



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.

Ocean Treaty

1. Which organisation set up the High Seas Treaty?
2. How many countries have agreed to the High Seas Treaty?
3. What percentage of the earth is ocean?
 - a. 50%
 - b. 70%
 - c. 80%
4. Why is the treaty being set up?
5. What impact do people have on marine ecosystems? Give two examples.

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

TikTok Screen Time

1. What is TikTok?
2. What is TikTok's biggest demographic?
3. Do you use TikTok? If so, how long do you use the app each day?
4. What new rule has TikTok just introduced? Explain.
5. What do you think about the new time limit rule on TikTok?

Greenwashing

1. What does greenwashing mean? Explain using your own words.
2. What is an example of greenwashing?
3. What is the role of the Australian Competition and Consumer Commission (ACCC)?
4. Which company has been misleading consumers about the environmental performance of its vehicles?
5. How can you spot greenwashing?

Parndo Game

1. What does 'Parndo' mean?

EPISODE 6

14th March 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.

2. What is the ball in Parndo made from?
3. In your own words, explain how you play Parndo.
4. Parndo was originally played by the _____ people of the Adelaide Plains.
 - a. Kurna
 - b. Gadigal
 - c. Wurundjeri
5. What did you learn watching the Parndo story?

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

Fringe Festival Kids

1. At which festival did Peter Combe perform at in the BTN story?
2. Complete the following lyrics from Peter Combe's song. Wash your face in _____ .
3. Why does Peter Combe think silliness is important?
4. What's it like for the kids performing with Peter Combe?
5. Name one Peter Combe song.



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Ocean Treaty

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. Which organisation set up the High Seas Treaty?
2. How many countries have agreed to the High Seas Treaty?
3. What percentage of the earth is ocean?
 - a. 50%
 - b. 70%
 - c. 80%
4. Why is the treaty being set up?
5. What impact do people have on marine ecosystems? Give two examples.

Activity: Class Discussion

Discuss the BTN Ocean Treaty story as a class. Ask students to record what they know about our oceans and how we depend on oceans. What questions do they have? Use the following questions to help guide discussion:

- What are the high seas?
- Why did the UN set up a treaty to protect the high seas?
- What are some threats to our oceans?
- What can be done to protect our oceans?
- Why is protecting our oceans important?



Activity: Questions and answers

Are you curious about the ocean? Students will make a list of questions they have about the ocean and how it is important to people and the environment. Students will use the internet to find answers to their questions.

What are the high seas?

How can we look after our oceans?

EPISODE 6

14th March 2023

KEY LEARNING

Students will develop a deeper understanding of our relationship with the ocean and why it is important to protect it.

CURRICULUM

Science – Year 4

Living things depend on each other and the environment to survive.

Living things depend on each other and the environment to survive.

Science knowledge helps people to understand the effect of their actions.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Science – Year 6

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

Science – Year 7

Classification helps organise the diverse group of organisms.

Geography – Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.

The environmental and human influences on the location and characteristics of a place and the management of spaces within them.

Activity: Research project

Discuss the information raised in the BTN Ocean Treaty story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>k</u>now?	What do I <u>w</u>ant to know?	What have I <u>l</u>earnt?	<u>H</u>ow will I find out?

Students will develop their own question/s to research or choose one or more of the questions below.

- How do we use our oceans? Make a list of the ways people use the ocean. Think about how we use the ocean for food, shipping, travel, tourism, mining, medicine, and fishing.
- Why is the ocean important to Aboriginal and Torres Strait Islander people? Find an example which shows Indigenous peoples' strong connection to and knowledge of the sea. For example, using tidal fish traps to live sustainably off the waters. Refer to this [website](#) to learn more.
- What are the high seas? Write a definition and then explain to a classmate.
- What is the difference between an ocean and a sea? Identify each of the 7 main seas and 5 oceans and mark on a world map. What percent of the earth is oceans and what percent are high seas?
- What are some threats to our oceans? (For example, plastic pollution, noise pollution, over fishing, seabed mining). Choose one to explore in more detail and create a fishbone diagram to highlight the cause of the problem and its effects.
- Why should we protect our oceans? Write a persuasive piece of writing explaining your reasons.
- How can we help protect our oceans? Identify some of the threats and then suggest some ways that people can help protect our oceans. Design a poster to raise awareness about the importance of our oceans.

