



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.

## US Election Result

1. In pairs, discuss the US Election Result story. Share the main points of the discussion with the class.
2. Which political party does Donald Trump belong to?
3. What did Donald Trump do before he got into politics?
4. How do you feel about Donald Trump becoming President?
5. What questions do you have about the story?

## Spain Floods

1. Summarise the BTN Spain Floods story in three sentences. Share and compare your summary with another student.
2. Which province in Spain recently experienced a natural disaster?
  - a. Madrid
  - b. Seville
  - c. Valencia
3. What systems are there in Spain to warn people about a natural disaster?
4. Why are many flood-affected people angry with authorities?
5. What do experts say about the impact climate change will have on extreme weather events?

## War Grave Volunteers

1. What does Remembrance Day mark the anniversary of?
2. Briefly explain the Headstone Project.
3. Describe what the students did as part of the project.
4. Why is it important to uncover the stories of the people who have served in wars?
5. What did you learn watching the BTN story?

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

### EPISODE 32

12th November 2024

#### 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.

## Bird Call Olympics

1. What is the Bournda Bird Olympics?
2. Give two examples of the bird calls performed by the children.
3. Why did bird calling begin?
4. What did you like about the BTN story?
5. Have a go at mimicking native birds in your area and record your bird calls.



Teacher Resource

# War Grave Volunteers

## 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. What does Remembrance Day mark the anniversary of?
2. Briefly explain the Headstone Project.
3. Describe what the students did as part of the project.
4. Why is it important to uncover the stories of the people who have served in wars?
5. What did you learn watching the BTN story?

## Activity: Personal Response

After watching the BTN War Grave Volunteers story, ask students to finish one or more of the following incomplete sentences:

- Learning about World War One made me feel...
- This episode of BTN made me wonder why...
- It was interesting to learn that...
- BTN covered this because...

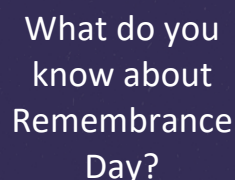


How did this story make you feel?

## Activity: Class Discussion

After watching the BTN War Grave Volunteers story ask students to discuss the following, in pairs or small groups:

- What did the students in the BTN story learn?
- What tasks did they do? (researching, finding families, planning, fundraising)
- Why was the project started?
- Have you been part of a Remembrance Day ceremony before? Describe what happened.
- How much do you know about Remembrance Day? Write down what you know already. Share as a class.



What do you know about Remembrance Day?

### EPISODE 32

12th November 2024

### KEY LEARNING

Students will learn more about the importance of Remembrance Day.

### CURRICULUM

#### HASS – Year 5 and 6

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

Locate and collect relevant information and data from primary and secondary sources.

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

#### HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources.

## Activity: Celebration or Commemoration?

In this activity students will explore and explain the difference between a celebration and commemoration. They will discuss ways that communities commemorate events and people and reflect on the importance of commemorative events in society.

### Class Discussion

As a class, discuss and respond to the following.

- What is the difference between a celebration and a commemoration? Find a definition for both terms.
- Brainstorm words that relate to commemoration, for example, tribute, honour, memory, memorial, monument, remember, anniversary, observe and ceremony.

### Personal Response

Individually, students will respond to the following:

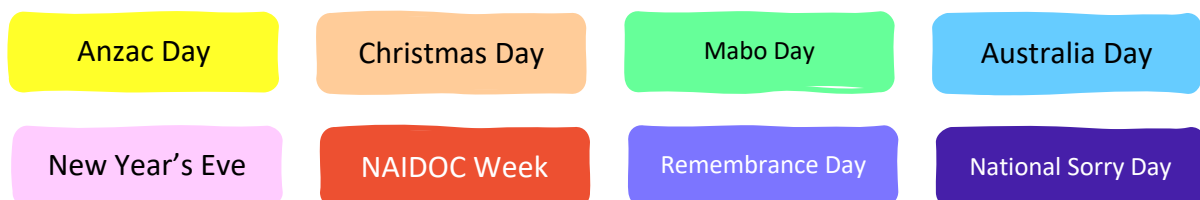
- What events do you celebrate with your family?
- What events do you celebrate with your friends?
- What events do you celebrate with your community?

