

### DISCUSSION: Using BtN in the classroom

The following questions can be used to stimulate small group or class discussions after watching the television program. Some rely on factual recollection, while others are designed to help students create connections to make the content of *Behind the News* more meaningful. Our research shows that students develop listening skills and benefit most from watching Behind the News *without note taking*.



Free at last. The two miners spent time with families before going to the hospital for a medical check-up. ABC TV

### **MINE RESCUE**

1. How long were Todd Russell and Brant Webb trapped underground in the Beaconsfield gold mine?
2. How did the miners react when they got out of the mine?
3. What support did they get during the past two weeks?
4. What were the first things the miners did after they got out of the mine?
5. Describe some of the challenges for the rescue team.
6. How are Todd and Brant likely to spend their first day out of the mine?
7. What do you think they would they have missed most in the past 14 days?
8. What do you think the manager of the mine will do now?
9. Tuesday May 9, 2006 will be remembered as a day of highs and lows. Explain why.
10. Prime Minister John Howard spoke about the miners and rescue team, saying, "It is a great tribute to them, they are fantastic, they're tough blokes." Local Mayor Barry Easter says, "it is great news for the families, the town of Beaconsfield and everyone involved in the rescue." What do you think other people would like to say to them?

**Write and share your message to the miners and the rescue team on the BTN Guestbook.**

<http://www2b.abc.net.au/btn/guestbook/>

### **SURVIVAL BASICS**

1. Tuna, bread or almonds. Which food would help you survive the longest? Explain.
2. What happens if a person does not eat or drink for more than 10 days?
3. How did the miners get water?
4. What kept the miners alive?
5. Who helped the miners? What did they do for them?
6. If you were to design a survival pack for a miner, what would you put in it?
7. What are some dangers of eating too many foods high in saturated fat, salt and sugar?
8. Who or what influences what we eat?
9. What are some things we could do to be healthier?
10. Water bottles should be banned in school. Present an argument against this.

[Links, teaching ideas and work sheets provided](#)

## **BUDGET**

1. Who pays tax in Australia?
2. Do you think this amount should be higher, lower or the same? Why?
3. Do you think people who earn more should pay more tax? Explain.
4. If you were the treasurer, what would you spend *more* money on? Give reasons.
5. If you were the treasurer and had to save money, which area would you cut back?
6. What could happen if the federal government did not tell the public about its budget plans?
7. What if paying taxes was not compulsory? Predict how this might affect your family or local community.
8. Does your family have a budget?
9. List the ten things your family spends money on. Rank them, starting with "1" for most important, to "10" for the least important.
10. If you had more say in your family's budget, what changes would you make?

[Links provided](#)

## **EAST TIMOR**

1. Where is East Timor?
2. Why is it sometimes called Timor Leste?
3. How important is the UN in a country like East Timor? Explain.
4. How did Portugal and Indonesia affect language and religious beliefs in East Timor?
5. Why has Australia sent armed forces and police to East Timor?
6. How has independence changed life in East Timor?
7. What does Australia share with East Timor? Think about oceans, air, flora, fauna, Sun, Moon, individual rights, etc.
8. What does the term 'global community' mean?
9. List some other countries that Australia has sent armed forces to restore peace. What do they have in common?
10. What else would you like to know about East Timor? How could you find out?

[Links, teaching ideas and work sheets provided](#)

## **SHEEP STUD**

1. Which school runs a sheep stud?
2. What type of sheep are they raising?
3. Where do these sheep originally come from?
4. What do NSW, WA and Victoria have in common?
5. What skills would these students develop by volunteering to work with these sheep?
6. What would be the motivation to raise and show sheep?
7. How did the students feel about sending the sheep to be killed for meat?
8. What makes a prize-winning sheep?
9. Make a list of things made with wool.
10. Compare the sheep and wool industry. Which industry is more important to Australia: wool or meat? Explain.

[Links, written and oral language work sheet provided](#)

## **POLICE DRUMMER**

1. How did the band start?
2. What is another word for 'youth'?
3. Where is the band rehearsing and performing?
4. What skills do you need to play in a band?
5. Tell me how the police have helped these street kids?
6. How can you tell if this band has helped these young people feel better?

7. Predict what might have happened to these young people if they had not joined the band?
8. Why is it good for police to build better relationships with youth?
9. How does a project like this help the community?
10. Would a project like this be useful in your local area? Explain.

