



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.

## Facial Recognition

1. Give some examples of how facial recognition is used.
2. What are some pros and cons of facial recognition technology.  
Create a T Chart.
3. Recently, it was found that Bunnings breached \_\_\_\_\_ laws because of its use of facial recognition technology.
4. Do you think facial recognition technology should only be used with a person's consent? Give reasons for your answer.
5. What did you learn watching the BTN story?

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

## Treaty of Waitangi

1. As a class, discuss the BTN Treaty of Waitangi story. Record the main points of the discussion.
2. What did Hana-Rawhiti Maipi-Clarke do in parliament recently?
3. The Treaty of Waitangi is an agreement signed between which two groups?
4. Why is the treaty important to Māori people?
5. What did you learn watching the BTN story?

## Cash Mandate

1. When you buy something, how do you usually pay for it?
2. What are the pros and cons of cash?
3. What has happened to the use of cash over the years?
  - a. Increased
  - b. Decreased
  - c. Stayed the same
4. What are the new cash mandate rules the government announced recently?
5. Do you think the new rules are a good idea? Explain your answer.

## EPISODE 34

26<sup>th</sup> 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.

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

## Moving to High School

1. What are some of the main differences between primary school and high school? Discuss in pairs or small groups.
2. What advice did you find helpful in the BTN Moving to High school story?
3. How do you feel about starting high school? What are your concerns and what are you looking forward to?
4. What questions do you have if you're moving into high school or what advice can you give to kids that are moving into high school?
5. What was surprising about the BTN story?

## Teen E-waste Recycler

1. Briefly explain Caleb's business.
2. What impact does e-waste have on the environment?
3. Caleb has been running a business repairing electronic devices since he was...
  - a. 9 years old
  - b. 11 years old
  - c. 13 years old
4. What happens to the devices that Caleb refurbishes?
5. What did you learn watching the BTN story?



Teacher Resource

# Facial Recognition

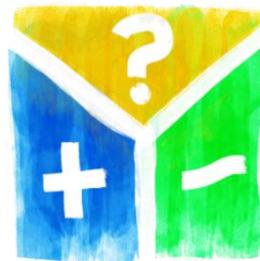
## Focus Questions

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

1. Give some examples of how facial recognition is used.
2. What are some pros and cons of facial recognition technology. Create a T Chart.
3. Recently, it was found that Bunnings breached \_\_\_\_\_ laws because of its use of facial recognition technology.
4. Do you think facial recognition technology should only be used with a person's consent? Give reasons for your answer.
5. What did you learn watching the BTN story?

## Activity: Plus, Minus, Interesting

Students will practise their note-taking skills while watching the BTN Facial Recognition 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

Discuss the BTN Facial Recognition story as a class. Ask students to record what they know about the topic. What questions do they have?

Use the following questions to help guide discussion:

- Working in pairs, discuss how facial recognition is used. Where have you seen it used? Give some examples.
- Have you used any kind of facial recognition technology? Give details.
- What are the benefits of facial recognition? Make a list.
- What are some risks or concerns?
- What questions do you have about facial recognition technology?



## EPISODE 34

26<sup>th</sup> November 2024

### KEY LEARNING

Students will learn more about facial recognition technology and develop an argument for or against its use.

### CURRICULUM

#### English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

#### Digital Technologies – Years 5 & 6

Explain the creation and permanence of their digital footprint and consider privacy when collecting user data.

## Activity: Glossary

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

FACIAL	RECOGNITION	PRIVACY
ETHICAL	BIOMETRICS	CONSENT

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

## Activity: Persuasive Text

Students will explore the issues raised in the BTN Facial Recognition story and develop a persuasive text.

Here are some examples of statements students can use:

- *The benefits of facial recognition technology outweigh the risks.*
- *Facial recognition technology should only be used with a person's consent.*
- *The government should ban facial recognition to protect our privacy.*

### Persuasive writing

Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide.

