



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.

Royal Responsibilities

1. What did the Royal Responsibilities story explain?
2. How long has England had a royal family?
 - a. 100 years
 - b. 1,200 years
 - c. 2,021 years
3. Who is the title of King or Queen usually passed down to?
4. If the reigning monarch doesn't have any children who is the title passed down to?
5. Australia is not a Commonwealth country. True or false?
6. What are some of the Queen's jobs? Give an example.
7. What are some of the challenges of being a royal?
8. What members of the royal family recently decided to step back from royal duties?
9. What do you think about their decision? Discuss in pairs.
10. What does it mean to abdicate from the throne?

Sunburn Statistics

1. What was the main point of the BTN story?
2. How many people in Western Australia went to hospital with sunburn over the summer?
3. Complete the following sentence. The sun can damage our skin because it has UV _____.
4. What does UV stand for?
5. Which type of UV travels deep and can cause damage to our skin's bottom layers?
 - a. UVA
 - b. UVB
 - c. UVC
6. What type of cancer can sunburn cause?
7. Australia has one of the lowest rates of skin cancer in the world. True or false?
8. What are some ways that we can be sun smart?
9. How often should you reapply sunscreen when you are outside?
10. What was surprising about this story?

Check out the [Sunburn Statistics](#) resource on the Teachers page.

EPISODE 7

16th March 2021

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.

Organ Donor Recipient

1. In pairs, discuss the BTN story. Record the main points of the discussion.
2. What disease does Samantha have?
3. How does the disease affect Samantha?
4. What is an organ transplant?
5. How many different types of organs can be donated?
6. How long was Samantha on the waitlist for a liver transplant?
7. How did Samantha feel when she found out there was a match?
8. What is the national organ donor register?
9. How did this story make you feel?
10. Name three things you learnt about organ donation.

Check out the [Organ Donor Recipient](#) resource on the Teachers page.

Space Tourism

1. What did the Space Tourism story explain?
2. Complete the following sentence. Several private space companies are working on ways to take _____ beyond Earth's atmosphere.
3. Where does Japanese billionaire Yusaku Maezawa want to take 8 artists in 2023?
 - a. The Moon
 - b. Mars
 - c. The International Space Station
4. The artists will not have to pay for the space trip. True or false?
5. What rocket will they use to get there?
6. What happened during a test to land the rocket back on Earth?
7. What other space companies are conducting test flights of reusable space crafts? Name one.
8. What is the name of the boundary between Earth's atmosphere and outer space?
9. How do you feel about going for a holiday to the Moon?
10. What questions do you have about the BTN story?

Recorder Revamp

1. Briefly summarise the Recorder Revamp story.
2. What comes to mind when you hear the word recorder?
3. Why do you think the recorder has a bad reputation?
4. The recorder is one of the most ancient instruments in western civilisation, dating back to the _____ period.
5. The students in the BTN story are part of which ensemble?
6. Who has created the Recorder Lift Off program?
7. What is the aim of the program?
8. What do the kids in the BTN story like about playing the recorder?
9. Why is the recorder a fantastic instrument for kids to learn?
10. How has your thinking changed since watching the BTN story?



Teacher Resource

Sunburn Statistics

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 was the main point of the BTN story?
2. How many people in Western Australia went to hospital with sunburn over the summer?
3. Complete the following sentence. The sun can damage our skin because it has UV _____.
4. What does UV stand for?
5. Which type of UV travels deep and can cause damage to our skin's bottom layers?
 - a. UVA
 - b. UVB
 - c. UVC
6. What type of cancer can sunburn cause?
7. Australia has one of the lowest rates of skin cancer in the world. True or false?
8. What are some ways that we can be sun smart?
9. How often should you reapply sunscreen when you are outside?
10. What was surprising about this story?

Activity: Sun Safety Quiz

Begin the Sunburn Statistics activity with a quick true or false quiz. Circle the correct answer.