[Links provided](#)

*STUDENT LANGUAGE WORKSHEET*  
SHEEP STUD STORY

09/05/06

Write some funny captions or text to match the photographs that were taken at Horsham College, Victoria.



**PARTNER ACTIVITY**

In the fourth box we see a picture of Sarah interviewing a student. Trent is recording the interview with a digital camera.

- Think of some questions Sarah would have asked.
- Write some questions and answers or role-play this interview with a partner.

**Teaching Information**

Students will learn to understand the basic needs for survival in relation to food and water. Lucy also explores the importance of eating a balanced diet.

As teachers you will know whether your students are able to safely discuss the health problems associated with being trapped underground. If this issue is too sensitive for your students, you may prefer to use this story to focus more on nutritional needs and making healthy personal choices in relation to the food we eat.

**Discussion:**

11. Tuna, bread or almonds. Which food would help you survive the longest? Explain.
12. What happens if a person does not eat or drink for more than 10 days?
13. How did the miners get water initially?
14. What kept the miners alive and in good spirits during the rescue operation?
15. What was vital to keeping the miners healthy? Explain.
16. If you were to design a survival pack for a miner, what would you put in it?
17. What are some dangers of eating foods high in saturated fat, salt and sugar?
18. Who or what influences what we eat?
19. What are some things we could do to be healthier?
20. Water bottles should be banned in school. Present an argument against this.

**Procedure**

**Before watching BTN**, talk about what the students know about in relation to the length of time a person can survive without food and water. Explain that they might be surprised by what they hear and see in the story they are about to watch.

**After watching the story** ask the students to list the top five things that helped the miners survive for as long as they did. Discuss what they have seen and heard in the story.

**SURVIVOR: HEALTH PROBLEMS****Verbal-Linguistic intelligence**

Brainstorm some of the diet-related problems a person might develop if he or she did not eat or drink for a week.

Students to complete Worksheet 1, which focuses on the diet-related problems a person could develop as a result of being trapped underground.

Discuss how people helped to keep the miners in Beaconsfield healthy, e.g. provided water and food through a pipe, talked to them, provided paper and plastic bags for hygiene and toiletries and music. Talk about the importance of food, water and encouragement for people in emergencies.

**DIET: CAUSE & EFFECT****Interpersonal and Intrapersonal Intelligence**

In pairs students can come up with a list of good, bad and interesting things about drinking water and eating healthy food instead of fizzy drinks & junk food.

Provide the students with Worksheet 2 and ask them to work with a partner to match the diet-related problem to its cause. Regroup and compare answers.

Students can then consider his or her personal diet and lifestyle and use the online kilojoule calculator to help them work out how to include foods they need and enjoy. Encourage students to self evaluate how they are feeling and their diet and lifestyle changes after one week, one month and six months.

### **Additional Ideas:**

#### **Technology Logic and Mathematics Intelligence**

**The following websites have tools that allow you to simply enter details and it automatically calculates:**

- **the kilojoules/calories you need each day**
- **the kilojoules/calories in specific food and drinks**
- **the kilojoules/calories used up in different activities**

Calculate how many kilojoules you need each day...

<http://www.activeforlife.com.au/default.asp?page=main/calculators/kilojoule-calorie>

<http://www.calorieking.com>

Use the Kilojoule Counter to calculate how many kilojoules are in the food you eat...

<http://www.calorieking.com/foods/>

Calculate the calories you burn when exercising in different ways...

[http://www.calorieking.com.au/tools/exercise\\_calories.php](http://www.calorieking.com.au/tools/exercise_calories.php)

After working out these figures, ask your students to design a healthy menu for one day or a week, based on their required kilojoules. This could also include an exercise plan.

#### **Health Bodily-Kinesthetic**

Design and make a food and drink survival pack for a miner or a student on a school excursion.

**Student Worksheets are included below...**



**STUDENT WORKSHEET 1  
SURVIVOR: HEALTH PROBLEMS**

List five of the most common health problems associated with being trapped underground. Rank them from most (5) to least (1) harmful.



What help was given to Todd and Brant to help them physically and emotionally while they were trapped underground?

### **DISCUSS**

The importance of staying positive and supporting one another during an emergency like the recent Beaconsfield mining incident. Consider this from different points of view, e.g. miners, their families, rescue team, medical team, management, union members, media and the community.



