



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.

Vaccine Access

1. Discuss the Vaccine Access story as a class.
2. About how many vaccinations have been given out around the world?
3. In the United Kingdom, more than _____ of the population has been vaccinated.
4. What impact is COVID having on developing countries?
5. Almost half of COVID vaccines have been given to people in wealthier parts of the world. True or false?
6. What do experts say is our best chance of getting rid of COVID?
7. What is herd immunity?
8. What are the challenges of getting COVID vaccines rolled out in developing countries?
9. Like most inventions, vaccines are protected by intellectual property rights. What does that mean?
10. What do you think should happen next?

Instagram for Kids

1. What was the main point of the Instagram for Kids story?
2. When you sign up for social media, you have to declare that you're at least _____.
3. Finish the following sentence: Social media companies make money by...
4. In the US, collecting information about kids is illegal. True or false?
5. Why is Facebook creating an Instagram for kids?
6. What are some positives of having an Instagram for kids?
7. Why do some people say it's not a good idea for kids under 13 to be on social media?
8. Who owns Facebook and Instagram?
9. Do you think it's a good idea to have Instagram for kids? Give reasons for your answer.
10. What did you learn watching this story?

Space Junk

1. Briefly summarise the Space Junk story.
2. When was the first satellite sent into space and what was it called?
3. What type of space junk can be found orbiting Earth?

EPISODE 13

18th May 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.

4. Why can tiny pieces of space junk be really dangerous?
5. What damage did a fleck of paint do to the ISS?
6. How might a disaster involving space junk affect humans on Earth?
7. What happened to part of a Chinese rocket recently?
8. How is a giant laser being used to help with space junk?
9. What do you understand more clearly since watching this story?
10. Illustrate an aspect of the Space Junk story.

History of Currency

1. Discuss the History of Currency story in pairs. Record the main points of your discussion.
2. Why do we use currency?
3. What is bartering?
4. Give examples of objects that were used as currency in different parts of the world.
5. Who invented the first coins?
6. Who introduced the first forms of paper money?
 - a. Tang Dynasty
 - b. The Lydians
 - c. Ancient Romans
7. What are promissory notes?
8. The value of currencies is determined by
 - a. Governments
 - b. Banks
 - c. International trade
 - d. All of the above
9. What are cryptocurrencies?
10. What was the first cryptocurrency?

Check out the [History of Currency](#) resource on the Teachers page.

World Bee Day

1. What did the World Bee Day story explain?
2. How many known types of bees are there?
 - a. 200
 - b. 2,000
 - c. 20,000
3. Bees live on every continent except _____.
4. How do bees communicate?
5. Finish the following sentence: Bees travel from flower to flower collecting...
6. Which insect is considered that most important pollinator on the planet?
7. What are some threats to bees?
8. What impact does the varroa mite have on bees?
9. Give examples of ways people can help to protect bees.
10. Find 3 interesting facts about bees. Share with the class.

Check out the [World Bee Day](#) resource on the Teachers page.



Teacher Resource

History of Currency

Focus Questions

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Activity: See, think and wonder?

After watching the BTN History of Currency story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?

EPISODE 13

18th May 2021

KEY LEARNING

Students will investigate the history of currency system. Students will develop their own inquiry question to guide their investigation about currency.

CURRICULUM

HASS – Year 3 and 4

Pose questions to investigate people, events, places and issues.

HASS – Year 5

The influence of people on the environmental characteristics of places in Europe and North

HASS – Year 5 and 6

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

Examine different viewpoints on actions, events, issues and phenomena in the past and present.

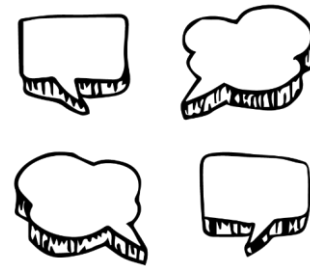
HASS – Year 7

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

Activity: Class discussion

As a class discuss the BTN History of Currency story, using the following questions as a guide. Record the main points of the discussion.

- Why do we use currency?
- What different currencies are used around the world? Make a list.
- What are the origins of money?
- How has currency changed over time?



Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN History of Currency story. Below are some words to get them started. Students will create their own class glossary of keywords and terms. Students can use illustrations and diagrams to help explain each keyword.

BARTERING	CRYPTOCURRENCY	TRADE
CURRENCY	MINT	PROMISSORY NOTES

Further investigation: Tricky words

Students will choose additional keywords and terms to add to their class glossary that are tricky. For example, inflation, exchange rate or foreign exchange market. Students will find a definition and explain to their classmates what the keywords mean.

Activity: Research project

After watching and discussing the BTN History of Currency 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 do we need currency? What is the purpose of currency?
- When did people first start using money?
- How has the form of money evolved over time? Create a timeline to show your findings.

- What objects were used as a form of currency? Choose one to explore in more detail. Find out where it was used and how it was used.
- Why was money introduced as currency?
- When did Australia get its national currency? What system is it based on?
- What were the first forms of coin money? What were the first forms of paper money?
- 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?
- Why can't you take Australian dollars to use in another country? Explore the exchange rate of the Australia dollar compared to other countries around the world.

Activity: Quiz

Students will create their own quiz about the history of currency and then test their classmates.

Alternatively, after watching the BTN History of Currency story, test your students using the following quiz.

1. What is bartering?

- | | |
|---|--|
| A | Investing in cryptocurrencies. |
| B | The exchange of goods or services for other goods or services without using money. |
| C | Using money to buy goods or services. |

2. Which of the following has been used as a form of currency?

- | | |
|---|------------------|
| A | Barley |
| B | Shells |
| C | Whale teeth |
| D | All of the above |

3. Who invented the first coins?

- | | |
|---|----------------|
| A | Ancient Romans |
| B | The Lydians |
| C | The Sumerians |

4. Who introduced the first forms of paper money?

- | | |
|---|-------------------|
| A | Ancient Britain |
| B | Ancient Egyptians |
| C | The Tang Dynasty |

5. What is a promissory note?

- A A note which contains a written promise to repay money that has been borrowed.
- B A written receipt showing proof of payment.
- C The first known type of currency.

6. Which of these is not a type of cryptocurrency?

- A Bitcoin
- B Dogecoin
- C Kryptocat

7. The value of cryptocurrencies is determined by the government.

- A True
- B False

Additional questions

8. What are Australian banknotes made from?

- A Cotton
- B Paper
- C Polymer

9. What is the world's oldest currency still in use today?

- A British pound (GBP)
- B Egyptian pound (EGP)
- C Sudanese pound (SSP)

10. What percentage of the world's currency exists as physical cash (notes and coins)?

- A 8%
- B 18%
- C 80%

Answers: 1B, 2D, 3B, 4C, 5A, 6C, 7B, 8C, 9A, 10A.

Useful Websites

- [Decimal Currency](#) – BTN
- [Going Cashless](#) – BTN
- [Cryptocurrencies](#) – BTN
- [Bitcoin](#) – BTN
- [5 Cent Change](#) – BTN
- [Holey Dollar](#) – National Museum Australia
- [What is Bitcoin and how does it work?](#) – Newsround



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World Bee Day

Focus Questions

1. What did the World Bee Day story explain?
2. How many known types of bees are there?
 - a. 200
 - b. 2,000
 - c. 20,000
3. Bees live on every continent except _____.
4. How do bees communicate?
5. Researchers in the Netherlands are teaching bees to use their sense of smell to detect _____.
6. Bees are the only insect that can make food that humans can eat. True or false?
7. Which insect is considered that most important pollinator on the planet?
8. What are some threats to bees?
9. Give examples of ways people can help to protect bees.
10. Find 3 interesting facts about bees. Share with the class.

Activity: Quick Bee Quiz

Begin the World Bee Day activity with a quick true or false quiz. Circle the correct answer.

1. Bees collect nectar from flowers to make honey	True False
2. When collecting honey, beekeepers use smoke to calm the bees down	True False
3. Both male and female bees leave the hive to collect nectar	True False
4. Bees live on every continent	True False
5. Honey can be described as bee vomit	True False

Answers: 1 True. 2 True. 3 False, only female bees leave the hive to collect nectar. 4. False, bees don't live on Antarctica. 5 True.