1. Skin is the largest organ in our body.	True False
2. Australia has one of the highest rates of skin cancer in the world.	True False
3. You can't get sunburnt on a cloudy day.	True False
4. We should protect our skin when the UV Index reaches 5 and above.	True False
5. Only people with fair skin can get skin cancer.	True False

Answers: 1 True, 2 True, 3 False, 4 False. We should protect our skin when the UV Index is 3 and above, 5 False

EPISODE 7

16th March 2021

KEY LEARNING

Students will develop a deeper understanding of what UV radiation is and the health effects of too much UV radiation. They will also plan and practise strategies to promote sun safety in their community.

CURRICULUM

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.

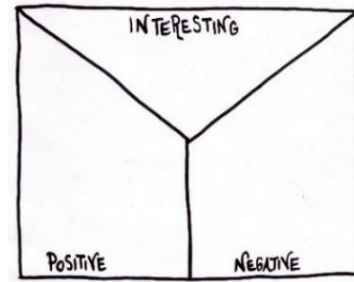
Investigate community resources and ways to seek help about health, safety and wellbeing.

Activity: Note Taking

Students will practise their notetaking while watching the BTN Sunburn Statistics 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: Class Discussion

After watching the BTN Sunburn Statistics story, hold a class discussion, using the following discussion starters. Brainstorm ideas in small groups and then students will report their group's responses to the class.

- What are the beneficial and harmful effects of the sun?
- Why do we need to protect our skin from the sun?
- What do you do to protect your skin from the sun? Make a list.
- What impact does UV radiation have on our skin?
- Do you need to use sun protection all year or just during summer, spring and parts of autumn?
- Why do you think the number of young people going to hospital with severe sunburn has increased?

Activity: Glossary

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

ULTRA VIOLET RADIATION	UV INDEX	SUNSCREEN
VITAMIN D	SPF	SKIN CANCER

Activity: Sun Safety Research

After watching and discussing the BTN Sunburn Statistics story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

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

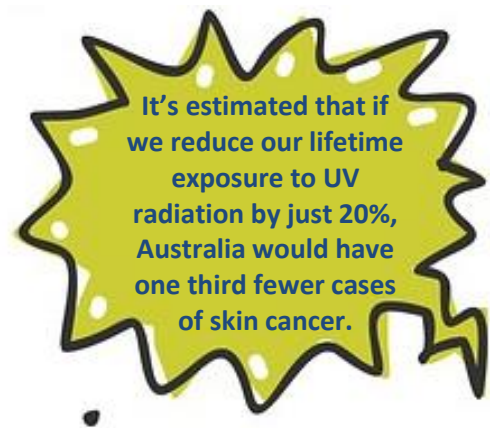
Students will develop their own question/s to research or select one of the questions below.

- Why is the sun damaging to humans? What are UVA and UVB rays, and how do they affect humans?
- What are the warning signs of skin cancer? What should people do to check for these signs?
- Why is Vitamin D important to the human body? Find out how you can get enough sun for vitamin D without increasing the risk of skin cancer. Investigate how clothing, the time of day and year, geographical location and skin type can all affect the amount of vitamin D your body makes.
- What is skin? Create a labelled diagram of the skin showing the different parts of skin and what each part does.

Activity: UV Radiation

Understanding ultraviolet radiation and the health effects of too much radiation is important as the sun's UV radiation is the major cause of skin cancer. Students can begin by watching the [BTN UV Warning story](#) then, working in pairs, ask them to research the following:

- What is UV radiation?
- Levels of UV radiation depend on a number of factors. What are they?
- Between what times of the day is UV radiation most intense?
- What is the UV index?
- What are the health effects of too much UV radiation?
- What can you do to reduce exposure to UV radiation but still spend time outdoors?