And then respond to these questions:

- What events do you commemorate?
- Do you commemorate these events with your school or community?
- Are there any special dates you might commemorate just with your family?

### T-chart

Students will create a T-chart and sort the following events as either a celebration or commemoration.



### KWLH

Students will develop their own question/s to research or choose one or more of the questions below, to learn more about Remembrance Day. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- What are some customs or traditions that you might see on Remembrance Day? Research and make a list. Choose one to explore in more detail. Visit the [Australian War Memorial](#) website for more information.
- Is there a special place at your school or in your local community where ceremonies are held (school hall, memorial garden, statue, monument, courtyard, flagpole etc.)? Learn more about it and present your findings in a poster.
- Why is Remembrance Day on the 11<sup>th</sup> of November? Explore the significance of the date and time.

## Activity: Commemoration in your Community

Students will investigate how their community commemorates and remembers Australian men and women that contributed during First World War.

### Class Discussion

Begin this activity by having a class discussion using the following questions.

- How does your local community commemorate Remembrance Day?
- How can you find information about service men and women? (consider National Archives, Australian War Memorial, local historical societies, RSLs, State Libraries, Trove).
- What do you know about service men and women in your community?
- Find out if there is a war memorial in your area. Where is it located?

### Excursion

If possible, arrange an excursion to your local war memorial. Some students may be able to trace members of their families on local memorials. Encourage students to describe what they can see (e.g. lists of names, dates and symbols). Ask questions during the excursion:

- Look closely at all parts of the memorial.
- What do you notice about who or what is represented? How is this done?
- Is there an honour board? (a list of names)
- When was the memorial built?
- Do you notice any symbols? What do they mean?
- What effect does visiting the memorial have on you?

### Design

Students will design their own war memorial. Students will need to think about the following:

- What symbols, words and images will you include?
- How would you want people who might visit your memorial to feel?

## Activity: Remembering a Veteran

Students will learn about the roles and contributions of Australian service men and women during World War One. Students will create a profile on a veteran as a way to honour and remember them.

### Interactive Digibook

Begin the activity by watching this video digibook created by ABC Education to learn about [Untold stories from Australian WWI Memorials](#).

### Create a Profile

Students will choose one veteran and create a profile on them. Students may want to learn more about an Australian veteran from their community or a person they have read about.



Untold stories from Australian WWI Memorials  
(Source: [ABC Education](#))

Students will use the following to guide them through this activity:

- Create your profile on a piece of A4 card or paper.
- Include a photo of the veteran.
- Tell the story of the person using your own words. Include 2-3 paragraphs.

Create a remembrance board of your students' profiles and display in your class, or school library to remember and honour war veterans.

### Create a Postcard

Students will write and decorate postcard to a World War One veteran in recognition of their service.

## Activity: Remembrance Poppies

Before students create their poppy flowers, watch the following BTN stories to see how kids in Australia are paying tribute to those who fought in World War One. After watching one of the BTN videos, ask students to respond to the discussion questions which can be found on the story page.



BTN [Australia's Recovery from WWI](#) story



BTN [Remembrance Day Poppies](#) story

### Make a Remembrance Day poppy

Learn how to make a commemorative Remembrance Day poppy badge.

#### MATERIALS:

- Red crepe paper
- White card
- Safety pin
- Craft glue
- Masking tape

#### TOOLS:

- Scissors
- Black Marker

#### INSTRUCTIONS:

1. Trace a circle on white card (approx. 4cm diameter). Cut out the circle.
2. Cut out a smaller circle on white card (approx. 1.5cm diameter). Colour the circle black.