<p><b>Tips</b></p> <ul style="list-style-type: none"><li>• Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?</li><li>• Explore how language choices can have a big impact on persuading your audience.</li><li>• Which language devices give the report credibility and authority?</li><li>• Which are designed to create an emotional response in the listener?</li><li>• Provide facts and evidence to support your argument.</li><li>• Write in the present tense.</li><li>• Check your spelling and punctuation.</li></ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"><li>• What is the point you are trying to argue? Construct an introductory paragraph which states the issue.</li><li>• Introduce the arguments that will be developed in the body of the text.</li></ul> <p><b>Body</b></p> <ul style="list-style-type: none"><li>• Construct arguments that support your point of view.</li><li>• Each paragraph starts with a topic sentence which introduces each point.</li><li>• The rest of the paragraph gives more reasons.</li><li>• Arguments can be ordered from strongest to weakest.</li></ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>• Restate your position on the argument.</li><li>• Construct a concluding paragraph that provides a summary of your arguments and a call to action.</li></ul>
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### Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- What did you learn from this activity?

## Activity: Mini Debate

Alternatively, students may want to prepare a mini debate. Use the following as a guide when preparing for your classroom debate.

- Working in pairs, students will prepare a 1-2-minute speech for a mini debate on the topic.
- One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

### Guide for giving feedback

- Was the information clear and accurate?
- Were the arguments logical?
- Were the counter arguments accurate and relevant?
- Comments about the presentation style (tone of voice, body language, enthusiastic, convincing).

### Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- Did my opinion change?
- What did you learn from this activity?

## BTN Digital Technologies stories

Visit BTN's [collection of stories](#) which focus on Digital Technologies and include topics like Artificial Intelligence.

After watching any one of the BTN videos students can respond to the discussion questions (to find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package).

### Digital Technologies



AI and the News

Issue 22 Oct 2024 at 01:00am



IT Outage Lessons

Did you see the Blue Screen of Death? Will it happen again?

Issue 30 Jul 2024 at 12:00am



Creative AI

Will Artificial Intelligence ever replace human creativity?

Issue 11 Jun 2024 at 12:00am

### AI Laws



AI Videos

Experts say we need to control the potential harms of AI.

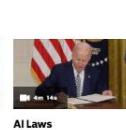
Issue 2 Apr 2024 at 12:00am



Phone Detox

Can limiting our screen time to just 30 minutes a day for entire week have a positive impact on our wellbeing?

Issue 14 Nov 2023 at 10:00am



AI Laws

How are countries regulating AI, and how can we make sure it's used for good?

Issue 7 Nov 2023 at 12:00am



Quantum Computing

We learn about quantum computing from this year's Prime Minister's Prize for Science winner.

Issue 24 Oct 2023 at 01:00am



China Internet Restrictions

China's government is putting a stop to kids using the internet late at night.

Issue 15 Aug 2023 at 12:00am



AI Jobs

A survey has found 85 per cent of Australian parents are concerned AI could take over their jobs. But how realistic are those fears?

Issue 13 Jun 2023 at 12:00am

Kidfluence Culture

A US state is poised to pass groundbreaking legislation that will protect the earnings of child social media stars.

Issue 22 May 2023 at 12:00am

## Useful Websites

- [Bunnings breached privacy laws by using facial recognition on customers, Commissioner finds – ABC News](#)
- [Digital Technologies \(collection of BTN stories\)](#) – BTN



Teacher Resource

# Cash Mandate

## 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. When you buy something, how do you usually pay for it?
2. What are the pros and cons of cash?
3. What has happened to the use of cash over the years?
  - a. Increased
  - b. Decreased
  - c. Stayed the same
4. What are the new cash mandate rules the government announced recently?
5. Do you think the new rules are a good idea? Explain your answer.

## Activity: Class Discussion

Discuss the information raised in the BTN Cash Mandate story. Focus the discussion on the pros and cons of using cash to pay for things.

