ecosystems?
- What questions do you have about invasive species?



EPISODE 34

28TH November 2023

KEY LEARNING

Students will investigate the impact that invasive species have on the environment and ways of controlling or eradicating them.

CURRICULUM

Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Science – Year 7

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

Activity: Glossary

Students develop a glossary of words about invasive species. Below are some words to get you started. Add words and meanings to your glossary as you come across unfamiliar words.

INVASIVE	SPECIES	INTRODUCED
NATIVE	ERADICATE	ECOSYSTEM

Activity: Invasive Species Research

Discuss the information raised in the BTN Yellow Crazy Ants story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will develop their own question/s to research or choose one or more of the questions below.

- Are all introduced species a bad thing? What makes an animal a 'pest'?
- Investigate a species (plant or animal) that have been introduced into Australia and have become invasive.
- Research an introduced species that has had a positive effect on the environment.
- Investigate invasive species (plants and/or animals) that are found near where you live.
- What are the different pest threats (plant or animal) to farming and agriculture?
- Investigate ways of controlling and eradicating invasive species.
- How has the video game *Age of Empires* helped researchers understand ant warfare?
- What is biosecurity? How does biosecurity help to keep Australian ecosystems healthy?
- Investigate examples of native species becoming extinct because of invasive species.

Activity: Native or Introduced?

Students identify which animals are native to Australia and which are introduced (*answers at the end of the activity*)

Animal	Native or introduced?
<i>Monarch butterfly</i>	
<i>Fire Ant</i>	
<i>Quokka</i>	
<i>Wallaby</i>	
<i>Cane toad</i>	
<i>Platypus</i>	
<i>Bumblebee</i>	

Activity: Profile Invasive Species

Students will investigate the impact invasive species have on the environment and choose one to research in more detail. They may choose an invasive species that is found near them. Use the following questions as a guide for their research.

Research

- Name of invasive species.
- Which country did the species come from?
- When and how was the species introduced to Australia?
- Where in Australia is the species found? Locate on a map.
- What impact does the species have on the ecosystem? Does it compete with native species?
- What methods have been used to control or eradicate the species?
- How successful has control or eradication been?

Design a public education campaign to raise awareness about an invasive species in Australia. Think about your campaign's aim, your target audience, and the value of raising awareness.

Create a poster of Australia's 10 most unwanted invasive species. Describe each species and the impact the species has on the environment.

Watch these BTN stories to learn more about introduced and invasive species.



[Rabbit Scan](#)



[Fire Ants](#)



[Bumblebee Tracking](#)



[Toad Training](#)



[Controlling Carp](#)



[Mouse Plague](#)



[Feral Species Cost](#)



[Calligrapha Beetle Business](#)

Native or Introduced? answers

Monarch butterfly – introduced, Fire Ant – introduced, Quokka – native, Wallaby – native, Cane toad – introduced, Platypus – native, Bumblebee - introduced

Useful Websites

- [Yellow crazy ants are taking over Townsville properties sparking its largest-ever baiting blitz](#) – ABC News
- [Yellow Crazy Ants](#) – Invasive Species Council
- [Fire Ants](#) – BTN
- [Feral Species Cost](#) – BTN



Teacher Resource

BTN Transcript: Episode 34 – 28/11/2023

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for hanging out with us again. Let's see what's coming up on today's show. This sun-smart seagull earns a place in the Aussie audio archives, we find out what it takes to make it in motor sports and learn about one of history's most famous figures.

Israel-Hamas Ceasefire

Reporter: Joe Baronio

INTRO: All that soon, but first today, to Gaza and Israel and for the first time in a while some good news. Both sides have temporarily stopped fighting after an agreement to release hostages. Here's Joe to tell us more.

JOE BARONIO, REPORTER: For these people in Israel, there's something they've wanted world leaders to hear since the terrorist attacks on October 7th.

PERSON: We're here to get the people of Israel out on the streets, marching, sending a message to the decision-makers in the government to hear us and to act, and to act now to free our loved hostages.

See, when Hamas militants launched a surprise attack on towns across southern Israel, killing more than a thousand people, they also kidnapped around 240 people including children, and ever since, the families of those people have had an agonising wait to see if their loved ones are okay. Over the weekend, for some, that wait is over.

PERSON: Today is a very, very good day. Bring them home, all of them. Please, bring them home.

PERSON: They've been through so much and now they're home.

In Gaza, there was also some relief as fighting stopped and hundreds of trucks crossed the border bringing much-needed supplies.