Activity: Class Discussion

Hold a class discussion about the information raised in the BTN World Bee Day story. Create a class mind map with BEES in the middle. Use the following questions to guide discussion:

- Why do bees pollinate flowers?
- What jobs do different bees have in the colony?
- Why are bees important?

EPISODE 13

18th May 2021

KEY LEARNING

Students will explore the features of the honey bee and learn more about the anatomy of a bee.

CURRICULUM

Science – Year 4

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

Science – Year 5

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

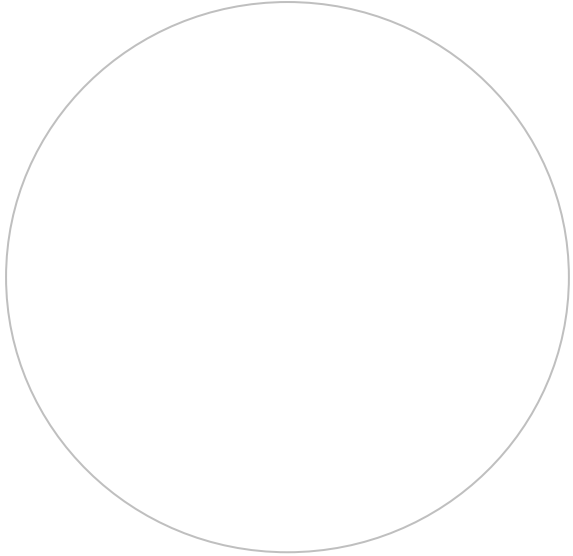
Science – Year 6

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



Activity: Profile of a bee

Students find out more about the honey bee and create a profile. Use the template below to guide your research.

<p>COMMON NAME:</p> <p>SCIENTIFIC NAME:</p> <p>APPEARANCE:</p> <p>HABITAT:</p>	 <p>Illustration/photo</p>
<p>ADAPTATIONS:</p>	
<p>THREATS:</p>	
<p>UNIQUE FEATURES OR INTERESTING FACTS:</p>	

Further Investigation

Investigate in more detail the important role bees play in the following areas:

- Food Security
- Biodiversity
- Ecosystem Health

Activity: Anatomy of a bee

Students will learn more about the different parts of the honey bee by labelling the image below or create their own labelled diagram. They can then choose three features to explore in more depth and write a paragraph about each feature.

Antennae

Wing

Pollen sac

Proboscis

Mandibles

Thorax

Eye

Abdomen

Head



Activity: Choose a project

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

Make a Bee Hotel!
Watch this [Gardening Australia video](#) to learn how to make a bee hotel to welcome as many bee species as possible.

How do Bees Communicate?
Why is it important for bees to communicate? Watch [Why do bees boogie? video](#) to find out more.

Bee Friendly Garden
Design a honey bee garden for your school. Include a map, special features and make a list of the top 10 honey bee attracting plants.

Beeswax Wrappers
Make your own reusable beeswax food wrappers. Discuss the benefits of using beeswax wrappers instead of plastic wrap.

Useful Websites

- [Honey Bee](#) – Australian Museum
- [Bee Heroes Digibook](#) – ABC Education
- [Junior Beekeepers](#) – BTN
- [Bee Business](#) - BTN
- [Bee Problems](#) – BTN
- [Interesting Bee Facts](#) – ABC Education



Teacher Resource

BTN Transcript: Episode 13- 18/5/2021

Yaama, I'm Jack and you're watching BTN. Here's what's coming up. We get the lowdown on Instagram for kids, find out about the quest to clean up Earth's orbit and learn more about this important little pollinator.

Vaccine Access

Reporter: Amelia Moseley

INTRO: But first today we're going to talk about vaccines. The good news is, around the world millions of people have now been vaccinated against COVID-19. But the bad news is, a lot of developing countries are struggling to get the doses they need. Let's find out more about the problem and a possible solution that's being discussed. Here's Amelia.

In Disneyland Paris, baseball stadiums in America, "Dracula's castle" in Romania, and just your regular doctor's offices Down Under. People are rolling up their sleeves all over the place to get the coronavirus jab. So far 700 million vaccinations have been given out around the world and it seems to be making a difference.