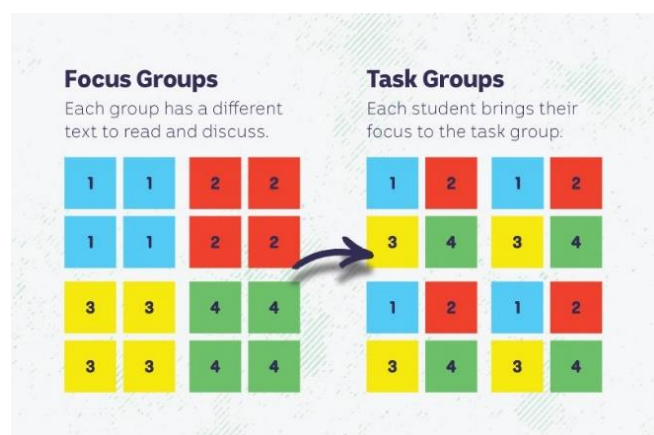
Activity – Jigsaw learning

In this activity students will work cooperatively to learn more about the different marine habitats around the world. Each group will become experts and then share what they have learnt with other students.

1. Form Groups

Divide the class into 4 x Focus Groups. Each Focus Group will be assigned a different type of marine habitat to investigate and become experts. Below are some examples, or select from this list of [Marine Ecosystems](#):

- Estuaries
- Coral reefs
- Mangroves
- High seas



Each group will need to decide how they will collect and communicate the information they find during their research.

2. Research

Each Focus Group will respond to one or more of the following questions to become experts:

- What does the habitat look like? Describe its characteristics. Find pictures that illustrate these features.
- Where can this type of marine habitat be found in the world? Give examples.
- Identify animals and plants in the ecosystem.
- What are some adaptations that help these animals survive in this habitat?
- How are people helping to look after this marine habitat? Give an example where this type of habitat has been protected.
- If this habitat can be found in Australia's territorial seas, what connection do Aboriginal and Torres Strait Islander people have to this environment?
- Think of an interesting way to teach other students about this marine habitat. You could illustrate an aspect of the habitat or create a diorama.

3. Share

Mix the Focus Groups to form Task Groups (Task Groups include one student from each of the Focus Groups) to share the information they have collected. Students will share the information they have collected and learn from one another.

4. Reflect

Students will reflect on the activity by responding to one or more of the following questions:

- What did you enjoy about this investigation?
- What did you find surprising?

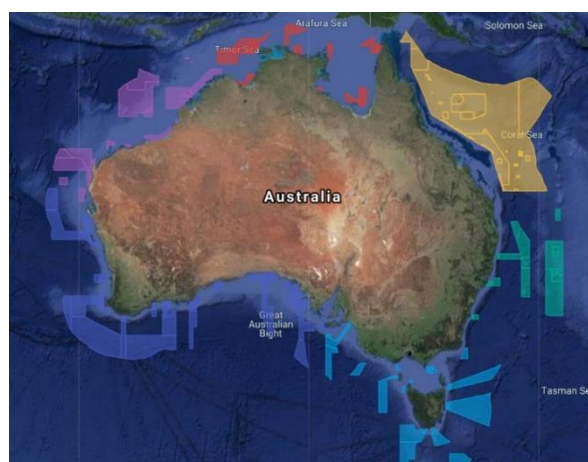
Activity: Australia's marine parks

Students will go on a virtual diving expedition using [Google Maps](#) to explore the world's oceans. Students will explore a range of areas including Australia's [Great Barrier Reef](#) and the [Galapagos Islands](#). Students will then focus their underwater exploration around Australia and choose one location to explore in more detail. Students may want to explore Australia's marine parks using this [interactive map](#). See below for a list of possible areas of exploration:

- The Great Barrier Reef
- The Perth Canyon
- Lord Howe Marine Park
- Arnhem Marine Park

Once students have chosen an area to explore, they will respond to (one or more) the following:

- Describe the region and include a detailed map.
- What is the depth range and/or average depth of the area?



[Australia's Marine Parks - interactive map](#)

- What type of habitats can be found in this region? Describe.
- What are some of the unique features of this region? For example, coral reefs, seagrasses, or mangroves.
- What species live in and rely on the habitats in this region?
- Choose one species in the region to investigate in more detail and create a creature feature about the species.
- Have any exciting marine discoveries been made in the area? Explain.
- Create a did you know using your research.
- Create a diorama of the region.