Students will respond to the following:

- When you buy something, how do you usually pay for it? Cash, card, or another method.
- Can you think of examples of when cash is the only accepted payment method?
- What are some reasons people still use cash, even though other methods like cards or phones are available?
- What are some of the positives and negatives of using cash to pay for things? Record the information on a T-Chart.
- Do you think the cash mandate is a good idea? Explain your answer.

## Activity: Comprehension

After watching the BTN Cash Mandate story students can answer one or more of the following comprehension questions, for example:

- What are some keywords from the BTN story?
- What did you learn from the story? Write a summary.
- What is the purpose of this news story? To entertain, persuade, inform, explain or describe?

## EPISODE 34

26th November 2024

### KEY LEARNING

Students will investigate the advantages and disadvantages of using cash.

### CURRICULUM

#### Mathematics – Year 5

Create simple financial plans.

Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies.

#### Mathematics – Year 6

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.

#### Mathematics – Year 7

Identify and investigate issues involving numerical data collected from primary and secondary sources.

#### Economics & Business – Year 7

Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives.

Apply economics and business knowledge, skills and concepts in familiar and new situations.

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Cash Mandate story. Below are some words to get students started.

DEPOSIT	WITHDRAWAL	CASH
CURRENCY	ROYAL MINT	BANKNOTES

## Activity: Research Inquiry

Discuss the information raised in the BTN Cash Mandate 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>know</u> ?	What do I <u>want</u> to know?	What have I <u>learnt</u> ?	<u>How</u> will I find out?

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

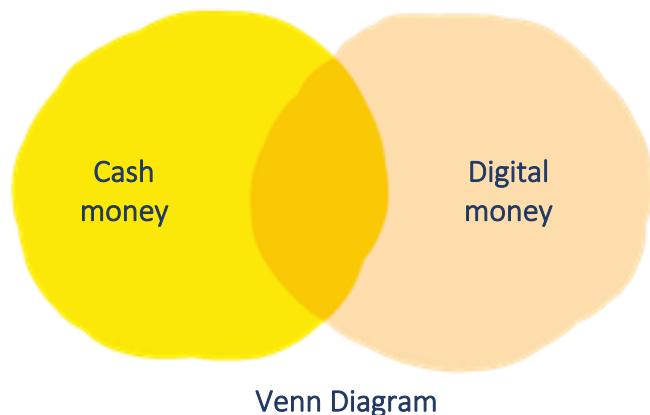
- When did people first start using money? Create a timeline of key moments in the history of currency. Watch the BTN [History of Currency](#) story to learn more.
- What are the positives and negatives about using cash to pay for things? Use a T-chart to record your findings.
- Who makes our banknotes and coins? Explore in more detail and present your findings as an infographic.
- Why shouldn't we go cashless? Write a persuasive text highlighting 3 main reasons.
- How has the form of money evolved over time? Create a timeline to show your findings.
- What are some of the key events in the evolution of money? Write a summary for one key event, which answers the 5 W's – Who, What, Where, When and Why?

## Activity: Venn Diagram

Students will find similarities and differences between 'digital money and 'cash money. Use the questions below to start a class discussion. Students will use a Venn diagram to help organise their information.

- What are the differences and similarities between cash and digital money?
- When would you use physical money (coins and notes) to buy or pay for something?
- How and where can you access cash money?

- What is a cash deposit and what is a cash withdrawal?
- What can an ATM do?
- When would you use a prepaid card, debit card or credit card to buy or pay for something?
- What is meant by the term 'cashless society'? Explain using your own words.
- Where does the money come from when you use digital money?
- Why is digital money sometimes called 'invisible' money?
- What does tap and pay mean?



Venn Diagram

## Activity: Class Debate

Debating is an activity that helps students improve a range of skills including public speaking, communication skills, research skills, persuasion, confidence, teamwork and critical thinking. Use the following guide to help plan a classroom debate.

Before starting this activity watch the BTN Cash Mandate story and BTN [Newsbreak](#) story which cover the topic about the new cash laws.

### Brainstorm

As a class brainstorm a list of pros and cons about the topic, using a T-chart to record your student's responses.