JAMES ELDER, UNICEF: People are so desperate, and you can see in adults' eyes they haven't eaten by, you can see the children are getting thinner and they haven't eaten for a while, and yet, we were able to get to the hospitals, we were able to do the delivery and then, there's just this immense relief.

This ceasefire is the first pause in fighting between Israel's Defence Force and Hamas since the war began more than a month ago. It's something many people have been calling for both for the sake of the hostages and for the more than a million Palestinians in Gaza who've been displaced by the fighting.

JENS LAERKE, UN OCHA: We hope the agreement between Israel and Hamas now enforced will bring respite to the people of Gaza and Israel.

PERSON: We want a comprehensive ceasefire so that people can get their needs, from gas to flour.

PERSON: Between despair and trauma and hope. I just want to see the children come back.

Israel has faced some criticism for the scale of its response, which has killed and injured many people.

DR. TEDROS ADHANOM GHEBREYESUS, WHO DIRECTOR-GENERAL: With at least 11,500 Gazans killed, 70% of them women and children, with 1.7 million people displaced, the scale of Israel's response appears increasingly unjustifiable.

But Israel says it's tried to minimise the harm to civilians, and that it needs to get rid of Hamas for its own safety. Arranging a ceasefire has been really difficult. Many in Israel worried it would let Hamas attack again. It's taken many weeks and the involvement of several different countries for the two sides to agree to a deal. The deal involved both the Israeli Defence Force and Hamas pausing the fighting for four days. Hamas agreed to release 50 hostages, and in return, Israel released 150 Palestinian people held in Israeli jails. This doesn't mean the war is over though.

BENJAMIN NETANYAHU, ISRAELI PRIME MINISTER: I want to be clear. The war is continuing. We will continue it until we achieve all our goals of returning all our abductees, eliminating Hamas.

World leaders are continuing to push for a more lasting peace.

PEDRO SANCHEZ, SPANISH PRIME MINISTER: This ceasefire is good. It's a good step forward, but it's not enough.

PENNY WONG, AUSTRALIAN FOREIGN MINISTER: What we must ultimately work towards is a long-term, enduring peace.

And many in Israel and Gaza are hoping for an end to this horrible situation.

Upsetting News

If you're feeling sad or worried about that story or anything else you've seen in the news, make sure you talk to someone about it. We've also got some resources on our website with tips on how to deal with upsetting news.

News Quiz

What city is hosting the COP28 climate conference this week? Is it Dubai, Singapore or Amman? It's Dubai. The COP, or Conference of the Parties, has happened every year since 1995 and this year's is pretty important. Countries will respond to the UN's global stocktake which was a detailed look at where the world stands on climate action.

ANTONIO GUTERRES, UN SECRETARY-GENERAL: Countries must commit to triple renewables capacity, double energy efficiency and bring clean power to all by 2030.

Bushfires have destroyed homes in which Australian capital city? It's Perth. The fire burned through more than 1800 hectares in the city of Wanneroo and the City of Swan and destroyed 18 houses.

A town called Grindavik has been evacuated because of fears of a volcanic eruption. Do you know what country it's in? It's Iceland. People were ordered to leave the fishing village on November 11 after magma shifting under the Earth's crust caused hundreds of earthquakes, a warning that a volcanic eruption may be on the way.

What sort of animal did US President Joe Biden pardon last week to celebrate Thanksgiving?

JOE BIDEN, US PRESIDENT: I hereby pardon Liberty and Bell.

Yep, it was a turkey. The turkey pardoning is a long and slightly strange tradition in the states where one lucky bird and a backup get saved from the plate by POTUS. And this one was particularly special for Biden because it was also his 81st birthday.

JOE BIDEN, US PRESIDENT: This is the 76th anniversary of this event, and I want you to know I wasn't there for the first one.

Sun Safety Campaign

Reporter: Jack Evans

INTRO: If I told you to slip slop slap, you'd know what I was talking about, right? Since the 1980s Aussie kids have been growing up with the Cancer Council's sun smart campaign and now the iconic song has been added to a special collection in the National Film and Sound Archives. Here's Jack.

JACK EVANS, REPORTER: It's the classic Aussie jingle that you've probably heard again and again and again, teaching us Aussies to, do I really need to say it?

AD CAMPAIGN: Slip, Slop, Slap.

While it might seem like common sense now, there was a time when Aussies weren't so sun smart.

CHRIS MORRIS, CANCER COUNCIL SA: The 1960s is when we really became aware that the UV and the sun was damaging, and that it had the potential to cause skin cancer for people. And of course, Australia has been nicknamed the skin cancer capital of the world, because our UV is very high.