### STUDENT WORKSHEET 2 DIET: CAUSE & EFFECT

We need to eat healthy foods to feel good and to avoid developing diet-related problems such as those listed in the table below.

**Draw a line from each diet-related problem to its cause.**

<b>Diet-related problem</b>	<b>Cause</b>
Constipation	Eating too many sweet foods such as lollies, biscuits and cakes and drinking too many fizzy drinks
Dental Caries	Choosing to not eat enough food.
Osteoporosis	By eating not enough food, or eating too much of the wrong food.
Diabetes	Not exercising and eating too much of the wrong food.
Overweight and obesity	Not getting any sunlight or eating foods rich in calcium.
Anorexia nervosa	Vomiting food after meals.
Bulimea	Not drinking enough water or eating foods high in fibre
Malnutrition	Too much sugar in the blood and the body is not making enough insulin or effectively using it.

**Plan a healthy personal menu and tick the boxes to show what you are eating.**

<b>Meal</b>	<b>Food</b>	<b>Carbohydrate</b>	<b>Protein</b>	<b>Fat</b>	<b>Water</b>
<b>Breakfast</b>					
<b>Recess</b>					
<b>Lunch</b>					
<b>Afternoon snack</b>					
<b>Dinner</b>					

**Use the online calorie/kilojoule counter to calculate how many kilojoules you need to eat in one day.**

<http://www.activeforlife.com.au/default.asp?page=main/calculators/kilojoule-calorie>



## EAST TIMOR / TIMOR LESTE

**Outcome Links:** SOSE / History and Geography

**Subject Matter:** Global Citizenship and linkages in relation to international aid.

### Teaching Information

Students will learn about the sequence of historical events in East Timor and develop an empathy and understanding of Australia's links with East Timor and its role in the global community.

### Discussion:

11. Where is East Timor?
12. Why is it sometimes called Timor Leste?
13. How important is the UN in a country like East Timor? Explain.
14. How did Portugal and Indonesia affect language and religious beliefs in East Timor?
15. Why has Australia sent armed forces and police to East Timor?
16. How has independence changed life in East Timor?
17. What does Australia share with East Timor? Think about oceans, air, flora, fauna, Sun, Moon, individual rights, etc.
18. What does the term 'global community' mean?
19. List some other countries that Australia has sent armed forces to restore peace. What do they have in common?
20. What else would you like to know about East Timor? How could you find out?

### Materials:

- \* Sheets of paper – one between two students
- \* Pencils – one between two students
- \* Coloured pencils

### Procedure

**Before watching BTN**, ask students to brainstorm what they know about East Timor. Record their comments on a mind map.

**After watching the story** talk about what we share with East Timor. Encourage students to add other information to the mind map. Discuss what they have learned about East Timor and Australia's links with providing aid to the country.

Encourage students to complete one of the following activities after watching and discussing the story.

Regroup and share what they have learned through their involvement with these activities.

### (a) Timeline: Logical - Mathematical

Create a pictorial timeline showing the changes in East Timor from the early 16<sup>th</sup> century when it was a trading post of the Portuguese until today.

### (b) The National Flag: Visual – Spatial & Verbal

Ask your students to work in pairs. One student will give verbal directions only while the other student draws the flag of East Timor on a sheet of paper.

They can either make up their own directions by looking at the image of the flag on page 2, or by reading the directions given below. When finished students can compare their drawing to the flag image.

### (c) Australia's Involvement: Interpersonal

Share what you think about Australia's involvement in East Timor with other viewers. Enter comments on the Guestbook. <http://www.2b.abc.net.au/btn/guestbook/>

### (d) Colours of the flag: Intrapersonal

Recall the colours on the flag (Red, yellow, black and white). Think about the events that have shaped East Timor. In small groups try to work out what each colour on the flag represents. Share your ideas with students in another group and then compare your thoughts with the answers on page 2.

### (e) Native Animals: Naturalist

Use books and the Internet to find out the names of animals native to East Timor. Collate your findings and report back to the class. Group these animals in different ways.

### (f) Music Messages: Musical – Kinaesthetic

Timorese music has been closely associated with the independence movement; bands and artists have released songs and in 2000, the United Nations commissioned a song to encourage people to vote. Compose a jingle or song encouraging people to vote or help people living in East Timor.

### THINK ABOUT THIS

Students at Mount St Benedict College in NSW have established a partnership with a high school in East Timor as a way to learn about social justice in a meaningful way. Four students and two teachers took stationery, musical instruments and school supplies to help establish a high school in East Timor. This support has continued for three years.