In the US, where at least one in three people have now been vaccinated, the rate of new COVID cases has dropped heaps since the beginning of the year. It's a similar story in the UK where more than half of the population has been vaccinated and life's starting to return to normal.

UK FESTIVAL GOERS: It's been two years since I've been to a concert and now, I'm back again it just feels amazing. Feels amazing.

But of course, in some countries it's not such a good news story.

BALBIR SINGH SIDHU, MINISTER OF HEALTH AND FAMILY WELFARE, INDIA: Our healthcare workers are completely prepared for the vaccination drive, but we do not have vaccines.

In many developing countries like India the death rates are rising, and experts say a big part of the problem is not getting access to enough of these. So far, almost half of COVID vaccines have been given to people in wealthier parts of the world like Europe, the UK and North America, whereas in developing countries only one in more than 500 people have been vaccinated.

That's not just a problem for people who live there; it's a problem for all of us. Experts say our best chance of getting rid of COVID is through something called herd immunity. You see, for a virus to survive it needs a place to live and if a big part of the community, the herd, if you will, is protected then it has nowhere to go and disappears. Bye, bye virus. But to get herd immunity you need to vaccinate as many people as possible, as quickly as possible, otherwise the virus has time to spread and mutate into new strains.

It's why for months now experts have been calling on wealthy countries to do more to help developing countries get vaccinated. Vaccines aren't cheap. In fact, it can cost up to 50 dollars for the two shots needed per person and if you're vaccinating millions of people that can add up to hundreds of millions of dollars.

It also costs money to transport, store and give out the vaccines and with only a certain amount being

made, there've been plenty of disagreements about who should get them first. Some reckon that could be fixed by letting more companies and more countries make the vaccines. You see, like most inventions, vaccines are protected by intellectual property rights, which means the companies that put heaps of money and time into creating and testing them are the ones that get to make and sell them. But that's something some people want to change.

PROTESTERS: When I say vaccine, you say justice. Vaccine. Justice.

The World Health Organisation, the US and a bunch of other countries are now pushing to temporarily change the intellectual property rights. That would mean sharing how the vaccines are made and could ramp up production and give developing countries access to cheaper versions.

DR MIKE RYAN, WHO HEALTH EMERGENCIES PROGRAM: We've seen the tragedy in India. We need to avoid that same tragedy occurring in other countries and some other countries are heading in that direction.

But some don't think it's a good idea. They say making COVID vaccines is really tricky and that others may not do it properly or safely. For the laws to change, all of the countries in the World Trade Organisation will have to agree, which won't be easy. In the meantime, some wealthier countries have been helping developing ones by sending vaccines their way and if there's one thing pretty much every country agrees on it's that, however it happens, we'll all be better off if we're COVID-free.

News Quiz

Do you know the name of the Palestinian city where Israel has been carrying out air strikes in the past week? Is it Hebron or Gaza? It's Gaza and a lot of people around the world are really worried about what's going on there. Hamas, the militant group that controls Gaza, has been firing at Israeli cities and Israel's responded with air attacks and by sending soldiers to Gaza. We'll tell you more about what's going on in next week's show.

What big space first did China pull off last week? Its first rover on the moon, its first rover on Mars or its first asteroid probe? It successfully landed its first rover on Mars. Only two other countries, the US and the USSR, have ever pulled that off so as you can imagine, it was pretty exciting. The Zhurong rover will spend the next 90 days exploring the red planet.

Which American movie awards got cancelled last week by the TV network that usually hosts them? Was it the MTV movie awards? The Emmys or the Golden Globes. It was the Golden Globes. They're given out by the Hollywood Foreign Press Association, which has been criticised for its lack of diversity and for some ethical problems. Tom Cruise even gave back his three Golden Globes in protest.

Instagram for Kids

Reporter: Jack Evans

INTRO: Now to some news about social media for kids. I know, that's not really a thing. In fact, most sites won't let you sign up unless you're 13 but Facebook wants to change that by creating an Instagram app for kids. It's controversial though. Let's find out why.