For those wondering, UV or Ultraviolet is a type of radiation that comes from the sun.

CHRIS MORRIS, CANCER COUNCIL SA: So, what happens with sunburn is the UV has actually damaged the skin and that then actually builds over time. So, if you get sunburned as a kid, and then sunburn again, and again, that's damaging the DNA in your skin. And that's where the risk of skin cancer comes from.

Australia was actually the first country in the world to start a public education campaign about the dangers of UV rays. But it was this iconic seagull that really got the message out there.

JACK: Slip, Slop, Slap - How did the jingle come about?

CHRIS MORRIS, CANCER COUNCIL SA: So, in the 1980s, we were really concerned that people were still getting sunburned and not paying attention to the UV. So, some clever people put their minds to a jingle and an advertising campaign and introduced our famous Sid Seagull as the mascot and Slip, Slop, Slap was born.

Chris says it helped to change the way people thought about spending time in the sun, especially young people.

CHRIS MORRIS, CANCER COUNCIL SA: It's one of the most successful messages in Australia and what we've actually noticed is that for younger people, people under 30, there's been a downturn in skin cancer rates over the past 30 years. So, we think Slip, Slop, Slap has been a really important message that people have taken on board and we're really proud of that.

AD CAMPAIGN: Slip, Slop, Slap, Seek and Slide. Have fun outside but don't get fried.

JACK: But it's actually changed a bit, hasn't it, since 1981.

CHRIS MORRIS, CANCER COUNCIL SA: Sure has, so it's about putting on protective clothing. It's about putting on your sunscreen and using quite a bit of sunscreen. It's about putting on a nice broad brimmed hat. It's also about seeking shade like we are at the moment Jack under a nice shady tree wherever possible, particularly when the UV is really high and also protecting your eyes by putting on your sunglasses.

Recently the Slip Slop Slap was added to the National Film and Sound Archives Sounds of Australia. That's a list of all sorts of iconic Australian sounds. From songs like this ...

THE WIGGLES: Toot, toot, chugga, chugga, big red car.

... and this ...

NEIGHBOURS THEME: Neighbours.

... and now this: Slip, Slop, Slap.

CHRIS MORRIS, CANCER COUNCIL SA: We're absolutely thrilled about that. And do you know, even when we take Sid out now because Sid's still around, people love Sid, kids love Sid, Adults love Sid. Sid is such an icon and all because of that jingle, Slip, Slop, Slap 40 years ago.

Yellow Crazy Ants

Reporter: Justina Ward

INTRO: Now we're going to find out about something very small that's posing a very big risk to the Australian environment. Authorities in Queensland are waging war against invasive yellow crazy ants. Justina can tell us more.

ANT: Hey.

JUSTINA: How?

Ants, they can be pretty annoying. Especially when it comes to eating our food.

JUSTINA: Why are there so many of you?

Well that might be because they're kind of everywhere. You see scientists reckon there's around 20 quadrillion ants roaming the earth. That's about 2.5 million ants for every human. And although dominating the planet might seem like a pretty invasive thing to do, ants actually play an important role in the environment, with things like helping keep the ecosystem clean, placing nutrients back into the soil and eating pests that can be harmful to plants.

DR SAMUEL LYMBERG, RESEARCHER: They're so dominant, and they're so common, they're so diverse. That means they have formed sort of a really important step in most native ecosystems around the world and they perform a lot of functions that a lot of other creatures and plants rely on.

But we've also got a lot of introduced ants which are causing a bit of havoc. Like the yellow crazy ant. They're one of the world's most invasive species. And while they don't bite, they do spray acid. They're a big problem for Christmas Islanders and their famous red crabs. And more recently they've been found in Queensland where they seem to be spreading.

BEV JOB, INVASIVE SPECIES COUNCIL: They will literally wipe out ecosystems from the ground up. You'll see ants and insects disappear, small reptiles, ground dwelling birds.

MAURIE SOARS, TOWNSVILLE CITY COUNCIL: Here in Townsville, we have infestations ranging through seven of our suburbs so it's important we get on top of it before it gets any worse.

Another invasive menace is the red fire ant. Notorious for their aggression and venom, which has been known to kill animals. These nasty little critters have been surging in parts of Queensland.

JIM CHALMERS, FEDERAL TREASURER: We are at risk of losing more than a billion dollars-worth of value from our economy if we don't get on top of this fire ant challenge.

There's a bunch of other invasive ants in Australia too.

JUSTINA: And if you've met an ant. You'll know they're pretty hard to get rid of.