### Related Research Links

Music In East Timor

[http://en.wikipedia.org/wiki/Music\\_of\\_East\\_Timor](http://en.wikipedia.org/wiki/Music_of_East_Timor)

Country Profile: Finding facts about East Timor  
[http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

*Drawing Directions*

The national flag is a rectangle. It is formed by two isosceles triangles, which overlap at their bases. One of these triangles is yellow and its height is equal to half the length of the flag. The other triangle is black and its height is two-thirds of the length of the yellow triangle. In the centre of the black triangle there is a white star with five points. The white star has one of its points turned towards the upper right end of the flag. The rest of the flag is red.

*Guess what the colours mean?*

Answer:

- Yellow: the traces of colonialism;
- Black: the opposition that needs to be overcome;
- Red: the struggle for national liberation;
- White: peace.

## **EASYPRINT TRANSCRIPT**

09/05/06

This week: Surviving extreme conditions; trouble in East Timor; and how to spend 175 billion dollars.

Hi I'm Kerry Staight. Also on the program today; the school with its own sheep stud, and drumming up a new interest for street kids. Those items later, but first to our top story this week.

### **MINER RESCUE**

Kerry Staight, presenter



Free at last. The two miners spent time with families before going to the hospital for a medical check-up. ABC TV

The final stages of the rescue of two Beaconsfield miners, trapped one kilometre underground, took much longer than anyone expected.

The rescuers used a huge machine to dig a horizontal tunnel, one metre wide and almost 16 metres long. But when they started digging the last part by hand, they hit rock like this. It's 5 times harder than concrete. So they drilled lots of smaller holes and set off small explosions to crack the rock and make it easier to dig through. Then they had to dig upwards, being careful not to cause a collapse.

So Todd Russell and Brant Webb ended up spending two weeks trapped in the mine. They didn't eat for the first five days and only drank small amounts of water. It seems amazing that anyone can go for so long and still be OK. So we asked Lucy to find out more about what our bodies need to survive and which things are most important.

### **SURVIVAL BASICS**

Lucy Andrew, reporter

If you were stranded on a desert island, what food would you choose to help you survive? 100 g of tuna, 100 g of wholemeal bread or 100 g of almonds? If you chose the almonds, you would probably survive the longest. The almonds have five times the energy of the tuna and twice the energy of the bread. Fish is high in protein, bread is high in carbohydrate and almonds are high in fat. Because fat has the most kilojoules per gram it provides us with the most energy we need to survive.

People stranded at sea or lost in the desert have been known to survive on very little food. This man was lost for three months and ate anything he could find.

RICKY MEGEE: Leeches out of the dam, frogs, grasshoppers.

The miners trapped underground at Beaconsfield didn't eat anything for five days. At first they survived on small amounts of water but eventually they would have needed some food.

LUCY, REPORTER: Food is fuel for our bodies. As I burn this marshmallow, the sugar, which is the fuel, creates energy in the form of heat and light. And when I eat the marshmallow, the sugar provides me with energy to do all sorts of things like...juggle.

Energy is measured in kilojoules. This apple has about 300 KJ so if I eat it, I will then have enough energy to do some exercise. But how much do we need to eat?

The amount of energy that you put into your body by eating should be balanced with the amount of energy your body uses up. Even when we're resting we are using up energy to keep our hearts beating, lungs breathing, kidneys filtering, brain thinking. We even use energy when we are asleep.

Most children need to eat about 10,000 kilojoules per day to provide the energy they need for an active lifestyle. That's the equivalent of eating all this food in one day.

- Cereal with milk and fruit, a piece of toast and half a glass of juice for breakfast.
- A piece of fruit for a snack.
- A salad wrap and tub of yogurt for lunch.
- Cracker with cheese and salad for an afternoon snack.
- And a glass of milk and crumpet for supper.

You need to get the right mix of protein, carbohydrate and fat. A balanced diet also includes plenty of fibre and vitamins.

So the more exercise you do the more kilojoules you need to eat. If you don't get enough kilojoules you won't have the energy to exercise, think and grow. You also wouldn't have the energy that your brain needs to think and your body needs to grow.

Too many kilojoules result in putting on weight which leads to all sorts of health problems — such as heart disease, diabetes, asthma and even cancer. Twenty five per cent of Australian children are considered to be overweight or obese.