Useful Websites

- [High Seas Treaty](#) – BTN Newsbreak
- [United Nations secures High Seas Treaty protecting 30 per cent of world's oceans](#) – ABC News
- [Connections with the Sea: First Nations](#) – Museum
- [Protect Our Oceans](#) – WWF
- [World Oceans Day: What is it?](#) – Newsround
- [Attenborough's message for World Oceans Day - "The ocean and us"](#) – BBC Earth
- [Ocean Education](#) – National Geographic



Teacher Resource

Parndo Game

Focus Questions

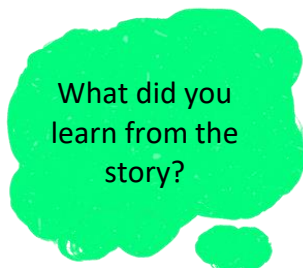
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What does 'Parndo' mean?
2. What is the ball in Parndo made from?
3. In your own words, explain how you play Parndo.
4. Parndo was originally played by the _____ people of the Adelaide Plains.
 - a. Kurna
 - b. Gadigal
 - c. Wurundjeri
5. What did you learn watching the Parndo story?

Activity: Personal Response

After watching the BTN Parndo Game story, ask students to finish one or more of the following incomplete sentences:

- It was interesting to learn that...
- Learning about Parndo made me feel...
- BTN did a story about Parndo because...



Activity: Class Discussion

Discuss the information raised in the BTN Parndo Game story. Use the questions below to guide the discussion.

- What is Parndo?
- How is the game played?
- Why are students learning Parndo?
- Should traditional Indigenous games be taught in all schools?
Explain your answer.

EPISODE 6

14th March 2023

KEY LEARNING

Students will research and teach a traditional Indigenous game to a group of students.

CURRICULUM

Health and PE – Years 3 & 4

Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing.

Research own heritage and cultural identities and explore strategies to respect and value diversity.

Health and PE – Years 5 & 6

Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments.

Identify how valuing diversity positively influences the wellbeing of the community.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Parndo Game story. Here are some words to get them started.

PARNDO	INDIGENOUS	KAURNA
SKILL	TRADITIONAL	CULTURAL

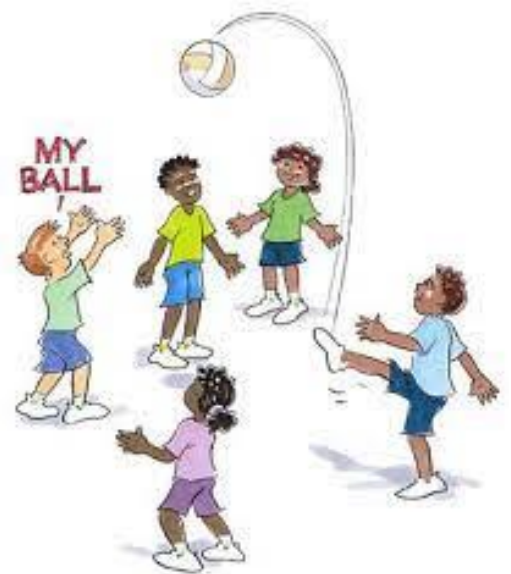
Activity: Indigenous Games

Students will learn how to play Parndo, the traditional Indigenous game featured in the BTN story. Follow the instructions on the [Parndo game card](#). Working in pairs, students can then choose another game from the [Australian Sports Commissions resource - Yulunga: traditional Indigenous games](#) to teach a group of students.

Discuss with students the information they need to include when teaching other students how to play the game they have chosen.

This information could include:

- Background information about the game
- Brief description of the game
- Equipment needed.
- Rules
- Any safety considerations



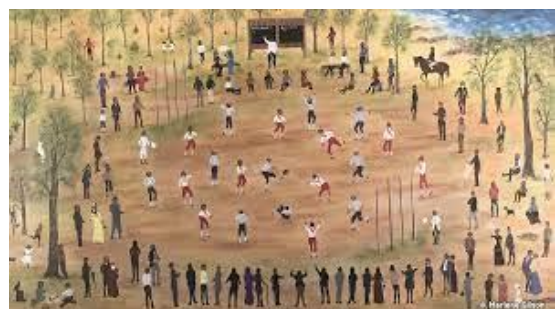
Students will reflect on...