Tutorial – [Make a Remembrance Day poppy](#)

3. Cut a strip of red crepe paper (approx. 5cm). Draw 3 petal shapes on the strip of crepe paper. Cut out the petal shapes.
4. Stretch the petals (4-5 petals at a time). Separate the petals.
5. Put glue on the large circle. Stick on a layer of petals around the circle.
6. Put glue in the centre of the petals. Stick another layer of petals on top.
7. Put glue in the centre of the poppy. Stick on the small black circle.
8. Stick the safety pin on the back of the poppy with masking tape.
9. Write a remembrance message on the back of the poppy.

If you don't want to wear the poppy as a badge and would rather use it as decoration, tape a black pipe-cleaner to the back as a stem. You can also make upcycled poppies using egg cartons or plastic bottles.

## Useful Websites

- [World War 1, Remembrance Day](#) – BTN
- [The Headstone Project](#)
- [ANZAC Resources](#) – ABC Education
- [Make a Remembrance Day poppy tutorial](#) – BTN (YouTube)
- [Gallipoli and World War One](#) – ABC Education



Teacher Resource

# BTN Transcript: Episode 32- 12/11/2024

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. We find out about the massive clean-up underway in Spain, meet students keeping memories of the Anzacs alive, and meet the best bird callers in Bournda.

## US Election Result

Reporter: Joe Baronio

*INTRO: All that soon. But first today, as you probably know by now, Donald Trump has been elected president of the United States - AGAIN. Yep, as some of you will know, he's done this before, but, just in case, Joe thought it would be a good idea to get you up to speed on his remarkable comeback. Check it out.*

JOE BARONIO, REPORTER: It's a face, a voice...

DONALD TRUMP: Four more great years.

... a dance, and a hairdo that I'm sure you all know pretty well by now. For the past eight years, Donald Trump has been one of the most famous figures in the world. But to understand more about how he got here, we need to delve into the archives.

1970s New York City. A young, fresh-faced Donald took over his father's real estate company in New York, making a name for himself with his big building buys and his TV appearances.

INTERVIEWER: Mr Trump, what's left in your life? You're 33 years old. You're worth all this money.

DONALD TRUMP: I just want to keep busy and keep active and be interested in what I do, and that's all there is to life as far as I'm concerned.

Then, in the late '80s, he published his first best-selling book.

DONALD TRUMP: And I think it's something that really people want to read, as you can see, by what you're seeing right now.

While his businesses weren't always successful, his name was everywhere.

DONALD TRUMP: My new game is Trump: The Game.

And then of course, there was The Apprentice.

DONALD TRUMP: You're fired.

The reality TV show went for 14 seasons, made Trump a lot of money, and cemented his celebrity status. But then, in 2015...

DONALD TRUMP: I am officially running for president of the United States, and we are going to make our country great again.



To say he was a controversial candidate is, well, an understatement.

DONALD TRUMP: I will build a great, great wall on our southern border and I will have Mexico pay for that wall.

DONALD TRUMP: We should just cancel the election and just give it to Trump, right?

Donald Trump upset a lot of people with his comments about migrants, women, and even famous war veterans.

DONALD TRUMP: He's a war hero because he was captured. I like people that weren't captured, OK?

But a lot of people liked his very unconventional and very un-politician-like style.

SUPPORTER: I think we need somebody in there that's not so much a politician anymore.

SUPPORTER: Donald's been Donald since the beginning.

And he won.

DONALD TRUMP: From this day forward, it's going to be only America first.

But the controversies didn't end there. In 2020, he became the first president of the United States in more than 100 years to be impeached, which means the Senate votes on whether or not to kick him out, over claims he pressured Ukraine's leader to dig up dirt on his political opponents. The Senate voted in Trump's favour, and he stayed put while America and the rest of the world faced the COVID-19 pandemic.