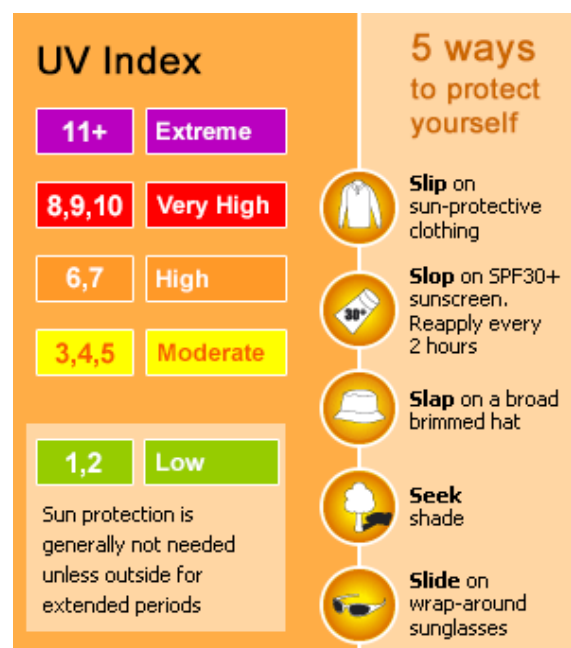


Sun Protection Times

The sun protection times can tell you whenever UV levels are forecast to be 3 or higher. These times are forecast each day by the [Bureau of Meteorology website](#)

- What sun protection measures are recommended?
- Monitor the UV index and temperature in your area for a week and graph the results. Explain the connection between UV and temperature.
- Consider checking the UV index as a class at the beginning of each day to ensure that students are protecting themselves from the sun. Your school could give a daily UV alert and sun protection reminders to all students.

The [free SunSmart App](#) tells you when the UV is 3 and above with sun protection recommended for your location. The [MyUv website](#) also gives an information about the UV forecast in your area.



Activity: Your School and Sun Safety

Students can choose one or more of the following tasks to investigate sun safety at their school.

- Survey students at your school about their practices regarding the sun and protecting themselves from the sun's rays. Include questions about wearing protective clothing, applying sunscreen and seeking shade. What do the survey results indicate?
- What is your school policy on sun safety?
 - Can you think of any other rules or tips that could be added to your school sun smart policy? For example, your school could give a daily UV alert and sun protection reminders.
 - Is your school's sun smart policy written in a kid friendly way? If not, write and/or illustrate a kid friendly version for your school including any new rules that you think need to be added.
 - How is the school's sun safety information communicated to students?
- Do you think your school is sun safe? Why or why not?
 - Think of ways that you could improve your school yard and school uniform to make them more sun safe. List your suggested improvements.
 - Design and illustrate your new and improved school uniform and school yard. Write a short paragraph on why you believe these improvements are necessary.
 - Set up a meeting with your SRC or school leadership to discuss your proposed improvements.
- Create posters that increase sun safety awareness in your school. Include the five ways that kids can protect themselves from the sun, including 'slip, slop, slap, seek and slide'.

Useful Websites

- [SunSmart calls for urgent action as teens present with sunburn to hospitals in alarming numbers](#) - SunSmart
- [Skin cancer danger as WA sunburn hospitalisation at six-year-high, prompting calls for compulsory shade](#) – ABC News
- [Correct Sunscreen Application](#) – Cancer Council
- [Sun Damage](#) – BTN
- [Skin Cancer](#) – BTN
- [UV Warning](#) – BTN



Teacher Resource

Organ Donor Recipient

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 pairs, discuss the BTN story. Record the main points of the discussion.
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6. How long was Samantha on the waitlist for a liver transplant?
7. How did Samantha feel when she found out there was a match?
8. What is the national organ donor register?
9. How did this story make you feel?
10. Name three things you learnt about organ donation.

Activity: Class Discussion

Discuss the information raised in the BTN Organ Donor Recipient story.

Ask students to record what they learnt about organ donation on a mind map. What questions do students have? Use the following to guide the discussion:

- What did you learn about organ donation?
- What does this story make you wonder?
- How do you feel about organ donation?
- It was interesting to learn that...
- Why do you think it is important to hear about stories like Samantha's?
- Think of three adjectives to describe Samantha.
- How has your thinking changed since watching this story?
- What questions do you have about this topic?



EPISODE 7

16th March 2021

KEY LEARNING

Students will explore the process of organ donation. Students will design a public education campaign to raise awareness about organ donation.

CURRICULUM

Science – Year 5 & 6

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

Science – Year 7

Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations.

Science – Year 8

Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce.

Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures.

Activity: KWLH

What questions were raised in the discussion about organ donation and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want</u> to know?</i>	<i>What have I <u>learnt</u>?</i>	<i><u>How</u> will I find out?</i>

Research questions for Inquiry

- Why do people need organ transplants?
- Who can become an organ donor?
- What is the organ donation process? Choose one organ and research the process of donation in more detail.
- What is 'living donation'?
- Would you donate your organs? Why or why not? Discuss with a partner whether you would choose to donate organ/s. Write a letter to your family explaining your decision.