Research shows that Australian kids are not exercising enough and are eating, and drinking, too many kilojoules. A Victorian study showed some kids are drinking up to two litres of soft drink a day. Fizzy drinks and sports drinks have lots of kilojoules but they don't fill you up so you'll probably still feel hungry and will eat something as well. It's much better if you just eat a piece of fruit.

So how long can we survive without any food?

It's not healthy to go without food — that can damage your body — but you can survive for several weeks. What you really can't survive without is water. As we saw earlier, the Beaconsfield miners were able to survive by drinking water dripping into the cave where they were trapped. They were very thirsty and as soon as rescuers drilled the small shaft the men were given water.

Back to our desert island survivors....

While almonds are the best choice of food what they really need is about one and a half litres or six to seven glasses of water every day. So maybe a water bottle is more important than a snack pack!

### **True or False?**

The record for survival without food or water is 18 days. Answer: True

### **ZOOM**

Other stories in the news this week.

We have an update on last week's story on the Solomon Islands. The Prime Minister, Snyder Rini, was forced to resign after the riots. Now a new prime minister has been appointed. He's Manasseh Sogavare and he's already been criticized for appointing two ministers accused of involvement in the riots. But Mr Sogavare says there's nothing wrong with what he's done.

In Victoria's Dandenong Ranges, nearly three thousand people have taken part in Victoria's Puffing Billy Great Train Race. It's 13 kilometers uphill and the idea is that you're supposed to beat this old steam train. Not many people managed to do that but they all enjoyed the event.

## **BUDGET**

Sarah Martinelli, reporter

How would you like 175 billion dollars to spend? But, what if you had to use the money to run the country for a year. You have to pay for hospitals, schools, essential services and all kinds of things. That kind of takes the fun out of it, doesn't it? Well, about this time every year the Treasurer announces how he's going to spend the money.

It's budget time. The budget is the federal government's plan of how Australian taxpayers' money will be spent for the next year.

This man, Peter Costello, the treasurer, announces it... or for the purposes of this story... by Sebastian.

The treasurer has about 175 billion dollars from Australian taxpayers to play with, but it's not for him! He has to decide how to divide up the money. That's right, the government has to try to decide where it will be most needed, to benefit Australians. The budget covers all the things the government pays for. Things like healthcare; money for hospitals and medicines, defence; money for troops to stay in Iraq, and to buy new equipment, education; money for schools and universities, welfare; money for people who are out of work, too sick to work, or are retired; and roads. The list goes on and on!

Before the Budget, lots of different groups ask the government to throw a bit of money their way. But to give more to one area you have to give not so much to another area. Say more to health, but less to defense, or more to roads, but less to welfare. It's hard to balance things to keep everyone happy. And the Budget is pretty big document too.... hundreds of pages!

It might not sound all that exciting to you, but journalists get really excited about the Budget. It's always a really big story because basically it affects just about everyone.

Journalists in Canberra go into a special session called the Budget lock-up, so they can read what the Treasurer will tell everyone else in parliament. No one is allowed out until the whole thing is finished then they race off to tell everyone what it is all about!

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## **True or False?**

East Timor was once part of the Roman Empire. Answer: False.

The Romans didn't quite make it that far, but I'm sure if they knew it was there, they would have been interested.

## **EAST TIMOR**

Andrea Nicolas, reporter

East Timor has been taken over and run by two other countries in its history. When the people were finally able to rule their own country in 2002 they hoped their troubles were over. But it's pretty tough starting a new nation and there have been problems. Andrea looks at the country's history and why some people there are unhappy.

Thousands of years ago Timorese legends say a giant crocodile was transformed into the island of Timor, also known as 'Crocodile Island'. Timor is now divided into two countries, Indonesia on the west side, and East Timor, located just above Australia. It's hot and humid there, because it's a tropical climate. More than a million people live in the small nation of East Timor, most of them in its crowded capital city, Dili.

It's been a long, hard battle for control of this country. The Portuguese arrived in the 16th century. During that time the Dutch occupied the West side, which became part of Indonesia in 1949. During Portuguese rule most East Timorese adopted the Roman Catholic faith and the Portuguese language. In 1975 when the Portuguese withdrew, the Indonesians took over East Timor too. Indonesian rule was a very violent time and hundreds of thousands of East Timorese were killed.