DONALD TRUMP: We cannot let the cure be worse than the problem itself.

In 2021, Americans voted again, and this time Trump was not triumphant.

JOE BIDEN: The people of this nation have spoken. They've delivered us a clear victory.

But again, there was controversy. Despite having no evidence, Trump and some of his supporters said the Democrats had cheated in the election. And then, on January 6th, when it was time to hand over the presidency, this happened...

SUPPORTERS: (CHANTING) USA! USA!

REPORTER: It is hard to put into words what exactly we witnessed today.

Trump was impeached for a second time for allegedly encouraging the riots and was acquitted again. But later, four different criminal cases were brought against him for trying to interfere with the election, for refusing to hand over classified documents, and for lying on official financial documents. Yep, he was found guilty on that last one, becoming the first US president to be convicted of a federal crime.

DONALD TRUMP: This was a rigged trial by a conflicted judge who was corrupt.

He still hasn't been sentenced in that case, and the others haven't gone to trial yet. But none of the court cases or the controversies could stand in the way of what's been called the greatest political comeback in history.

DONALD TRUMP: It is now clear that we've achieved the most incredible political thing. Look what happened. Is this crazy?

People voted for Trump for all sorts of reasons, including his promises to help people with the cost of living and deport illegal migrants.

SUPPORTER: Tears of happiness. (LAUGHS) We won!

SUPPORTER: Trump won.

While Trump's supporters are thrilled, some are worried about what his presidency means for the US and the rest of the world.

US CITIZEN: In my mind, if I woke up this morning and I was an immigrant, I'd be very worried.

US CITIZEN: A lot of our liberties are going to be taken away and a lot of our rights.

Vice President Kamala Harris said while it wasn't the result she wanted, that's how democracy works and that the Democrats would work with Donald Trump and his team to make sure things go well next year when he takes his place as the 47th president of the United States.

## News Quiz

How old does the Australian government reckon you should be to use social media? 12, 16 or 18? It's 16. Last week, the Prime Minister announced more details of the new social media laws the government is about to introduce to Parliament, including the new minimum age.

ANTHONY ALBANESE, PRIME MINISTER: Social media is doing social harm to our young Australians and I am calling time on it.

Under the laws, social media companies will be fined if they don't take reasonable steps to stop under 16s from using their platforms.

Australia's prime minister and governor-general have awarded Australia's highest military honour. What's its name? The Victoria Cross, the George Cross or the Elizabeth Cross? It's the Victoria Cross, and it's reserved for people who carry out extreme acts of courage in battle. This one went to Private Richard Norden, who ran into enemy fire during the Vietnam War to reach a wounded comrade and retrieve the body of another. He died after the war in 1972.

SAM MOSTYN, GOVERNOR-GENERAL: This is an historic occasion for Australia and the Australian Defence Force, and a very significant day for private Norden's loved ones.

What sort of animal surprised a surfer at a Western Australian beach last week? A giant squid, a seal or a penguin? It was an emperor penguin. And if you're thinking, "Wait, don't they live in Antarctica?" Well, you'd be right. In fact, they've never been found this far north before. The youngster was picked up by a wildlife carer who will look after him for the time being.

Cassius, the world's biggest known saltwater croc, has sadly snapped his last snap, dying of natural causes at Marineland Melanesia on Green Island, near Cairns. Do you know how big he was? 2.48 metres, 4.48 metres or 5.48 metres? Cassius was a whopping 5.48m long, which, just for context, is more than three Amelia Moseley's in a row. Yikes! He was also very, very old, some reckon up to 120 years.

And what is covering roads on Christmas Island right now? Is it flowers, butterflies or crabs? It's little red crabs. At this time of year, about 100 million of them emerge from their burrows in the forests of Christmas Island and make their way towards the sea.