Activity: Public education campaign

Students will design a public education campaign to raise awareness about organ donation. Students will think about their campaign's aim, target audience, and the value of raising awareness at their school.

To create a school awareness campaign, students will need to identify the following:

- What is organ donation?
- What organs can be donated?
- Who can become an organ donor?
- Why is organ donation important?
- What is the process for organ donation?
- How can you teach other kids about the importance of organ donation? Think of creative ways you can teach kids your message about the topic.

Some questions to consider when designing your campaign:

- What is the campaign's main aim?
- Do you have a slogan or message? What is it?
- Who is your target audience?
- What is the best way to communicate the message?

Discuss with students how they will get their message out there to help raise public awareness. Some possibilities include:

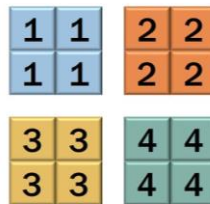
- Short film or animation
- Community service announcement (for print, television or radio).
- Press release (create posters to be put up around the school or pamphlets to give to all students).

Activity: Jigsaw learning activity

In this activity students will work cooperatively to learn more about the organs in our body. Each group will become experts and then share what they have learnt with other students.

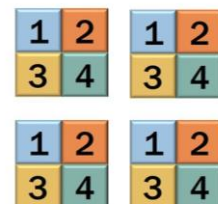
Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.



Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



Form groups

Divide the class into 6 x Focus Groups (or more depending on your class size). Each Focus Group will be assigned a different organ of the body to investigate and become experts (for example lungs, liver, kidneys, pancreas, stomach and heart). Each group will need to decide how they will collect and communicate the information they find during their research. For example, students can create a model, a short video or an infographic.

Research

Each Focus Group will respond to the following questions to become experts:

- What does it look like? Describe its shape and size. Draw a picture.
- Where is it in the body?
- What is its function?
- How does it contribute to keeping our bodies alive and healthy?
- What organ system is it part of? Describe what the organ system does.
- Why might someone need a transplant for this organ?
- What are the challenges with transplants for this organ?
- What are some interesting facts about the organ?

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.

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?

Further project

In small groups, students will draw an outline of their bodies and draw in each of the internal body organs. Students will trace around a group member lying on a large piece of butcher's paper to create a life size drawing of the human body. The task is to then draw the major internal body organs. Students will need to think about size, shape and where the organs are positioned in the body.

Activity: BTN Story

Watch the BTN [Kidney Day](#) story to learn more about how kidney's work and the process of kidney donation. Students will then respond to the following discussion questions.

1. Briefly retell Harrison's story in your own words.
2. What is one of Harrison's favourite things?
3. When Harrison was born, his kidney function was _____ %.
4. Why are kidneys important?
5. People need two kidneys to survive. True or false?
6. When Harrison's kidney stopped working, he had to go on to dialysis. What does that mean?
7. Which family member gave Harrison a kidney?
8. Why does Harrison need to take special medicine?
9. How did this story make you feel?



Useful Websites

- [Organ Donation](#) – BTN
- [Kidney Day](#) – BTN
- [Organ Farming](#) – BTN
- [Australian Organ Donor Register](#) – Medicare
- [Organ and Tissue Donation](#) – Victoria State Government
- [About Donation](#) – Organ and Tissue Authority Australia
- [For Students](#) – Organ and Tissue Authority Australia



Teacher Resource

BTN Transcript: Episode 7- 16/3/2021

Hey, I'm Amelia Moseley and you're watching BTN. Here's what's coming up. We find out why Western Australians might need more shade, take a holiday on the Moon, and meet some musos who want to rebrand the recorder.

Royal Responsibilities

Reporter: Amelia Moseley

INTRO: But, first today to the royal family. We've been hearing a lot about them lately, after Prince Harry and Meghan's big interview with US talk show host Oprah Winfrey. They spoke about their decision to step back from royal life and that got us wondering, what does royal life actually involve? And is it as glamorous as it looks?