- What is the cultural significance of the game? What was the game played for?
- What skills are involved in the game?

Activity: Marngrook Footy

Students will learn more about how a traditional Indigenous game influenced Aussie Rules. Watch the [BTN Marngrook Footy](#) story then answer the questions below.

1. Briefly explain how the game of Aussie Rules was invented.
2. What does Marngrook mean in the Gunditjmara language?
3. The ball in Marngrook is made from?
4. About how many players are there on each team?
5. Finish the following sentence: In a game of Marngrook, the winner is the person who...
6. In Djab Warrung language the word mumarkke means what?
7. Do you think Aussie Rules and Marngrook are similar? Explain your answer.



Activity: Choose a Project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Indigenous games circuit

Create a circuit of traditional Indigenous games. Consider how the games can be modified for older or younger students.

Make a video!

Choose a traditional Indigenous game and make a video that explains how to play it.

Share your own cultural game!

Are there games unique to your culture? Explain the game to another student.

Quiz

Create a short answer or true or false quiz about traditional Indigenous games. Use the information on the [Yulunga game cards](#) to help write your questions and answers.

Useful Websites

- [Yulunga Traditional Indigenous Games](#) – Australian Sports Commission
- [Indigenous Games](#) – BTN
- [Marngrook Footy](#) – BTN



Teacher Resource

BTN Transcript: Episode 6- 14/3/2023

Hey. I'm Amelia Moseley and you're watching BTN. Hope you've had a great week. Thanks for joining us again. Let's see what's coming up in today's show. We find out about new TikTok time limits, learn what greenwashing means, and Josh finds out about the sport of parndo.

Ocean Treaty

Reporter: Josh Langman

INTRO: All that soon. But first planet Earth, if you haven't already noticed is covered in quite a bit of water. And because of that, it's been pretty difficult for everyone to agree on how it should be used, and who can use it for what. But after years of negotiation, a new treaty has been set up by the United Nations to protect our international waters. Here's Josh to explain.

Something pretty monumental went down at the UN headquarters in New York last week.

RENA LEE, UN INTERGOVERNMENTAL CONF. PRES.: Ladies and gentlemen the ship has reached the shore.

In case you missed it, nearly 200 countries have finally agreed to establish something called the High Seas Treaty. About 70 percent of the earth is ocean. And about two thirds of that is international waters, also known as the high seas, which covers about half the planet. You know how we have laws we have to follow here in Australia? Well, the high seas are a little more well, a lot more lawless. Nobody really owns them, and as a result, pretty much anybody has been allowed to travel, fish, and conduct research anywhere in the high seas whenever they like.

NICHOLA CLARK, PEW CHARITABLE TRUSTS: Before we didn't really have a clear pathway of protecting these areas, these international waters, at least not in a sort of fully protected, marine protected area or marine reserve.

But never fear treaty is here. The UN's new agreement aims to place 30 percent of the seas into protection by 2030. But what exactly do they even mean when they say they want to protect it?

SECURITY GUARD JOSH: Okay, please disperse, folks. Nothing to see here. Thank you very much.

SECURITY GUARD JOE: Everyone behind the yellow line please.

SECURITY GUARD JOSH: Ocean will not be giving out autographs today. Thank you. Moving on please...

SECURITY GUARD JOE: What did I say sir? Behind the yellow line.

Not quite that. What protection actually means is that Marine Protected Areas, or MPAs for short, can be created. And these areas are designed to have more set-in stone rules on what humans can do in them. Because, well, let's be honest we humans are pretty invasive. We're constantly sending very large boats into the ocean collecting resources through things like seabed mining, which we know can be very noisy and damaging for animals and ecosystems. Then there's overfishing, where fish and other sea creatures aren't able to repopulate as fast as we're catching them. And when you also consider pollution, you can pretty easily see how these activities can be really harmful to marine life.

So, the new treaty is a huge milestone. It's taken 15 years for everybody to come to an agreement. And the last time something like this happened was more than 40 years ago, when the UN adopted the United Nations Convention on the Law of the Sea. It allowed nations to have control over their own waters up to 200 nautical miles from the shoreline. But the difference with the High Seas Treaty is it's intended to protect water outside those boundaries.