### Pros of using cash

- Your purchases can't be traced, so it is anonymous.
- You might not spend as much, because you only spend what you have.
- It is accepted almost everywhere.
- There are no additional fees like a card might.
- You don't need the internet to use it, so it is reliable if there is an outage.

BTN Newsbreak – [Do Aussies still use cash?](#)

### Cons of using cash

- There is the risk of theft.
- It can be inconvenient to carry around especially large amounts
- It is not accepted everywhere.
- There is no record of your transaction.
- It's not as secure, for example if it is lost or stolen, unlike a card.

## Classroom Debate – Cash is becoming obsolete

Divide your class into groups of 6. Each group will then be divided into 2 teams, one representing the affirmative and the other the negative. The team arguing for the topic is called the affirmative and the team arguing against is called the negative, and the team that's judged to make the best argument wins!



To learn more about how debates work watch the [BTN High School Debating](#) story.

For each team there is a 1st speaker, 2nd speaker and 3rd speaker, each with a special role. Below is a list showing the order of speakers and their responsibilities. Each speaker will prepare a 1–2-minute speech. Working together as a team students will choose their 3 best points to argue during the debate, work out their roles and what points each speaker will cover.

## Activity: Choose an activity

Working in pairs or small groups, students choose one of the following activities.

### Piggy Bank

Make your own piggy bank out of papier Mache! Here are some [instructions](#). Start saving using your own personalised piggy bank.

### Budget

Create a budget to buy dinner for 1 night for your family. Ask your family if they would give you money to buy the ingredients for your family dinner.

### Wants V Needs

What is the difference between wants and needs? Which are more important? Record your results using a T-Chart.

### Tips & hints

Do you have any good financial tips and hints? Share and compare your ideas with the class. Create a handbook with all your class's tips!

## Useful Websites

- [New Cash Laws](#) – Newsbreak
- [History of Currency](#) – BTN
- [Going Cashless](#) – BTN
- [Different ways to pay \(lesson\)](#) – Money Smart

# BTN Transcript: Episode 34- 26/11/2024

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for joining us today. Let's see what's coming up on the show. We find out what was behind this moment in New Zealand's parliament, learn about the pros and cons of cash and we answer your questions about going to high school.

## Facial Recognition

Reporter: Nat Kelly

*INTRO: But first today we're going to talk about facial recognition. It's a technology that's pretty common, whether it's for unlocking your phone or going through the airport. But it is a bit controversial, and recently a big Aussie retail chain got in to trouble for the way it was using it. Here's Nat.*

NAT: Welcome back.

JOE: What are you doing? Why are you dressed like that?

NAT: This? Oh no, I'm just your average, run-of-the-mill facial recognition system.

JOE: Sorry, what?

NAT: Hmm, eyes and nose proportions match up. Are you Joe?

JOE: Yes, I am Joe. And you are?

NAT: Collecting biometric data of your face. Oh. This is your 5th time in this week, isn't it?

JOE: Yes.

NAT: And scene. Okay, so maybe facial recognition technology isn't just some guy in a weird costume. It looks a little more like this.

MARK ANDREJEVIC, MONASH UNIVERSITY: So, the way automated facial recognition works is that it takes an image that's been captured of you, and it uses artificial intelligence to create a set of measurements that detect how far apart features of your face are. And then that model is compared with a stored image of the person that it's being matched to see whether or not there is a match.

Facial recognition can be really useful for all sorts of things, whether it's unlocking your phone, or tagging your friends, or keeping people safe by controlling who gets on a plane or into big sports stadiums. But it's also controversial. Overseas, we've seen facial recognition technology used to punish people who are protesting against the government, or to discriminate against people. And it doesn't always get things right.

MARK ANDREJEVIC: the technology has been shown not only to not be 100% accurate, it will never be, but also to have biases. So, in some cases, the technology has been shown to be less accurate for people with darker skin tones. That means those people are more likely to be falsely identified by the technology.

There's also the possibility of biometric data falling into the wrong hands and being used by criminals to

impersonate other people. It's why in Australia, there are rules about the way biometric data is collected and stored.