HUGO: I use YouTube. Like, I watch all sorts of different stuff, like funny videos, and gaming and stuff like that.

VIVAAN: I use normally TikTok, I use it to see other content and be aware of the important stuff going on.

BRAHMI: I use them to watch crafting videos, because I like making things.

Yeah, I'm pretty sure you're familiar with sites like these. They keep us entertained and up to date with what's going on in the world. They teach us new skills or hacks and connect us to friends and family. But as you may also know the majority of social media sites aren't actually for kids. When you sign up you have to declare that you're at least 13. Although it's pretty easy to, well, fib.

VIVAAN: I use my real age, but some of the things are like, I can't use my real age, so I do two or three years higher.

SARAH: It is very common. The friends that I have, they're my age and I know some of them have lied civic about their age, so they can use those social media apps.

It's something social media companies got into a fair bit of trouble about in the last few years, copping millions of dollars of fines in US courts. The big problem is that social media companies make money by collecting information about their users, which they use to sell ads that are targeted specifically at you. And collecting that sort of information on kids is illegal in the US.

It's why earlier this year, Facebook announced it was working on a version of Instagram for kids. They say it will allow kids, who well let's face it, are already doing a lot of stuff online, to do so in a safer way. It'll be a bit like Messenger Kids, which doesn't allow ads and gives parents control to see what they post, who they follow and who they are interacting with.

But not everyone thinks it's a good idea because according to experts there are other aspects of social media that can make it harmful to kids. It can make you feel like you're missing out on things, it can add pressure to look and act a certain way and it can be a place for cyber bullying.

SARAH: There's a lot of like, the cool kids do this, and you're a loser if you don't.

A bunch of lawyers in the US wrote to Mark Zuckerberg, the guy behind Facebook, asking him to scrap the app. But some argue that kids are already on social media so it's better for them to have an app with some protections in place. So, what do you think?

SARAH: Honestly, I think there's no point kids are going to lie about their age anyway to go on their website. And people no matter what age they are, there's always gonna be mean people. So, the bullying won't stop. And kids will still lie about their age. So no, I don't think there's any point to it.

VIVAAN: I think that would be a very good idea, Instagram for kids, because there's no adult stuff and kids can post and contact with the other kids and be social.

BRAHMI: I think it should be above 15 or 16. Because I still think that people under that age would be like, not safe enough to use it.

Space Junk

Reporter: Olivia Mason

INTRO: Okay, now we're taking a trip into space. And it's a trip that's getting more difficult as Earth's orbit fills up with space junk. Last week a big bit of rocket came falling back to Earth, and it got a lot of people talking about all of the other stuff that's still up there and how we're going to get rid of it all. Here's Liv.

PRINCESS LEIA: We're under attack. Divert all power to the deflector shields. Is it an imperial star ship? What, a piece of a rocket? You're saying this is just rubbish? Brace for impact.

While it might sound like a problem that belongs in a galaxy far away, space junk is a growing problem right here on Earth. Well, not on Earth exactly, but up here, in Earth's orbit. It all started when us humans sent the first ever satellite, called Sputnik 1, to space in 1957. Ever since, we've been launching bits and pieces up there left, right and centre. And while that's all well and good, it turns out what goes up, doesn't always come down. Which means there's heaps of rubbish up there, from little bits of broken satellites to bits of rockets and well, all sorts of stuff.

PRINCESS LEIA: Wait, is that a Tesla?

And it's not just floating gently around. Things that are in orbit are travelling really, really, fast like 30,000 kays an hour fast. Which means even teeny tiny pieces can be really dangerous. In fact, back in 2016, a fleck of paint the size of a fingernail pierced 2 of 3 layers of glass on the ISS.

There are worries that a space junk collision could have a devastating effect on all of the satellites we rely on for all sorts of things from communication to navigation. Plus, there's the risk from bigger pieces falling from the sky in an uncontrolled way like we saw just last week when this Chinese rocket came crashing down to Earth. Luckily, it landed in the ocean. Around the world people are working on different ways of dealing with the problem of space junk, including right here in Australia.

PRINCESS LEIA: Help us space engineers, you're our only hope.