NICHOLA CLARK, PEW CHARITABLE TRUSTS: It's going to give us more tools to help empower all countries, in particular developing countries, to have the tools that they need to help monitor these protected areas that we're going to be setting up.

As you may have guessed, our oceans play a vital role in the fight against climate change, which is just one of the reasons protecting it is so important. The ocean is the world's largest absorber of carbon dioxide emissions, and experts say that if emissions continue at their current rate, it will make the ocean much more acidic and threaten many species and ecosystems. So, while there's still much work to be done to put it into action, this new treaty should make protecting our oceans a whole lot easier.

SECURITY GUARD JOSH: Thank you very much. Sir, sir, sir.

SECURITY GUARD JOE: Sir.

SECURITY GUARD JOSH: Sir. No, you can't go in. Just stay here for one second, I just need. Oh. Oh, no, he's going for a swim. That's fine.

SECURITY GUARD JOE: Sir, behind the yellow line.

SECURITY GUARD JOSH: Behind the yellow line. What are you doing?

News Quiz

La Nina, the weather pattern that's brought us record rain and flooding recently has officially ended. How long did La Nina last? Was it 1 year, 2 years, or 3 years? It lasted 3 years. The National Oceanic and Atmospheric Administration has confirmed La Nina is over which means we should expect hotter and drier conditions next summer.

Aussie Kathy Bennell-Pegg is about to head to Europe for special training. What is she going to be the first Australian woman to do? Become an astronaut, join the Vienna Philharmonic, or study the languages of Middle Earth? She's training to become Australia's first female astronaut. Katherine Bennell-Pegg is also the director of the Australian Space Agency and her passion for space goes way back to when she was a kid in school.

KATHERINE BENNELL-PEGG, AEROSPACE ENGINEER: They said, "write down 3 jobs you want", and I wrote down astronaut and refused to put anything else.

After completing the training, Katherine will be given a special certificate which will put her in the running to be selected for a real-life space mission one day.

KATHERINE BENNELL-PEGG, AEROSPACE ENGINEER: This isn't just for me. It's for what it can do for the rest of Australia and what it can do to inspire our young people and particularly young women.

AUSTRALIAN SPACE AGENCY, PERSON 1: It's so incredible to have a role model to aspire to and also a journey that you can see from engineering to working on space missions.

And now, over in Italy, there's a flock of grazing sheep near Naples which have an unusual but very helpful job. What problem are the sheep solving? Are they controlling weeds, clearing land, or preserving ancient ruins? They're preserving the ancient ruins of Pompeii, the Roman city that was buried under ash in the eruption of Mount Vesuvius in AD 79. The sheep have been released in the area to eat the grass and weeds growing in and around ancient walls and houses, helping to protect the space without direct human influence. Aw, thanks sheep.

Hollywood has celebrated the 95th Annual Academy Awards. Which of these films won Best Picture? Was it Everything Everywhere All at Once, All Quiet on the Western Front, or Elvis? It was Everything Everywhere All at Once. The sci-fi action comedy drama picked up a total of 7 Oscars.

TikTok Screen Time

Reporter: Lyeba Khan

INTRO: TikTok is introducing new settings to limit screen time for people under 18. Screen time and how much of it kids should have is a hot topic. Lyeba found out why and what some schoolkids think of TikTok's changes. Check it out.

LYEBA, REPORTER: I'm sure you've heard of TikTok. More than a billion people around the world use it every month. Many just to watch, but also to create and share short videos. And yep, I'm one of them.

But one of TikTok's biggest demographics is teenagers. In fact here in Australia a whopping 38 percent of teens said they used TikTok.

TIKTOK USER: Oh my god, are you from Australia?

Aussies spend more time on TikTok than any other social media platform.

TIKTOK USER: We're gonna need a bigger boat.

KID 1: I spend 2, 3 hours on it a day.

KID 2: Maybe one to one and a half hours every day after school.

KID 3: Like every day.

KID 4: Uh no, I don't use TikTok because I do not have a phone.

Well, except Fletcher.

LYEBA: So maybe it's no surprise that TikTok's just introduced something big. A 60-minute time cap for anyone under 18, alongside stricter parental controls.

TikTok says that while there's no widely agreed length of "safe" screen time for kids, they're making the change based on their work with the Digital Wellness Lab at Boston Children's Hospital. Screen time is something we're talking about more all the time, and we're still learning what some of the pros and cons of that are.