CARLY KIND, AUSTRALIAN PRIVACY COMMISSIONER: Under Australian law, we give biometric data special protections, because it's something called sensitive information, and the reason we do that is that your face is unique to you, so it's really important to you, and if you lose that image, you can't change it.

Carly is Australia's Privacy Commissioner, and it's her job to make sure businesses are respecting people's privacy. Last week, she delivered a report that found the hardware and gardening shop Bunnings breached privacy laws because of its use of facial recognition technology. And while Bunnings isn't the first business to use the tech, Carly says:

CARLY KIND: If you're going to capture biometric information, you need the consent of the people whose images you're capturing, and in this case, they captured hundreds of 1000s of people's facial images, and they didn't get consent.

Bunnings is asking for a review of the decision, saying that facial recognition was only used to keep customers and staff safe by using facial recognition. And any data that didn't give them a match was deleted within milliseconds. Either way, facial recognition tech isn't going anywhere anytime soon, and experts say it's up to governments to make sure it's kept in check.

MARK ANDREJEVIC: We need more rules. We need to be able to decide how we think it should be used.

CARLY KIND: Have conversations, talk to your parents and talk to your friends about it, because it's the kind of thing that deserves a good public conversation.

## News Quiz

Which of these platforms will now be exempt from the government's new social media ban for kids under 16. YouTube, Snapchat or Instagram? It's YouTube. Last week the laws were introduced to parliament, and we got some more details about exactly which platforms would be included in the ban despite hints that YouTube might be banned too, the Communications Minister says it'll be allowed, along with gaming platforms and services that support health and education, as well as messaging services like WhatsApp and Facebook Messenger.

How much have world leaders at COP29 Climate Summit in Azerbaijan promised to put aside each year to help poorer nations cope with climate change? Is it 300 billion dollars, 300 million dollars or 3 trillion dollars? It's 300 billion US dollars or 460 billion Australian and while that might seem like a lot, some developing countries say it's not enough to protect the most vulnerable from the effects of a warming planet.

What is Australian National Dictionary Centre's 2024 Word of the Year? Colesworth, Woolcoles or Cauldi? It's Colesworth which is a combination of Coles and Woolworths, and a bit of a dig at the way the two big supermarkets dominate the Aussie market.

US President Elect Donald Trump joined Space X boss Elon Musk last week for this rocket launch. Do you know what happened next? The rocket returned to its launchpad, the rocket ditched into the ocean, or the rocket went into space? It went into the ocean. It was supposed to return to its launchpad, a feat SpaceX pulled off successfully last month, but this time things didn't work out quite as well.

And how much do you reckon someone paid for a banana taped to a wall? Around \$2, almost 100 dollars or more than 9 million dollars? It was, uh, the third one. Yeah, really. The banana is actually a piece of art, named Comedian, which was created by an Italian artist in 2019 as a bit of a cheeky comment on what art

is and what it's worth. The original banana got eaten by another artist, but this fresh version just sold at auction for 5.2 million US or 9.56 million Australian. The banana was replaced and now a version certified by the original artist has gone up for auction where it sold for 5.2 million US dollars, or 9.56 million Australian. Just wow.

## Treaty of Waitangi

Reporter: Michelle Wakim

*INTRO: Now we're going to New Zealand where there have been some big protests lately, both outside and inside of parliament, over a proposed new law that would've changed the way the country viewed the Treaty of Waitangi. Michelle found out what that is and why it's important.*

MICHELLE WAKIM, BTN REPORTER: This moment has now been viewed hundreds of millions of times, all around the world. Hana-Rāwhiti Maipi-Clarke ripped up a bill and started a Haka, which is a traditional Māori war cry. While it ended in her being briefly suspended from parliament, she did it to represent what a lot of Māori people are feeling about a piece of legislation designed to change the way New Zealand views one of its most important founding documents: the Treaty of Waitangi.