AMELIA, REPORTER: It's time for another episode of the BBC's (BTN Broadcasting Corporation's), So, You Want to Be a Royal? Do these regular people have what it takes?

ROYAL CANDIDATE 1: I've literally been waiting for this moment my entire life. Like I've even been making people call me Prince. But that was long before I knew I was going to be on this show, so.

ROYAL CANDIDATE 2: Yeah, that's like, high teas and playing croquet. Psst, I think I can manage that.

ROYAL CANDIDATE 3: I don't really want to be a royal, but my Grandma said I had to do it, so...

First, they must master the unique wave. Stunning. How are their ribbon cutting skills? Brilliant. And perhaps, most importantly, the ability to wear a fascinator with poise. Impeccable. Alright, being a member of the British royal family, er herm, being a member of the British royal family is about more than just waving and very nice accessories and it's also a job you're not very likely to get unless you're born into it or you happen to marry someone who is.

ROYAL CANDIDATE 1: Well, you never know.

England's had a royal family for about 1200 years. The title of king or queen was usually passed down from parent to eldest child, sometimes literally to a kid. Unless the reigning monarch didn't have any kids, in which case the crown went to their closest living relative when they died or were killed.

ROYAL CANDIDATE 3: Wait, what?

AMELIA: Don't worry that hasn't actually happened for a while.

ROYAL CANDIDATE 3: Okay, so like what even does the job involve?

Good question. Well, you don't actually get to tell everybody what to do. The UK and all of the Commonwealth countries including Australia are constitutional monarchies, which means that while the Queen is the Head of State. It's the elected governments that makes the decisions. But that doesn't mean it's all tea and cucumber sandwiches. The Queen is actually quite a busy person. She carries out heaps of official engagements. She's the head of the armed forces, supports hundreds of charities and organisations,

welcomes important guests and makes the odd video call.

QUEEN ELIZABETH II: Well, good morning. Well, it's good morning to me. I don't know what time of day it is to you.

Her kids, grandkids and other close family members are also expected to spend their lives meeting, greeting, cutting and volunteering. But while there are some obvious upsides to being royal, like living in a nice house and getting a nice little salary, there are plenty of downsides like not being able to choose your career or live life how you want to and always, always being in the spotlight. That's something that Prince Harry says he and his family really struggled with and it's one of the reasons why he and his wife Meghan decided to step back from royal duties and move to a different country.

OPRAH WINFREY, TALK SHOW HOST: How you were trapped.

PRINCE HARRY: Trapped within the system, like the rest of my family are. My father and my brother; they are trapped. They don't get to leave.

It's been quite the controversy. But Prince Harry and Meghan aren't the first royals to step down. In 1936 King Edward the VIII, Harry's great great uncle abdicated from the throne, which meant he gave up being king, so he could marry Wallis Simpson, an American woman who'd been divorced. It meant the crown passed to his little brother, the Queen's dad. As for Harry, while he's still technically a prince and sixth in line to the throne, he'll no longer be called His Royal Highness and he and Meghan will have to earn their own money and pay for their family's security team. They have copped a lot of criticism from people who see the move as selfish and ungrateful.

BRITISH PERSON: I think they've done the wrong thing and I'm sorry really.

Others say the couple were treated badly and deserve to be happy no matter what family they're a part of.

BRITISH PERSON: I can see why they decided to denounce themselves from the royal family because it's just not worth the hassle, is it?

While others, well...

BRITISH PERSON: We cannot care less.

Speaking of which...

AMELIA: Wait, where'd he go?

TV PRODUCER: He's gone, he's left.

ROYAL CANDIDATE 2: Yeah, look I actually don't think this royal thing is for me. I'm out.

ROYAL CANDIDATE 1: I guess the crown is mine then, yeah?

AMELIA: Cut.

Ask a Reporter

Do you want to know more about the royals? Well, you can ask me live this Friday on Ask a Reporter. Just head to our website for all of the details.

News Quiz

What were these big marches in Aussie cities all about? Were people calling for action on climate change, equality for women or Black Lives Matter? The March4Justice was about equality for women and an end to gendered violence.

PROTESTOR 1: It's important because we want to save women's lives, and we want women and non-men to feel safe on the streets at night. We want people to be able to dress how they want, behave how they want.