DR. KAREN SUTHERLAND, UNIVERSITY OF THE SUNSHINE COAST: Spending that much time online can limit the ability to actually communicate interpersonally and build relationships offline. And it's stopping, I think, people from really using social media to enhance their offline lives rather than becoming their whole lives.

And when it comes to TikTok, the average user is spending 90 minutes a day on it.

DR. KAREN SUTHERLAND, UNIVERSITY OF THE SUNSHINE COAST: TikTok is a highly addictive platform. In Australia, our time has increased by 26.5 percent per month, that equates to an extra 6 hours and 12 minutes per month.

So, is the 60-minute TikTok limit actually going to help reduce screen time?

KID 5: TikTok yes, but not on their phones because there are still other social media platforms.

LYEBA: That's a point lots of experts are making, too. That using one app a bit less doesn't mean teens are suddenly gonna get off their phones.

There's another reason, it's not exactly foolproof, because when you hit the limit, you'll just have to enter a passcode to continue. It won't actually stop you. But TikTok says users will have to make an active decision whether or not to stay in the scroll. Those under the age of 13 will need an adult to enter a passcode. It'll also send teens an inbox notification letting them know how long they spent on the app that week.

DR. KAREN SUTHERLAND, UNIVERSITY OF THE SUNSHINE COAST: Well, it's a step in the right direction, that's for sure. It's like, just a reminder of "hey, you've been on this app for this long, do you have anything else to do?"

LYEBA: So, what do you guys reckon?

KID 1: I think it's a little unfair.

KID 2: Some kids use social media to distract themselves from other stuff happening in their life.

KID 3: Limiting the amount of time they can use on it is a good idea but I reckon it should be increased to maybe about 2 hours, 3?

Quiz

Which of these apps is used the least by teenagers in Australia? Is it YouTube, WhatsApp, or Snapchat? It's messaging service WhatsApp around 30 percent of Aussie teens are on it.

Greenwashing

Reporter: Jack Evans

INTRO: Government organisation the ACCC is cracking down on companies who say they're more environmentally friendly than they actually are. It's known as greenwashing and Jack found out why it's a problem.

GARY: Ethically sourced, natural, sustainable.

LINDA: Gee, what's going on with Gary? He's acting very strange.

GARY: I'm definitely not bad for the environment.

LINDA: Oh no, I think Gary's been greenwashed.

LENNY: Greenwashed? What's that?

GARY: Eco-friendly.

Greenwashing is basically when a product or a company is made to appear more environmentally friendly than it actually is.

JACK, REPORTER: But why exactly would businesses and companies want to make things appear greener? I mean, personally, it's not my favourite colour, plus it's not like there's a huge chunk of the population who actually care about the environment anyway.

PROTESTERS: What do we want? Climate action. When do we want it? Now.

JACK: Oh, well I guess there is.

Yep, about 2 thirds of the global population in fact. And there are lots of companies and businesses out there that know customers will likely spend more or choose products that appear to be doing "good for the environment".

CATRIONA LOWE, ACCC DEPUTY CHAIR: Greenwashing is essentially where a company is making claims that appeal to consumers' environmental consciousness.

Sometimes, it's as simple as a business advertising a product by using images of nature as well as using vague terms like 'eco-friendly' without explaining what exactly makes it 'eco-friendly'. In some cases, products might be labelled '100 percent recyclable' or 'plastic free' when in reality they're not or only a small part of the product is. Greenwashing can also be when a business chooses to only share certain information. For example, a company might promote their investments in renewable energy, but still source products from fossil-fuel based industries. And it can also be when a company or business makes promises to work towards a 'greener' future but doesn't actually do anything to achieve that goal.

CATRIONA LOWE, ACCC DEPUTY CHAIR: We want to encourage businesses to look at the claims that they're making and be sure that they can substantiate them.

It's something the ACCC, or Australian Competition and Consumer Commission, has been cracking down on. They're an authority that make sure companies and businesses are doing the right thing. Last year, they surveyed 247 businesses across a whole range of sectors. They found that more than 50 percent were making environmental claims that weren't entirely true. It's a pretty big deal and the ACCC says that if companies can't actually walk the talk, they could be punished. Car maker Toyota could be facing fines of up to 50 million dollars. The company's been reported to the ACCC by Greenpeace Australia. It says Toyota has been misleading consumers about the environmental performance of its vehicles and its net-zero ambitions.