## Spain Floods

Reporter: Amelia Moseley

*INTRO: Now to Spain, where locals are cleaning up after deadly flash floods swept through the country's east. It's got many asking why they weren't warned earlier, and what can be done to make sure countries are prepared for natural disasters in the future. Take a look.*

It's been described as Spain's worst natural disaster in living memory.

URSULA VON DER LEYEN, EUROPEAN COMMISSION PRESIDENT: What we are seeing is devastating. Entire villages are covered with mud. People seeking refuge on trees and cars swept away by the fury of the waters. Tens of people have lost their lives. Thousands are displaced.

PERSON: No one in this area can contact each other because we have no internet. There's about more than 150 thousand people that have just been displaced.

Floods caused by storms at this time of year aren't unusual around Spain's east coast, but this was more extreme than usual. The Valencia region got more than a year's worth of rain in just eight hours, causing many rivers to break their banks. Rescue services worked hard to help people and pets. But the big question that many people here are asking is why weren't they warned sooner about what was to come?

Spain has systems in place to alert people if a natural disaster is on the way, by sending out warnings to people's phones. But people in Valencia say those warnings came after the flooding had already started in some places.

PROF. HANNAH CLOKE, UNIVERSITY OF READING: People didn't get the warnings in time, they didn't understand those warnings. We could see that people were putting themselves at risk driving in floodwaters, and there was just so much water that it has overwhelmed these places.

Locals also say authorities haven't been providing enough help to the people who need it.

VOLUNTEER: There are way more people helping than government, you know? Which is crazy. So sad. Unreal.

Some people here were so angry that they threw mud at the King and Queen of Spain.

SPANISH TEENAGER: It was known. And nobody did anything to avoid it.

SPANISH TEENAGER: We're just 16, we helping, and the leaders do nothing.

Many experts say what happened in Spain is a sign that the world needs to do more to prepare for natural disasters. They say climate change is going to bring more unpredictable and more extreme weather events, so it's extra important that authorities are ready to deal with them and have good warning systems in place.

Right now, the UN is working with governments around the world to try to make sure that happens.

ANTONIO GUTERRES, UN SECRETARY-GENERAL: Early warning systems save lives. Let us ensure that they

are working for everyone.

And experts say we all need to learn how dangerous the weather can be.

PROF. HANNAH CLOKE: We're going to see more of these flash floods in the future. We must help people understand the danger they're in. Just telling people that it's going to rain quite a lot is not good enough, people don't understand what to do, they don't have the information they need to keep themselves and their families safe.

The Spanish government has now sent thousands of soldiers, police officers, trucks, equipment and helicopters to help people. It's also promised an \$11.5 billion aid package.

But even before the extra help arrived thousands of volunteers, many travelling from neighbouring areas have been pitching in to help.

VOLUNTEER: It's amazing. Thousands of people coming from Valencia. Like a big corridor of people. Heartwarming.

They've been handing out food and supplies...

VOLUNTEER: I feel fulfilled because, in the end, it's like I'm helping somehow and I don't feel useless just sitting at home and that's it.

...and grabbing a broom or a shovel. While the clean-up from this disaster is clearly going to take a really long time, people say they're relieved more help is finally here.

## War Grave Volunteers

Reporter: Wren Gillett

*INTRO: Monday the 11th of November was Remembrance Day, which is all about making sure that those who fought in World War One and every other war are never forgotten and you're about to meet some school kids who are doing just that by finding and restoring the graves of veterans. Here's Wren*

WREN GILLETT, REPORTER: Some people believe our lives end twice. Once when we draw our last breath, and a second time when people no longer remember us. So, what if, by keeping memories alive, we could keep people alive too?

MAX, ST MARY'S COLLEGE: We are at the grave of Private Everett Luke Sumner. He was a proud Ngarrindjeri man who fought in World War One.

As a first nations man, Luke Sumner faced a huge amount of discrimination in his own country. And yet, in 1916, when he was just 19, Luke volunteered to go overseas and fight.