PROTESTOR 2: I don't want to make the same mistakes that men are making now.

Can you name this State Premier? It's Mark McGowan, WA's Premier who's just been re-elected by an absolute landslide.

MARK MCGOWAN, PREMIER OF WESTERN AUSTRALIA: We won't let Western Australia down.

The Labor Party won more than 50 of the state's 59 seats, leaving the Liberals with just a few spots in the Lower House.

How did Victoria's Premier, Daniel Andrews end up in hospital last week? Did he slip on a rug, fall down some stairs or fall off a bike? He fell down some stairs while he was on holiday with his family and broke some ribs and fractured his spine. It'll take him a while to recover but he's out of hospital for now and, apparently, in good spirits.

And at 9-years-old, Blue Ivy has become the second youngest Grammy winner for her role in this music video. Who's her famous mum? It's Beyonce. She had her own record-breaking night, winning her 28th Grammy which is more than any other woman ever.

Sunburn Statistics

Reporter: Jack Evans

INTRO: Now to Western Australia where some worrying stats have come out about sunburn. This year the number of kids who had to go to hospital because of sunburn was higher than it's been for six years. It got the Cancer Council calling for more shady places and reminding us all to slip, slop, slap, seek and slide. Here's Jack.

The sun, isn't it great. It tells us when it's time to get up or go to bed. It powers things, helps plants grow and you can use it to make fun shadows. Plus, without it there would be no life on Earth. So yeah, like I said, the sun, isn't it great. But it can also be really dangerous. I'm talking of course about sunburn. If you've ever been burnt, you'll know it's never much fun and every year hundreds of Aussies get burnt so badly they have to go to hospital. Over summer in WA alone 321 people went to hospital with sunburn. That's nearly twice as many cases as 6 years ago. Victoria's also seen an increase and most of the cases were kids. So why does the sun do so much damage?

ELYSIA, CANCER COUNCIL: Hey Jack, you might want to put this on.

JACK: Oh, thank you. who are you?

ELYSIA, CANCER COUNCIL: I'm Elysia from Cancer Council.

JACK: Oh, great. Well, you might be able to answer my question.

ELYSIA, CANCER COUNCIL: So, from the sun the UV rays can come down and penetrate into our skin cells and actually damage the DNA in our skin cells.

UV or Ultraviolet is a type of radiation that comes from the sun. There are three types, UVA, UVB and UVC. Although we don't need to worry too much about UVC because the Earth's atmosphere does a pretty good job at filtering it out. That's not the case for UVA and UVB. UVA travels deep and can cause damage to our skin's bottom layers, which gives you wrinkles. While UVB effects the top layer of our skin and causes redness, tanning and of course sun burn.

ELYSIA, CANCER COUNCIL: So, sunburn is just one example of damage to our skin but the UV from the sun penetrates deep into the deeper layers of our skin, can damage the DNA in our skin cells and our body does the best it can to repair this damage. But a lot of it doesn't get repaired so over time it builds up and can lead to skin cancer.

Australia actually has one of the highest rates of skin cancer in the world. Which is why the Cancer Council says we need to do more to keep people safe. In WA they've called for local governments to make sure there's enough shade around to seek shelter from the sun and they're also calling on us to be more sun smart.

JACK: Now I was about to ask what we can do to prevent skin damage from the sun, but there's a giant seagull here.

ELYSIA: Oh, that's just Sid the Seagull. Sid is very sun smart, and he knows the 5 things we need to do to protect ourselves from the sun. So, the first is to slip on some sun protective clothing and cover as much of the skin as possible. Slop on some SPF 30 or higher broad-spectrum sunscreen, putting that on 20 minutes before we go outside and re-applying every 2 hours. The next thing we can do is slap on a shady hat that protects our face, our neck and our ears, like the hat you're wearing today. And we can also seek shade whenever possible. As well as sliding on some nice close-fitting sunglasses.

And if that fails you could try wearing a giant seagull costume, although that might get a little hot. Probably best to stick with slip, slop, slap, seek and slide.

Did You Know?

Did you know elephants coat themselves in mud to protect their skin from the sun?