It's an agreement signed in 1840 between the British Crown and Māori Chiefs. Māori people had been living in New Zealand, or Aotearoa, for thousands of years when the British started to settle there in the 18th century. And while the British had acknowledged that the Māori people controlled their land, as more settlers arrived, more problems, like crime, started to arise.

So, Māori Chiefs wrote to the British Crown, asking for help controlling its citizens. Britain responded with a treaty, laying out a plan to build a nation and a government. Under it, the British would control New Zealand, and Māori would become British subjects, but would keep control of their lands, forests, fisheries and other possessions. It was signed in the town of Waitangi, and copies were sent to Māori tribes around Aotearoa. There were some issues though. You see, the treaty was written in English and Māori, and there were some important differences between the two versions. And to this day, many Māori say their treaty never gave control to Britain. What followed was years of war, disease and displacement for Māori people.

While they were given voting rights, and their own seats in New Zealand's parliament, Māori people would fight, for many decades, for the promises that were made in the Waitangi Treaty. Today, you can see its influence everywhere. Since 1987, Māori has been an official language of New Zealand. It's in schools, and on TV. And Māori cultural practices are shared and celebrated across the country. There are seven Māori seats in Parliament, a Māori political party, and Māori people own around 5.6 per cent of land in New Zealand.

But not everybody is happy with some of these changes in New Zealand society.

DAVID SEYMOUR, ACT PARTY LEADER: My call is to stop dividing people by race and ethnicity.

This is David Seymour, the leader of the ACT Party, which helped New Zealand's Prime Minister to form government. He says the way the Treaty of Waitangi is interpreted today gives Māori people different rights to other New Zealanders, which he says isn't fair. So, he created a bill that would make it apply to all citizens, not just Māori people.

The bill never had enough support to be passed, but it still upset a lot of people.

PROTESTER: I came here to support the Māori people, and because my family is also Māori, so I want to do this for them because their land matters to them. It's not just the people, but for future generations.

PROTESTERS: It means everything, this is what our parents fought for, this is what our grandparents fought for, to maintain our cultural integrity.

New Zealand's Prime Minister didn't support the bill and says the treaty's place in New Zealand is complicated and shouldn't be change with a single law. While Māori people say they'll keep fighting to hold on to the rights they were promised.

HANA-RĀWHITI MAIPI-CLARKE, TE PĀTI MĀORI: We are the sovereign people of this land, and the world is watching us here.

## Did you know?

Did you know that in 1840, New Zealand was actually part of New South Wales at least, according to the British. It was declared a separate colony the following year.

## Cash Mandate

Reporter: Tatenda Chibika

*INTRO: Now let's talk about cash and by that, I mean notes and coins which are definitely not used as much as they once were. In fact, for a while now many have predicted that pretty soon cash will disappear. But now the government's announced plans to make sure it sticks around. Here's Tatenda.*

TATENDA CHIBIKA, REPORTER: Ahhh cash, we've had some good times. You came along when I didn't expect you. We laughed together and played together. You were always there when I needed you. I feel like you're drifting away, and the world is moving on without you.

Do you carry card or cash?

PERSON: I carry card personally.

PERSON: Always card, I'm always using Apple Pay.

PERSON: Card is always on me whereas with cash I always find that I lose it easier.

PERSON: I definitely prefer using a card because it's so much easier to track.

PERSON: It's purely just a laziness thing, it's just so easy to tap a card now.

It's probably no surprise to you that the number of people who use cash to buy things has dropped a lot over the years. In fact, this year digital payments overtook cash withdrawals for the first time ever. There's a whole bunch of reasons behind that, from our online shopping habits to the convenience of being able to pay for things which just a tap. Then there was COVID-19, when shops or stopped taking notes and coins. This nudged Australia even closer to becoming a cashless society. But while cash is definitely less popular than it used to be, there's still a lot of Aussies who are attached to it.

PERSON: Cash I find is really good when I'm out shopping so I don't go over a limit.

PERSON: It's just more convenient having cash on me.

PERSON: I still carry cash because if I actually need to give someone in the streets money, I did that the other night, I can pull it out and I can give some cash.