In 1999, the East Timorese people were asked in a referendum who they wanted to run their country. Nearly 80 percent wanted independence from Indonesia. There were many big riots in the country, because some Indonesian groups still wanted to control East Timor. 1400 East Timorese people were killed. Australia led a peacekeeping effort – sending over soldiers and police to stop the violence, like they've done recently in the Solomon Islands.

Finally on the May 20th 2002, the country was declared an independent nation. They got their own flag, but decided to keep using the American Dollar.

Because the East Timorese people have had many different rulers they've learned to speak many languages. Today their official languages are Portuguese and Tetun, which is an East Timorese dialect. Ola' is hello in Portuguese and Oi is hello in Tetun. They also speak Indonesian and English and have at least fifteen other indigenous languages.

Because it's a new developing country there are still problems to overcome and not everyone is happy.

As well as Australian help, the East Timorese are getting support from many places. Even Columbian popstar, Shakira, has taken an interest.

Lots of people are living in poverty and there is a lack of money to pay workers. Just weeks ago more than 600 soldiers were so angry about their conditions they staged a protest. Other people in East Timor joined in and violent riots spread through the streets.

Some people hid in churches as windows were smashed, cars burned and homes were vandalized. When it was all over, five people were dead and more than thirty were injured. The 600 protestors that started the demonstration were sacked.

Clearly the new country of East Timor has a lot to do before there's lasting peace. Which is also important to Australia, being one of its nearest neighbours.

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## **True or False**

East Timor is known as Timor Leste in Portuguese.

True or False? Australia has the world's largest number of sheep. Answer: False. You might be surprised to know that Australia has the second largest sheep population in the world. China has the most sheep.

## **SHEEP STUD**

Sarah Martinelli, reporter

Speaking of sheep, the BtN crew recently did a road trip to country Victoria and along the way they found a school that has its own sheep stud. It seemed so interesting that Sarah had to find out why kids were spending their spare time doing something like this.

This is prizewinning dog. Look at his coat, his ears, and his strong legs. This is a prizewinning cat. What lovely fur. But what makes a prizewinning sheep? Is it the meat? Yum, this lamb is delicious! What about the wool? Well, these kids know. They've managed to breed some prizewinning sheep of their own. BTN recently visited the Horsham Secondary School in Victoria. Some of the students at this school spend a lot of time with these sheep.

Laura: Probably we work with them all lunchtime and recess.

Justin: Sometimes most days, probably three or four times a week. Just during recess and lunch.

It can be a hard job, with lots of work involved.

Laura: We have to pen them and put their straw down and once they're settled in we have to put their buckets of water and feed them in the containers and we have to also just brush them and keep them nice and clean. And if they get straw or poo in the buckets we have a little fishnet to get it out.

But it's all for a good reason — to learn about sheep farming and to show at the Royal Melbourne Show, and other ones in country Victoria. And these kids have had some success with their beloved sheep.

Felicity: Very happy at Horsham when I won first prize I was like dancing up and down.

Laura: Well you get really happy and you hug them say good work and you give them lots of food.

These sheep are a breed called Hampshire Down. Their name comes from the agricultural county of Hampshire in southern England, where they were first developed. So why choose this particular breed of sheep? They're large animals, with mild temperament. But as the kids explained, that can sometimes vary!

Felicity: Yeah, some like headbutting people and some come up to you and just want a pat.

Shauna: They're all just really different some are really friendly, and others just really like running away from you all the time.

Hampshire down sheep are also quite rare, there aren't many breeders in Australia. Most sheep breeders in Australia are in the southern part of the country.

Now I'm no sheep expert, but these sheep look pretty average to me. So I asked the kids what makes a prizewinning sheep.

Amber: Good face good legs like the black, nice posture not scruffy stuff like that.

Felicity: The fat score most likely and the posture, the wool class, we have different wool classes, and just how it stands if it stands square.

Ethel: Sheep have to have good teeth structure for a start, if they can't eat they're not going to put on weight, they have to have a long body a lean fat score, too much fat is not good for their meat.

And that's the point, because let's face it, these sheep aren't being bred for their wool, but for something else altogether! In fact, in Australia the lamb industry is growing, while the wool industry is shrinking.



Historically, the Australian sheep industry has been mostly about wool. And today Australia is the biggest wool producing country, making up about 30 % of world wool production. But breeding sheep for meat is even bigger business!

Sarah Martinelli, reporter: While this lamb tastes great, I wonder how I'd feel if I knew it when it was alive, and helped raise it? I suppose it depends if I became attached to it, like the Horsham kids.