Organ Donor Recipient

Reporter: Amelia Moseley

INTRO: Now let's talk about another health issue that's been in the news, a drop in organ donations. Every year they save the lives of more than a thousand Aussies, but there are worries that fewer people are signing up to be donors. We talked to Samantha, who's an organ donor recipient, about why deciding to be a donor is so important to people like her. Take a look.

Bouncing on a trampoline might not seem like a big deal, but a year ago Samantha couldn't do this. You see, she has a rare liver disease called biliary atresia that affects one in 20,000 kids.

SAMANTHA, ORGAN DONOR RECIPIENT: I wasn't well most of the time, and I spent most of my time in bed and I was very tired. I had lots of operations, and hospital stays and blood tests until finally, I was put on an organ transplant list to get a new liver.

And when she did, it changed her life.

SAMANTHA, ORGAN DONOR RECIPIENT: I can go to school more often and hang out with my friends and I can also go for walks without getting tired as easily.

Organ transplants take a healthy organ from one person and give it to someone who needs it. While some organs like the kidney can be donated while someone's still alive (we have two and can live with just one), others like the heart, pancreas, lungs and liver can only be donated after someone dies and it can be a long time on the waiting list for people like Samantha.

SAMANTHA, ORGAN DONOR RECIPIENT: When I got the call, I was nervous and excited, also worried that it might be a false alarm. It was a big operation, and it took a while to fully recover, but now I feel heaps better and that is why I want to encourage people to become organ donors.

Here in Australia, there are more than 1600 people waiting for a life-saving transplant and there are worries that fewer people are signing up to be donors. Australia has a national organ donor registry for people 16 and over which lets doctors and your family know that you want to be a donor. But in most states less than half of the population has signed up. South Australia's the exception and some people reckon that's because in SA people are asked to tick a box when they get their driver's licence. Some say we need to make people more aware of how important being an organ donor is. While it can seem like a bit of a grim thing to think about, Samantha says that one day it could mean the world to someone like her.

SAMANTHA, ORGAN DONOR RECIPIENT: I really hope that more people can become an organ donor, because it's something to talk about with your family and also you're giving someone a second chance at life and everyone deserves that.

Quiz

Which of these was the first organ to be successfully transplanted? A heart, liver or a kidney? It was a kidney. In 1954 a living donor gave one of his kidneys to his identical twin brother.

Space Tourism

Reporter: Jack Evans

INTRO: Now, while a lot of us are looking forward to going overseas again, it might not be too long before we're planning a holiday to somewhere much further away like the Moon. A Japanese billionaire recently offered to take 8 people on a return trip there and it's got a lot of people talking about the future of space tourism. Here's Jack.

You've seen it in the night sky, now see it up close with your very own eye. Introducing the latest in extra-terrestrial travel, Moon Cruise, The cruise to the moon. On board you'll find out of this world activities and our exclusive VIP guest list means every night you'll be dinning with the stars.

SPACE TOURIST: Oh, look honey, it's Polaris. Gee, she sure is shining bright tonight.

So, what are you waiting for? Book your spot today on Moon Cruise, the cruise to the moon.

REPORTER: Usually this is the point in the story where I say, Okay, so Moon Cruise isn't a real thing. And while yes Moon Cruise isn't a real thing, travelling to the moon for a holiday kinda is, or at least could be in the near future. At the moment a bunch of private space companies are working on ways to take every day ordinary humans on vacations that are quite literally out of this world. Whether it's quick sub-orbital flights beyond Earth's atmosphere, luxurious stays in space hotels or trips to the moon.

DEARMOON: 2023. Humankind will once again head to the Moon.

Recently Japanese billionaire, Yusaku Maezawa, announced he's on the search for 8 artists to join him on a trip to the moon in 2023. The best part they won't even have to pay for it. Wow. Instead, he's hoping the trip will inspire the artists to create, well, art, I guess. Wait, is reporting on BTN a form of art? Anyway, the mission, known as dearMoon, is set to blast off in this SpaceX rocket and spend 6 days looping around the moon before landing safe back on Earth. Which is the part they haven't quite mastered yet. Don't worry there was no one on board, but it was a bit embarrassing.