Some feel safer using cash instead of digital transactions which can come with a risk of online scams and hackers. Plus, there are often fees for paying with card and for some cash is just easier to use.

PERSON: I know my grandparents don't use card at all so cash is their main go to.

PERSON: Like the older generation always seem to pay in cash.

We've also seen times when you can't rely on digital money, like earlier this year, when a global software outage meant payment systems went offline.

PERSON: It just shows that cash is king really and um this stuff can happen more often causes more headaches.

PERSON: The technology really let us down couldn't serve the customers, lost a lot of free customers, it was inconvenience.

For all those reasons, the government wants to make sure cash doesn't disappear.

JIM CHALMERS, TREASURER: There are a lot of Australians whether they be in the regions or older Australians and others who like the security of being able to use cash and that's why we wanna to make cash an ongoing feature of our economy.

The Treasurer has announced the government is working on new rules that will force some businesses that offer essential services like groceries, fuel and healthcare to accept cash.

There are a lot of details to work out like what affect it'll have on businesses, customers and banks. But if it all goes to plan it looks like our relationship with cash will last a little longer.

## Going to High School

Rookie Reporters

*INTRO: Now we're nearly at the end of the year and in just a few months thousands of you will be leaving primary school and heading off to high school. It can feel exciting but also a little scary. So, we've asked some year 7s to answer questions from soon-to-be-high schoolers about what they can expect.*

MANYA, YEAR 6: Is it going to be harder in high school than in primary school?

ZIA, YEAR 7: It's going to be a little bit harder, because obviously you're transitioning and you're starting over again, but all the teachers like, really supportive.

KY, YEAR 7: We do get a couple more assessments but, overall, it wasn't that much harder compared to primary school.

ALI, YEAR 6: Do teachers in high school give you more homework and will they help you?

PEYTON, YEAR 7: Depending on what teacher you have, if you don't do work in class then obviously you will have homework

ZIA: Really, we only ever get homework if we don't finish all of our work in class. So, it's really depending on how well you manage your time.

ANSHIKA, YEAR 7: I feel like the teachers really create an environment where we can approach them easily and ask them whatever we want.

PEYTON: All of the teachers are very nice, and they will help you.

BUDDHIMA, YEAR 6: What is it like to have multiple teachers per day in high school?

MICHAEL, YEAR 6: And what is it like to move around the school so much?

MATTEO, YEAR 7: I think at first it was a bit scary, as I didn't really know where I where I was going, except as the weeks passed, I kind of knew where I needed to be each lesson, so it was kind of just like muscle memory.

LUKA, YEAR 7: It used to be a bit overwhelming, but then you start to get used to it.

ADDITO, YEAR 7: You also get to know more teachers, instead of being stuck with one for the whole year, you can learn some new personalities, new faces, and the different ways different teachers teach different subjects.

LUKA: At primary school, they might be all right at some and good at others, but at high school, teachers, they only do mostly one subject, and they're really good at it.

DANIEL, YEAR 6: Are high school teachers strict?

MATTEO: I find that most of them aren't actually as strict as I thought they would be.

LUKA: Most teachers won't be strict, but they might get frustrated if you don't do your work or you're not paying attention.

ADDITO: Basically, if you're not really behaving well or not following the teacher's instructions, they tend to get a little mad. But, yeah, so stay in the good side.

MAHDI, YEAR 6: Is it hard to make new friends in high school?

MADDIE, YEAR 6: How likely is it to get the same timetable as my friend?

ANSHIKA: I think it is pretty likely, but there are different classes. You might not always get the same class to your friend, but it is pretty likely.

MATTEO: And I think, even if you're not in the same timetable as your friend, you might still have the same timetable as someone in your class. So, like, you'll still be able to, like, make friends with them.

KY: Making friends in high school is pretty easy. At the beginning, I didn't have many friends, but as the year went on, I got lots of more friends I found.

PEYTON: We're all starting as newbies at high school. So, everyone's looking for friends.