ANT: Oi.

The government's spent hundreds of millions of dollars using things like helicopters and drones, as well as investing in research to develop new methods for controlling them. And believe it or not, playing Age of Empires.

DR SAMUEL LYMBERY: We showed that just like in the video game, in the ants, our small armies of strong ants, which are our native species, did better when they were fighting in terrain, and large armies of smaller, weaker ants, which was our invasive species, did better when they were fighting out in the open. Yep. A computer game once given away in children's cereal boxes is helping Australia understand ant warfare.

Researchers found that the terrain in the environment could be the ant-ser to our problem. Other things like improving biosecurity measures to try and stop them arriving in the first place is also really important. As well as learning about how to spot them reporting suspicious ants or ant nests when we see them.

JUSTINA: So, what type are you?

ANT: I'm Rhytidoponera Metallica

JUSTINA: Huh?

ANT: Green-head ant? We're native.

JUSTINA: Oh fine. Just have it all.

ANT: Woohoo....

Girls in Motorsports

Reporter: Justina Ward

INTRO: Have you ever dreamt of becoming a race car driver? Well, a new program is making that dream possible for young girls all across Australia. Justina checked it out.

The rush. The passion. The atmosphere. It's easy to see why motorsport is one of the most popular sports in the world.

GIRL: You get to watch races and see who wins. And cause it's fun.

GIRL: It's got heaps of different races for the different types of cars.

Motorsport is actually one of the few sports where men and women can compete against each other. But there seems to be something missing.

JUSTINA: Has anyone noticed there's not many girls in motorsport?

GIRL Yesssss.

Yeah, globally about 1.5 per cent of licensed motorsport drivers are women. In fact, the last women to qualify for and score points in Formula 1 was Lella Lombardi in 1976. In the V8's it's a bit better. There are some women regularly hitting the tracks, but more often than not the grid is entirely male.

GIRL: I think girls don't know that they can actually go in the motorsport industry.

GIRL: It's mostly supported around the boys doing it.

JESSICA DANE, FIA GIRLS ON TRACK AMBASSADOR: There was a time when women weren't even allowed to drive and also, it's perceived as a dangerous sport, so naturally it's something that people have always associated with men.

Yep. Although there hasn't always been opportunities for women to compete. There have been plenty of trailblazing female drivers. The motorized tricycle race in 1897 was one of the pioneer Motorsport events in which women could participate. And early pioneers like 'Camille du Gast', who was the first woman to race consistently at international level. 'Eliška Junková', the first woman to win a Grand Prix event, 'Cheryl Linn Glass' the first female African American to compete in professional motorsports, and 'Pat Moss', who remains one of the most successful female rally drivers of all time, all helped pave the way for future generations. And today, women are racing at all levels of the sport.

JESSICA DANE, FIA GIRLS ON TRACK AMBASSADOR: There's women all over the world who are kicking goals, the like of Susie Wolff, she went from being a formula 1 test driver for Williams and now she's CEO of the Formula 1 Academy.

But despite all the progress that's been made, there's still much work to be done.

GIRL: Challenges that girls can face is like, not taking them seriously.

GIRL: Like sponsors are more likely wanting to get the boys not as much as the girls.

And that's what the FIA Girls on Track program is all about. It aims to inspire girls to pursue a career in motorsport and give them a taste of the different types of jobs industry.

HON KATRINE HILDYARD, MP: This is a program that certainly shows girls and young women that they are welcome to equally and actively participate in motor sport.

GIRL: I didn't know that there was so many jobs in the motorsport industry, like, managing marketing, just like, yes, so many different jobs, that, that there are opportunities for women to do.

JESSICA DANE, FIA GIRLS ON TRACK AMBASSADOR: There are so many women in the sport behind the scenes in different roles. It's just that they're not as visible. So, it's about changing the visibility of women,

to make it clear to all these girls watching that there are women, and that there's definitely a place for them in this industry if they want it.

GIRL: I want to be like an F1 driver for Ferrari.

GIRL: I kind of want to be an engineer in it.

GIRL: We need to, like, step up, like and like believe in ourselves believe in each other.

GIRL: Yeah, do what you love. Yeah.

Napoleon's Hat

Reporter: Jack Evans

INTRO: This hat just sold at auction for more than 3.1 million dollars. It was worn by French Emperor Napoleon Bonaparte during his reign in the 1800s. Jack found out who he was and why he had such an impact on the modern world.

JACK: This is Napoleon Bonaparte.

NAPOLEON: Bonjour.

JACK: He was born on the 15th of August 1769.