Amber: Course we do!

Felicity: Very much we love them and especially if you have a little lamb you get so attached to it, oh we did that a few weeks ago and I felt really bad because our favourite little lamb went, his name was Bongo. So sad!

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## **Survey Results**

We had a big reaction to our story last week about 11 year old Blake Morgan who marched in this year's Anzac Parades. As we told you not everyone likes the idea of kids marching, so we asked for your opinion. Should children be allowed to march in Anzac parades?

- Yes
- No
- Unsure

Results:

- 92 per cent of you said 'yes'.
- 6 per cent said 'no'.
- While 2 per cent said 'unsure'.

## **SPIN**

To sports news now. In our last program we told you about the controversial match between the Fremantle Dockers and Saint Kilda. The controlling umpire didn't hear the final siren, so the game continued and ended in a draw. But the AFL has ruled that Fremantle won the game because it was ahead by one point when the siren sort-of-sounded. Saint Kilda says it won't take action over the decision.

Queensland riders Jamie Hilderbrandt and Krystal Cranfield have won gold medals at the national BMX championships in Adelaide. Their performances give them a strong chance of being selected for the national team for the upcoming world championships held in Brazil in July. Jamie Hilderbrandt defeated South Australia's Michael Fenwick to win his first Australian title. And Krystal Cranfield defeated Western Australia's Tanya Bailey to take the women's crown.

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Quiz time: Which army is helping homeless young Australians? You'll need to watch this story to find out.

## **POLICE DRUMMERS**

Krista Eleftheriou, reporter

Not everyone has a nice home to live in or even a warm place to sleep. Life can be bleak for these people, so it's really appreciated when someone reaches out to help them. As Krista explains, the Queensland Police has found an unusual way to make a difference.

Living on the streets isn't fun. But it's estimated more than 55-thousand children across Australia are homeless. It means living in poverty and in sometimes-dangerous conditions. Some kids get involved with drugs and some break the law.... often the police are seen as the enemy.

Greg Newman and Darren Fry aren't just drummers. They're also policemen and they have come up with an idea to try and help Brisbane's homeless youths.... And it involves drumming....

CONST GREG NEWMAN, QLD POLICE: Darren and myself ride the parks as our day to day job. We come in to contact with all the street kids and disadvantaged youths around Brisbane Central District. And we decided we'd try and do something to get them to do something that they could do anywhere, anytime basically to amuse themselves without harming themselves or anybody else.

The program is called Beat the Street. And when it started The Salvation Army, which helps a lot of street kids, wasn't convinced it would be popular. The local kids weren't all that excited either.

ELIZA: It's funny, I remember the first time that they had the class the drum class and we rocked up and they told us that we were going to be there with coppers and stuff and I was like no way, that's just stupid, that's never going to work.

ROHAN: Because most of us had run-ins with the police and the law we all thought, "Oh it should be pretty lame." But when we got here and we met the coppers and, you know, they come to work in uniform which was really sort of eye opener seeing a copper come to work in uniform in their own time. It really opened our eyes to see how good some coppers are.

Beat the Street has become a big hit with the kids and local businesses and the music industry have come on board to help sponsor the band.

Just remember if you drop a stick someone behind will pick it up and pass one up

The band's big debut performance was at this year's Brisbane Australia Day parade.

ROHAN: It was pretty scary at the start you know everyone was a bit scared..... but once we got out there and saw the smiling faces on everyone...we started playing faster harder and everyone just loved it the enthusiasm just went skyrocketing.

ELIZA: When you're on the streets, like it's pretty easy just to have low self esteem and not think that you're very good or very important or anything in the world and to have to be able to march like in the Australia day parade I think that's just awesome. Like it just gives you such a great feeling to feel appreciated and to know that people out there are like barracking for you to get your life on track and stuff I think it's good.

After helping to reduce the crime rate among local street kids... the program could be adapted in other parts of Queensland.

That would give even more young people confidence to change their life and the hope for a brighter future.

CAPT CHRIS COHEN, SALVATION ARMY: Some of them have gone back to school after having been out of school a very long time. A number of our kids a number of the young people have got jobs; they're participating in traineeships.

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What a great idea. OK before that story I asked, "Which army is helping homeless young Australians?". The answer is the Salvation Army.

That's Behind the News for now. I'll be back with Short Takes after school. Bye