ZIA: Yeah, you're all kind of on the same page, so you all just like kind of desperate.

LUKA: Follow your interests. So, if you like playing sport, you should play that sport and find other people that also play that sport, or also like, if you prefer to, like, sit down in a quiet place, there might be other people, and you can, like, make friends with them, and you just find people that like similar interests to you.

ADDITO: There are so many students. In our school, there's about more than a thousand, so there are lots of opportunities to make friends.

RUBY, YEAR 6: What's the best bit?

RUBY, YEAR 6: And what's the worst?

PEYTON: The best bit is probably like making lots of friends and making long lasting memories with your friends.

ZIA: And the sports.

ANSHIKA: I love every single part of it: the studying, the friends, and pretty much everything.

KY: I'd say the worst bit is probably the stairs.

MATTEO: The amount of stairs that we have to go through every day.

LUKA: There's so many stairs. It's a pain but you'll get used to it and you get strong legs.

ADDITO: Yeah, I would also say another bad part about the school, well, about the school would be the flies.

YEAR 7 STUDENTS: See you next year.

## Sport

Australia's greatest Olympian Emma McKeon has shared on Instagram that she is ending her competitive swimming career. McKeon won 14 medals across three Olympic Games, including a record six gold medals. Many sporting greats have left comments congratulating her on her outstanding career.

Now to Scotland, where our Wallabies' dream of a spring tour grand slam has come to an end. Things started off alright with the opening score coming from a penalty goal by Noah Lolesio. But Scotland quickly made a comeback. Aussie debutant Harry Potter was a bit of a wizard, ha see what I did there, and also scored a try but it wasn't enough with Scotland taking the win 27 to 13.

Over to the Las Vegas Grand Prix. While Mercedes driver George Russell won the race, all eyes were on Red Bull's Max Verstappen who scored enough points to take out the entire championship.

Finally, to a national sporting event in China where athletes competed in a range of traditional sports. Some of the events include coconut tree climbing stilt racing and board-shoe racing. Now that looks fun.

## Teen E-waste Recycler

Rookie Reporter: Caleb

*INTRO: Finally, today let's meet Caleb, a school student with a talent for fixing electronics. He's run his own business since he was 11 and now, he's fixing old laptops and phones to send overseas to people in need.*

CALEB LAWRENCE, DEVICES FOR THE NATIONS: I've always had a fascination with taking things apart and how things have worked on the inside. I'm Caleb Lawrence, and I run a small business called Devices for the

Nations. So, basically, my whole life, I've been tinkering with devices, ever since I could turn a screwdriver. I guess I've just reverse engineered all of these things and figured out exactly how they work and how I can fix them and put them back together.

My business really evolved from me starting repairing phones. So, my friend, when I was in year six, had a broken phone. So, I offered to fix it for free. And then I realized, hey, I can start a business doing this. So, when I was 11 years old, I started my very first phone repair business called Tech line. I did phone repairs, and I did computer builds. It all started from there. I saw the issue of a lot of e-waste being destroyed and buried in landfills, and I was thinking that maybe I could actually repurpose it and send it overseas where it's needed the most. I talked to schools and businesses across the local area and ask for their e-waste and say it will be repurposed. Usually, schools and businesses have to pay for it to be taken away, but me taking it for free is actually a service to them.

Now, my business Devices for The Nations, specialises in taking old devices that would have otherwise been scrapped for e-waste, refurbishing them and sending them overseas for mission to support churches, orphanages and any other organizations in third world countries which need some help. I've sent over 100 now to Ethiopia, Cambodia and Solomon Islands, so I guess I get the fulfillment and knowledge that my work has benefited people all across the world, and that it's made a real impact onto many people's lives, and it's changed their outlook for the better.

## Closer

Awesome work Caleb. That's it for this week and nearly for this year. Next week is our final episode so we'll be taking a look back at some of the big stories of 2024 and, of course, Newsbreak will be here as usual every weeknight keeping you up to date. Have a great week and I'll see you soon. Bye.