PROFESSOR CRAIG SMITH, CEO, EOS SPACE SYSTEMS: Hi Olivia, I hear you're having some problems up there.

Professor Craig is the CEO of the EOS which has built a giant laser from the Mt Stromlo Observatory in Canberra.

OLIVIA: Sounds a bit like a Death Star to me?

PROFESSOR CRAIG SMITH, CEO, EOS SPACE SYSTEMS: Used for niceness rather than evil, yeah. What we're trying to do is not to bring stuff down, but to actually predict when a bit of space junk is going to collide with something important. And then we use our laser to actually push it out of its orbit slightly. When there's a crash in space, kind of, everybody loses because it just creates more and more bits of space junk. It's like lots of things, you know, pollution, we polluted the rivers, we polluted the oceans. We created the problem we can, we can fix it.

Across the globe, other companies are working on different methods to get rid of space junk. And experts say it'll take a lot of people working together to keep the solar system safe for the space explorers of today and tomorrow.

History of Currency

Reporter: Jack Evans

INTRO: Recently you've probably heard a lot of talk about digital currencies. Whether it's not-so-serious ones like Dogecoin or the now incredibly valuable Bitcoin. And it got us thinking, what makes any currency, digital or physical, valuable? Let's find out more about the history of currency.

JACK: Hello good sir, I'd like to do a trade. How does two of your finest goats in exchange for this mystery box sound?

Back in the very, very early days of civilisation currency came in the form of, well whatever you had that

could be swapped. It was known as bartering. Of course, bartering had its down sides. First of all, you had to find someone who actually wanted what you had to trade and hope they had something you wanted in return. And it meant you could only make that trade when you had your goods in hand.

JACK: What? What do you mean you don't want my mystery box? You'd prefer a cow? But I don't have a cow.

That's where money comes in, although it didn't look like the stuff we use today. Whale teeth, barley, feathers, shells, even cows, were all used as money or currency in different parts of the world. It meant instead of swapping things directly you could exchange something that everyone agreed was valuable.

JACK: What if I give you these shells and you can go buy yourself a cow from Bruce down the road. We all agree shells are valuable, right?

But of course shells are only valuable if you don't live near a beach and eventually people started making coins. Most experts agree that the first coins came from the Lydians. They lived in this part of the world from 1200 BC to 564 BC and came up with the idea of melting down precious metals into flat, round-ish disks with designs on them, AKA coins.

JACK: I love them. They're round, they're flat. I can fit them in my pocket. Ooh this one's made of chocolate.

The coin craze caught on and more and more countries started minting their own. Which made trade a lot easier. Because the metal that made up the coins was valuable everywhere, no matter whose head was printed on it. Although carrying around large amounts of coins could be, well, heavy. Which brings us to paper money.

The first forms of paper money were introduced by the Tang Dynasty in China in the 7th Century. And Marco Polo, no not the game you play in a pool, but the European explorer spread the idea throughout Europe. The pieces of paper, known as promissory notes, were kinda like IOUs.

JACK: So, what you're telling me is that all your money is at a merchant's house. But you can offer me this piece of paper that states how many coins you owe me, and I can redeem them at a later date? I mean that sounds legit, sure.

Of course, these days money looks very different, it's not based on the value of this metal or any metal. Instead, the value of currencies is determined by governments and banks and international trade. Which brings us to cryptocurrencies.

The first cryptocurrency popped up in 2008, you've probably heard of it before, Bitcoin. Each Bitcoin is a hugely complicated piece of computer code that's hard to create and can't be copied. Which some people reckon makes it a perfect currency. Over the years Bitcoin has been joined by heaps of other cryptocurrencies like Ethereum and Dogecoin. Which started as a joke, got popular and then dropped in value when this guy said this.

ELON MUSK: Yeah, it's a hustle.

You see unlike our dollars, the values of cryptocurrencies aren't regulated and they're worth whatever people want to pay for them, and some reckon they're a bit of a fad. But who knows what the future of currency will hold?

JACK: Alright, that will be two Bitcoins and 20 dollars which you can transfer directly, or I could get one of those little tap and go machines that you attach to your phone.