SpaceX isn't the only space company working on spaceships for space tourists. Blue Origin and Virgin Galactic have been conducting test flights of reusable space crafts which would launch passengers to the edge of space or the Karman line. That's the boundary between the Earth's atmosphere and outer space and they're hoping the first flights could blast off this year. Although a ticket will cost a lot, like hundreds of thousands of dollars. The space adventures probably won't end there. In fact, some say it won't be too long before you can check into a hotel in space, on the moon and one day maybe even Mars. Hmm, Mars Cruise, I like the sound of that. Launching sometime, somewhere to Mars and then the stars.

Sport

Sam Kerr has pulled off a hat-trick to help Chelsea to the biggest win in Women's League Cup history. Yep, 6-nil that was the score in the final of the Continental Cup between Chelsea and Bristol City and from the very start it was the Aussie striker's show. She booted 2 goals in the opening 10 minutes flipping the game on its head, literally.

In the AFLW the mighty have fallen. Collingwood's unbeaten run has finally come to an end going down in a tight 3-point tussle to Brisbane. Meanwhile, Fremantle beat the Blues coming from absolutely nowhere in the final quarter. They booted 3 goals on the trot to win by 4 points.

Deep in the icy wilderness of Alaska, these dogs and their owners are midway through the race of their life. It's called the Iditarod and competitors race more than 1500 kilometres. And while it looks rather scenic, some sections can get pretty hairy. I dunno who's gonna win, but my moneys on these bright fluoro puppers.

Recorder Revamp

Reporter: Olivia Mason

INTRO: Finally, today, have you ever played the recorder? It's a pretty common musical instrument but it's not exactly the most loved. In fact, it's got a bit of a reputation for being, well, annoying. But some talented musicians in Tassie are trying to change that. Here's Liv.

OLIVIA: So, you say you've been having some self-esteem issues.

OLIVIA: What would you say is the cause of that?

OLIVIA: You say people don't like you? Why is that? Oh, they don't see your potential.

OLIVIA: Ahh, I see.

Yeah, think recorders and you might imagine something like this.

OLIVIA, REPORTER: Yeah, these instruments don't exactly have the best reputation. Some people think they sound squeaky and loud, and a little bit annoying.

But a lot of musicians say, that's not fair.

AMELIA MOHAGHAN, RECORDER ENSEMBLE DIRECTOR: The recorder is probably one of the most ancient instruments in western civilization, dates right back to the medieval period.

Amelia leads South Australia's State Recorder Ensemble and, as you can hear, these guys sound pretty good.

KID 1: I've been playing recorder for probably 9-10 years.

KID 2: I do really love playing recorder. I think my favourite thing is just all the different types of recorders I get to play, from really small ones to ones that are almost my height.

They say a lot of the recorders bad reputation comes from people who haven't mastered it yet.

KID 3: When people think about the recorder they definitely think of, you know, plastic multicoloured recorders, and you know, young children making ungodly noises.

KID 4: I think too many people have heard receptions playing the recorder and they don't wait until they kind of get to year three and four when they can actually play songs and not just honks.

It's why over in Tasmania, some up and coming musicians have gone on a mission to rebrand the recorder. The Tasmanian Symphony Orchestra and UTAS have created a free online program called Recorder Lift Off. It teaches the recorder basics to anyone who wants to learn, with original songs designed to show off the instrument's potential. It's already been used by a bunch of schools, like this one.

KID 5: It's really fun and it inspires me because I really like learning new things.

The creators of the program say the recorder is a fantastic instrument for kids to learn because it's cheap and anyone can pick one up and make a sound. Yeah, okay maybe not a good sound.

AMELIA: Just stop there, I think we've just got to give our new student a little bit of extra help.

These guys say the recorder is like any instrument, it takes practice but with a bit of love and it'll reward you with some beautiful music.

KID 1: I think the recorder probably needs a bit more exposure at a higher level so that people can hear that recorders are quite a good instrument. They sound very nice when played well.

Closer

Hmm, might be time to dust off my recorder. Well, that's it for today, but we'll be back next week with more. And of course, you can jump online whenever you like to check out more stories or specials and don't forget there are new episodes of Newsbreak every weeknight. You can also subscribe to our YouTube channel if you're 13 or over. Have a great week and I'll see you next time. Bye.