NAPOLEON: Which means I'm a Leo.

NAPOLEON: And Leo's are famously natural born leaders.

JACK: Uh, sure.

NAPOLEON: You'll see why that is relevant soon enough.

JACK EVANS, REPORTER: Napoleon grew up in the Mediterranean on an island called Corsica but left to attend a military academy in France. Where eventually he joined the military, worked his way up the ranks and became a general. It was around this time that France was caught up in a little old something called the French Revolution.

JACK: Which is really a WHOLE other BTN story, but we're here now so here you go.

The French Revolution was a period that marks the overthrow of the French monarchy or King. Basically, people weren't happy with the way he was wielding his absolute power, spending all the country's money and making the poor pretty miserable.

JACK: So, they kicked him out, so to speak.

Like most revolutions, things didn't go smoothly. There was a reign of terror and a lot of these. A group of five leaders called the Directory took over and spent the next few years fighting wars with monarchies like Great Britain, Austria, Prussia and Russia.

JACK: It during those wars that General Napoleon managed to paint himself as a...

NAPOLEON: Hero, that's right a hero.

JACK: Yes, that's right and what was the other nickname you earned during battle? Le Petit Caporal?

NAPOLEON: Yes, and it was an affectionate nickname and nothing to do with my height.

JACK: Yeah, fun fact - Napoleon is famously remembered as being quite short. But the truth is he was 5'7" which was the average height for males at the time.

NAPOLEON: You hear that. I'm average, oh wait.

JACK: Oh, and we should probably talk about the hat.

NAPOLEON: Ah oui oui, unlike others I wore my hat to the side making it easier for my soldiers to spot me.

JACK: Oh, I always thought it was a fashion choice.

NAPOLEON: Oh oui oui that too.

JACK: Anyway, Napoleon was pretty popular, but the Directory wasn't, so Napoleon and his supporters...

NAPOLEON: Threw them out.

JACK: Ah yes, more or less.

Napoleon gave himself the title of First Consul and set to work re-making French society. He introduced the Napoleonic Code, which gave people fairer legal rights, and his policies had a positive impact on things like the economy and education system.

JACK: All this seemed to make the people of France pretty chuffed.

FRENCH PERSON: I just love what Napoleon has done with the place.

JACK: And in 1804 Napoleon promoted himself to Emperor of France, because apparently that's something you can do, and the great reign began.

FRENCH PERSON: Oh la la, it is raining.

JACK: No, the great reign, R - E - I - G - N

You see, Napoleon wanted to expand his influence and establish a powerful French empire in Europe. At one point he and his military took control over parts of countries like Spain, the Netherlands, Italy and parts of Germany.

JACK: But like all good things, his ruling would come to an end.

NAPOLEON: Do we have to do this part.

JACK: Yes, we do. In 1812 Napoleon invaded Russia and let's just say things didn't go too well.

His army was weakened by the extreme cold Russian weather and with a little help from Britain, Austria and Prussia (which FYI doesn't exist anymore), Russia was able to fight back and eventually capture Napoleon in 1814.

JACK: Napoleon was banished to a small Mediterranean island called Elba.

NAPOLEON: I was able to retain my title as Emperor though.

JACK: Yes and in 1815 Napoleon managed to escape back to France. But it didn't last long.

NAPOLEON: Oh.

JACK: Oh, indeed.

Napoleon was ultimately defeated by British and Prussian troops at the Battle of Waterloo. Where he was again banished to an island, this time in the south Atlantic Ocean, where he eventually died on May 5, 1821.

NAPOLEON: And that was the end.

NAPOLEON: Yes, that was the end of the average height-ed, heroic, Napoleon.

JACK: Yeah, but today, Napoleon, your legacy lives on. For starters Napoleon is the reason France looks like this. The Napoleonic Code that he introduced is credited as shaping modern legal systems around the world, his military tactics still influence strategic thinking today and he was also responsible for spreading the metric system throughout Europe.

JACK: But most importantly he was the inspiration for the Eurovision award winning Abba song, Waterloo.

NAPOLEON: Oh, not this song again.

JACK: Oh, you love this don't you.

NAPOLEON: It is quite catchy, you have to admit.

JACK: Come on, sing it. You know it, it happened to you.

BOTH: Waterloo.

NAPOLEON: I was defeated, you won the war, no no no no no, Waterloo ...

Closer

Well, that's all we've got for you today. But if you want more, check out Newsbreak right here in the studio every weeknight at 6.25. And make sure you tune in next week for our very last episode of the year. It's going to be fun. I'll see you there. Bye.