Ask a Reporter

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

Sport

Jack Miller has become the first Aussie in nine years to win two Moto GPs in a row. He took out the French Grand Prix on Sunday, despite soggy conditions, and an extra-long lap penalty for going too fast into the pits for a bike change.

JACK MILLER: Yeah, it was a hectic race from the beginning.

Speaking of impressive Aussies, Lauren Jackson has just become the first Australian player to be inducted into the Naismith Basketball Hall of Fame.

LAUREN JACKSON: It's just absolutely incredible and yeah, a dream come true.

Jackson was a 7-time WNBA All-Star and 3-time WNBA MVP.

And Liverpool goalkeeper Alisson Becker is the football hero of the moment, thanks to this amazing 96th minute header. It's the first time a goalkeeper has ever scored in Liverpool's 127 year history and it helped the team to a 2-1 win over West Brom.

World Bee Day

Reporter: Olivia Mason

INTRO: Finally, today, to a little insect that works really hard for our environment and sometimes our toast. I'm talking about bees. This Thursday is World Bee Day which was created to celebrate just how amazing bees are and to remind us that they need our help. Here's Liv.

JACK: Psst Liv.

OLIVIA: What? Who's there?

JACK: It's me. Bzzz.

OLIVIA: Jack, is that you?

JACK: No, I'm a bee. Aww please don't swat me. I'm just hanging out, pollinating things, making honey, you know, bee stuff.

OLIVIA: Right.

If bees could talk, they'd probably have some interesting stuff to say, after all, these little insects are pretty incredible. Did you know there are 20 thousand known types of bees and they live on every continent except Antarctica? Or, that bees can give each other directions and communicate through a bee dance called a waggle? The students here at Urrbrae High School already know a bit about bees.

OLIVIA: Oh cool. What are these?

STUDENTS: These are our bee suits; we have to put them on before we go out.

OLIVIA: Nice. Let's go.

STUDENTS: These are the hives we're looking after. We've got four hives here; these are all small boxes. Shall we go and open one up and have a look?

OLIVIA: Yeah, for sure.

STUDENTS: Alright, do you want to hold this frame?

OLIVIA: Yeah.

But these little guys aren't just special because they make this stuff although that's definitely a perk.

STUDENT: Bees are important because they pollinate most of the world's plants, not all but most. So, if we lost them, we'd be in a very, very difficult point.

When bees travel from flower to flower collecting pollen and nectar to make their honey, they spread the pollen around, which fertilises the flowers so they can make fruit. Lots of insects, like butterflies and moths and even beetles, do the same thing, but these guys are considered the most important pollinators on the planet. But unfortunately, around the world, bees are facing some serious threats.

STUDENT: I think the most like bad threat that they're facing today is probably environment loss.

See, bees like living in sheltered, dark enclosures, like tree hollows but with less of those around than there used to be, they often end where they're not welcome. They also face the threat of diseases and parasites, the main one, is this, the varroa mite.

STUDENT: It's a little mite that sits on the back of the bee, and just affects the way they forage, it'll kill the bee eventually. And so, once that gets into a colony, it's really hard to get out of the colony. We don't have in this country, luckily, but if we get it, we're in a bit of trouble.

Plus a lot of the chemicals used in farming to control pest insects can hurt bee populations. Luckily, lots of people around the world are taking steps to help bees, like banning dangerous pesticides, and looking for ways to tackle parasites like the varroa mite. So, what can you guys do?

STUDENT: Plant a good garden, so have lots of flowers have lots of good native plants.

STUDENT: If you did find a hive on your property, let's say in a chimney or something, I think the best thing to do is to relocate it rather than calling like pest control who will just kill the hive.

STUDENT: You can put you know, a native bee hotel or things like that in your yard to attract native bees to your yard.

STUDENT: To help bees I recommend lowering the use of pesticides, insecticides, all that or even getting a hive for yourself.

Closer

Well, that's it for the week. I hope you've enjoyed the show and maybe learned something along the way. We'll be back with more BTN next week and in the meantime, you can jump online whenever you like to

check out more stories, specials and other stuff. There's also new episodes of BTN Newsbreak every weeknight. Have a good one and I'll see you next time.