MAX: He wanted to travel and broaden his horizons. Have a chance to see the world. Unfortunately, with that came the war.

Around 400,000 Australians signed up to fight in the First World War, including over 1,000 Aboriginal and Torres Strait Islander soldiers. Many like Luke were young and had never been overseas before. They fought in places like France, Egypt and Türkiye, and faced horrific conditions.

JAYLAH, ST MARY'S COLLEGE: They lived in constant fear of gas attacks, machine fire and, just all the combat going on around them.

ARIANA, ST MARY'S COLLEGE: You go over the edge and your head is shot just for being there.

LEELA, ST MARY'S COLLEGE: It left a lasting impact on the people that fought in the war, such as PTSD.

60,000 Aussie soldiers died fighting in the first world war, and many of those who made it home never fully recovered, like Luke.

MAX: He came home and he lived here for about 20 years after the war, and then he got a blood clot in his brain, which they think was sustained by the war.

For more than half a century, Luke's grave was left like this, unmarked and forgotten. But now, Luke is set to receive a headstone, thanks to the work of these year 9 students and The Headstone Project.

VOLUNTEER: OK, looking for Cruickshank.

LEILA: The headstone project is a group of volunteers who dedicate their time to giving headstones to unrecognised nurses and soldiers that fought in the war.

MAX: Sometimes they reach out to schools because there's only a set number of people that are working with the headstone project. So, yeah, that's where we come in.

VOLUNTEER: You've all got a name to research. You're in pairs. Have you got the reference for the grave?

JOHN BROWNLIE, THE HEADSTONE PROJECT SA PRESIDENT: They have done an extraordinary job. So they've come out here, they've found them, they've researched their history, and they've made an enormous contribution to the work of The Headstone Project.

Already, these students have been able to help transform the graves of two World War I nurses.

WREN: OK, so what are we looking at?

JAYLAH: We're looking at the grave of Agnes and Edith Cox.

LEILA: Edith was a masseuse, and she worked in a hospital until she was 30, when she enlisted into the Army as a nurse.

JAYLAH: Agnes enlisted into the war when she was 46.

WREN: So, when you first came here, their graves didn't look like this right?

JAYLAH: No not at all. The plaques were cracked and broken, and there was all glass in and around the grave, and it wasn't very respectful for what they did during the war.

WREN: But the work that you've done has been able to transform these.

JAYLAH: Yeah, definitely. And I'm really happy that we're able to be a part of this experience.

There are thousands of soldiers and nurses around Australia lying in unmarked graves, and the Headstone Project is working to uncover their stories.

JOHN BROWNLIE: We're not going to be around forever, and so we need a younger generation who've got an interest in history to carry on the work that we've commenced.

JAYLA: It's easy to move on, especially for young kids these days, because you're thinking, oh, 100 years ago, it doesn't matter anymore. But really, it does matter, because it shapes the world we have today. Just never forget. Never forget what all those men and women did.

## Quiz

Where was the Armistice, or truce, that ended World War One signed? Was it in a castle, in a train carriage, or in a hot air balloon? It was signed in a train carriage in France and came into effect at 11am on the 11th of November 1918.

## Sport

Australia's NRL teams have taken home both the trophies at this year's Pacific championships. First up were the Jillaroos, who took on reigning champs the Kiwi ferns. And they made it pretty clear that this wasn't going to be a repeat of last year's loss.

COMMENTATOR: Oh, what a try!

While the Kiwis managed a few points early on. That was it, with the Aussies dominating for the rest of the game, winning 24 to 4, with Tarryn Aiken awarded player-of-the-match for a brilliant defence.

TARRYN AIKEN: I'd just like to thank the Kiwi girls. You always make it so hard for us.

It was a much closer game for the Kangaroos, who took on Tonga at Western Sydney Stadium. The Kangaroos worked hard to overcome Tonga's early lead.

COMMENTATOR: Tom Trbojevic having a brilliant tournament!