JACK: So, what do we, the consumers do? Never buy anything again? Throw everything in the bin? I mean that doesn't sound very environmentally friendly.

LINDA: No. No, no, no. Don't throw us in the bin.

JACK: What?

There are some ways to spot when a business is greenwashing. For starters don't let the labels and images fool you; if in doubt check the back for more information; or go to the company's website to see if the claims they're making are actually true. As for the ACCC they say they're happy to work with businesses to actually fulfil their claims, so, hopefully, we can avoid more greenwashing in the future.

LENNY: I promise I just want to help the environment.

LINDA: Oh, great. Now Lenny's been greenwashed too.

LENNY: No, I'm not, I actually am good for the environment.

LINDA: Oh, well good on ya Lenny. Love that for you.

Ask a Reporter

Hey, do you have a question about greenwashing? Well, you can ask me live on Friday during Ask A Reporter. Just head to the website for all the details.

Parndo Game

Reporter: Josh Langman

INTRO: Students at a school in Adelaide have just picked up a new very old sport. It's a traditional Kurna game called parndo. Josh finds out more.

KID 1: Probably the simplicity and the amount of freedom that you have in this game is just really enjoyable.

KID 2: No matter who you are, you always get a chance at getting the ball.

KID 3: I really like how everyone's involved even if you're not the best at sports, it's always good to chuck it to the new guy, or just have a bit of fun. Get involved.

What are these kids talking about? Well, they're talking about a game that's landed at their school.

JOSH, REPORTER: This furry sphere or sphfur, if you will, is actually the centrepiece of a game called parndo.

Parndo was originally played by the Kurna people of the Adelaide Plains. The word 'parndo' translates to 'a ball to play with', and because of that, it's also the name given to the possum-skinned ball used to play the game. And now, this traditional sport has made its way into the PE course at St Peter's College in Adelaide.

ASSOCIATE PROFESSOR SHANE PILL, FLINDERS UNIVERSITY: We chose parndo because it's a Kurna game, and the school we're working with was on Kurna country. And it's important to recognise the cultural connection of the game to country and the continuing significance of that information to the people. It's a living information.

So, how does it work?

KID 1: It's a really simple game. So, the main objective is to maintain possession for your team. And you can kick it and you can throw it to your other teammates. You can run around with the ball.

KID 2: At first there's really no rules until you really change the game around. The only rules are really, just get the ball and no tackling.

JOSH: So, Matthew, can you tell me what the response has been like from the kids to the course?

MATTHEW FRENCH, HEAD OF PERSONAL DEVELOPMENT, ST PETER'S COLLEGE: We've been doing the course for, this is our third year. It's been really positive. The boys really enjoy learning about Aboriginal perspectives and ways of knowing, and how it may differ from a Western way of learning and knowing.

One of these perspectives being introduced is 'deconstruct reconstruct'.

COACH: Okay, so we're going to deconstruct the game, and then reconstruct it.

Which allows the group to break off into yarning circles, present suggestions or new rules they'd like to see added to the game, and reconstruct the game using those new ideas.

MATTHEW: Has anyone got any ideas?

KID 4: Yeah I've got one. Maybe we should have someone at the end, who can receive the ball, instead of a goal.

And, as you can imagine, this allows for a game of parndo to be pretty customisable.

KID 5: I think we should probably like add a competitive side to the game, so, like, a point scoring system, some points.

And when they return to playing, parndo can become something completely new.

KID 2: And once you deconstruct it and reconstruct it, you can make it a lot like any other game. So, it's really not like one specific game.

ASSOCIATE PROFESSOR SHANE PILL, FLINDERS UNIVERSITY: So, just like you can play netball, cricket, basketball, students could sign up to play competitive parndo school against school. I'd encourage more schools to get involved in bringing Aboriginal games into their PE curriculum.

JOSH: What is your favourite thing about playing parndo?

KID 3: I really love all of the teamwork that was involved in the game when we went into our yarning circle and we talked and we let everyone have a go about what they thought could be added to the game to make the game more enjoyable and more fun.

KID 6: My favourite part is probably just hanging out with my friends just getting some exercise as well. Yeah, interacting with new people too.