Tonga fought back, but in the end, Australia won the game 20 to 14.

COMMENTATOR: Australia with a chance.

Sadly, the winning streak didn't continue for Australia's men's cricket team. Pakistan thrashed the Aussies again in the third one day international to claim the series 2 to 1. Young gun Cooper Conolly retired hurt after copping a ball to his left hand in the 17th over, clearing the way to victory for Pakistan who won by eight wickets. The result marks Pakistan's first series win over the Aussies on home soil in 22 years.

Now to the World Series Cliff Diving Championships. Aussie Rhiannon Iffland had already secured the championship before the season finale in Sydney Harbour on the weekend but that didn't stop her from being the best on the day with this impressive dive.

RHIANNON IFFLAND: That was a magical moment, you know, standing up there and getting the crowd going and just enjoying the moment. I was super nervous, but as soon as I saw the crowd, I was just full of energy.

And finally, to a four-legged pitch invader.

COMMENTATOR: There's a dog on the pitch. You don't often see that. Well, certainly not at this level.

At the weekend match between Wellington Phoenix and Canberra United, over at Porirua Park in New Zealand, it was Tiger the dog who stole the show. Turns out, Tiger's owner is the captain of the Phoenixes Annalie Longo.

COMMENTATOR: Oh, and Annalie Longo reunited!

After a quick handoff, the game kicked on ending with a 1-nil win for Canberra.

COMMENTATOR: This is indeed the best league in the world.

## Bird Call Olympics

Reporter: Wren Gillett

*INTRO: Finally, today we're going to Bournda National Park in New South Wales, where students from six Bega Valley schools have gathered for a historic and prestigious competition where kids try to sound like birds. Here's the perfect reporter for this story - it's Wren.*

WREN GILLETT, REPORTER: Ahh, nothing like the echo of Australia's native birds, whistling through the treetops. What's that I hear? A yellow-tailed black cockatoo?

COMPETITOR: (SCREECHES)

MAN: Wow.

Ah, OK, not... Not quite, but, honestly, pretty close. Hey, at least I guessed right. This is the call of a yellow-tailed black cockatoo, as performed by competitors in the Annual Bird Call Olympics yep you heard me.

MARGARET LISTON, BIRD CALL JUDGE: The children all come in different categories to imitate bird calling, and we give them marks for their efforts. And then the children with the highest marks win the competition.

And this year there were some notable competitors vying for the top spot with some impressive calls. From the Kookaburra to the Woodland Duck, to the Eastern Whipbird, and the Australian Raven. Believe it or not, this competition has been around for a long, long time.

MARGARET LISTON: I went to Merimbula School when the bird calling was quite prevalent. And the reason they started it in the beginning was in those days, boys would always climb trees and look for bird's eggs. But the teacher at the school, Jack Lynch, decided he would try and foster a love for birds instead of stealing their eggs, and that's how it started. We became members of The Gould League of Bird Lovers, and we went on bird hikes and imitated bird sounds and built nests for them and things.

And now, Margaret is the bird call expert.

MARGARET LISTON: I think getting the right note, they have to listen very carefully to a call and try and get that same pitch or note.

COMPETITOR: Cah! Cah! Cah! Cah! Coo!

MARGARET: She was very good.

JUDGE: Yes.

I just love listening to the children imitating the birds and seeing their enthusiasm. I think that's wonderful.

And while this might seem like fun and games, which, for the most part, it is. Margaret says there's a lesson in it all too.

MARGARET LISTON: I think it teaches them a love of nature and habitats and how the birds live and nest and can teach us so many things I think.

Ahh, just beautiful.

## Closer

Oh, nice one. Way better than I could do! Well, that's it for this show, but we'll be back with more news next week. And as usual, you can keep up to date by watching Newsbreak every weeknight or by jumping on our website. Have the best week and I'll see you really soon. Bye.