Sport

The NBL championship is coming down to a winner takes all game 5. The New Zealand Breakers levelled the series at home in front of a record crowd, defeating the Sydney Kings 80 to 70. The title will be decided on Wednesday night in Sydney.

To WNBL now, and Townsville Fire are through to the grand final after a semi-final series sweep of Perth Lynx. The Fire are on a 14-game winning streak.

Finally, to the sport of wing foiling. The GWA Wingfoil World Tour's just visited New Zealand for the first time with competitors taking part in freestyle and slalom events.

Fringe Festival Kids

Reporter: Jack Evans

INTRO: Staying in Adelaide now, the Fringe Festival is well underway. It's the second biggest festival of its kind in the world and hundreds of thousands of people get around it every year. Jack is one of them. He went down to catch up with some kids who are performing alongside Aussie legend Peter Combe.

JACK: You're the guy.

PETER: I'm the Guy.

JACK: You're the guy who says, wash your face with orange juice.

PETER: No, no, you're the guy that says, "wash your face in orange juice".

JACK: In orange juice.

PETER: In orange juice, yes.

JACK: Do you do that? Is that something you do?

PETER: I do. I mean, do I actually wash my face in orange juice.

JACK: Yes.

PETER: I must admit, I've never actually done it. It's nonsense and children love nonsense though.

JACK: Do they?

PETER: They do, they like being silly. As I do too, Jack.

Peter Combe is a bit of an Aussie legend when it comes to children's music. He's responsible for a whole heap of silly songs that have been listened to by kids and adults for the past 40 years.

JACK: What is it about silliness and writing for kids that you love so much?

PETER: Well, I think, um, I think, first of all. I think all adults and children enjoy being silly. I think, I think silliness is very important. It keeps us civilized. It keeps us not taking life too seriously all the time.

JACK: What are we doing in this tent?

PETER: Well, this, this venue is called the Roundhouse, and of course, we're at the Garden of Unearthly Delights in the middle of Adelaide for the Adelaide Fringe. This is called a tech run, where we go through all the songs, we rehearse them with all the kids and we do all the dance moves, all the drum moves, set up the sound. And yeah, it's kind of it's a big, big part, a big part of doing a show.

JACK: Have you ever performed at the Fringe before?

KIDS: No.

JACK: Are you excited?

KRISTOPHER: Yes, it's a real good experience.

ALESSIA: I always dreamed to be in something like this. Because you know, a big audience and I love dancing and singing for people.

DARCY: When I got in, I was like, so excited. And I was excited to perform in front of people. I've actually never done it in front of that many people, and I'm just super excited.

JACK: You've always incorporated kids. Obviously, you're writing songs for kids, but you've always incorporated them in music videos and stage performances. Why is that so important?

PETER: Well, I think if you're writing children's songs, and you're, it's, it's the most natural thing in the world for them to be singing in the songs as well. So, when I do a show, it's also one that we had them onstage with me, it just seems to me the obvious thing to do.

JACK: Do you have a favourite that you love performing?

DAISY: Probably Quirky Baserkey.

LOUIS: I'm really looking forward to Australia Hooray.

KRISTOPHER: Yes, Mr Clicketty Cane. I mean, yeah, because I've been listening to that since I was a little kid three years old.

JACK: What song are you looking forward to performing the most?

DARCY: Ting Tang Teng Tong.

JACK: Ting Tang Teng Tong. Of course. Can you perform a little bit of it for me?

DARCY + ALESSIA: Sure. Three, Two. One. Ting Tang Teng Tong Ziggle Zaggle Ig Ag Bickle Cickle Ickle Mickle Fing Fung Fong Melly Felly Fip Fop Wiffy Woffy Wip Wop Hoffee Moffee Soffee Woffee Bing Bong Booing.

JACK: And I've got one more very important question. Can I stay watch the rehearsal and have a singalong?

PETER: Absolutely. As long as you sing in the same key as we do.

JACK: Oh, okay. I can't promise that.

PETER: If we're singing G don't sing in G sharp.

JACK: Oh, okay. I don't even know what a G is.

Closer

Oh, Jack. A-plus for effort. Well, that's all for today. But before we go, teachers, if you want to stay up to date with BTN High make sure you sign up to our new newsletter there's that and a lot more stuff on our website. You can also join us right here in the studio every weeknight at 6.25 for BTN Newsbreak. I'll see you next week. Bye.