



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.

Social Media Age

1. What was the main point of the Social Media Age story?
2. Why does Peter Dutton think children under the age of 16 shouldn't use social media?
3. What are some pros and cons of social media?
4. How would you feel about not using social media until you turned 16?
5. How has your thinking changed since watching the BTN story?

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

Panda Diplomacy

1. Briefly summarise the BTN story.
2. In your own words, describe what panda diplomacy is.
3. Which zoo in Australia have the two giant pandas?
4. What has Australia's relationship with China been like over the past few years?
5. What announcement did China's Premier make when he visited Australia recently?

Poems for Peace

1. What is the aim of the Poems for Peace project?
2. What organisation started Poems for Peace?
 - a. Amnesty International
 - b. Save the Children
 - c. UNICEF
3. How many children around the world live where there is war or violent conflicts?
4. Which poem had the biggest impact on you? Explain your answer.
5. How did this story make you feel?

EPISODE 18

25th June 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.

Fast Fashion Tax

1. How has the way clothes are made changed over the years?
2. What is fast fashion?
3. What is ultra-fast fashion?
4. How much clothing ends up in landfill each year?
 - a. 9 million tonnes
 - b. 29 million tonnes
 - c. 92 million tonnes
5. What can we do to reduce fashion waste?

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

Goat Camp

1. What do the young people in the BTN story love about goat farming?
2. What is the aim of Goat Camp?
3. What products are goats farmed for? Give at least 2 examples.
4. Why are goats a good way to learn about farming?
5. What is a baby goat called?



Teacher Resource

Social Media Age

Focus Questions

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

1. What was the main point of the Social Media Age story?
2. Why does Peter Dutton think children under the age of 16 shouldn't use social media?
3. What are some pros and cons of social media?
4. How would you feel about not using social media until you turned 16?
5. How has your thinking changed since watching the BTN story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Social Media Age 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 information raised in the BTN Social Media Age story. Focus the discussion on the pros and cons of social media. Students can record the information on a T Chart.

What are the benefits of social media?

- Improves communication skills.
- Helps you stay connected with friends, classmates and people with similar interests.
- Improves your digital skills.



What are the disadvantages of social media?

- You may feel like you are missing out on things.
- It can make you feel bad about yourself.
- Cyber bullying
- Exposed to information that is not suitable for your age.

EPISODE 18
25th June 2024

KEY LEARNING

Students will explore the pros and cons of social media and write a persuasive text about whether kids under 16 should be banned from using social media.

CURRICULUM

Digital Technologies – Years 5 & 6

Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols.

Health & Physical Education – Years 5 & 6

Practise skills to establish and maintain relationships.

Plan and practise strategies to promote health, safety and wellbeing.

Activity: Persuasive Text

Students will explore the issues raised in the BTN Social Media Age story and develop a persuasive text for or against the following statement: *'Kids under 16 should be banned from using social media'*.

Before starting the activity, discuss with students the pros and cons of social media.

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.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this *Read Write Think* [persuasion map](#) to plan your exposition text.

Introduction

- What is the point you are trying to argue?
Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

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?

Activity: Class poll

Hold a poll in your class. Students will conduct their own opinion poll on the issue of whether there should be a ban on kids under 16 using social media. Working in groups, students will need to decide who their sample group will be and how many people will be polled. What method will they use to conduct the poll? (Face to face interviews or written responses). Ask students to graph the opinion poll results and then reflect on the results.



Activity: BTN Social Media Stories

Watch these BTN videos to help students understand more about the issues associated with social media.



[BTN Age Verification Trial](#)



[BTN Kids Smartphone Age](#)



[BTN Phone Detox](#)



[BTN Social Media Negativity](#)



[BTN Social Media Anxiety](#)



[BTN Instagram for Kids](#)

Useful Websites

- [Social Media Warnings](#) – Newsbreak
- [Social Media Ban](#) – Newsbreak
- [Social media age limits might be popular with politicians and parents, but experts warn they aren't simple](#) – ABC News
- [Age Verification Trial](#) – BTN
- [Using social media safely](#) – NSW Education Department



Teacher Resource

Fast Fashion Tax

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. How has the way clothes are made changed over the years?
2. What is fast fashion?
3. What is ultra-fast fashion?
4. How much clothing ends up in landfill each year?
 - a. 9 million tonnes
 - b. 29 million tonnes
 - c. 92 million tonnes
5. What can we do to reduce fashion waste?

Activity: Class Discussion

Engage students in a class discussion to explore their prior knowledge about fast fashion. Introduce key concepts and explain the environmental impact of fast fashion. Use the following questions to help guide discussions about the topic:

- Have you ever heard the term "fast fashion" before? If so, what do you understand it to mean?
- Can you name any fast fashion brands?
- How often do you buy new clothes? Where do you usually shop?
- Do you think about where your clothes are made or how they are produced?
- Do you think fast fashion should be taxed?
- Would you buy fast fashion if there was a tax?
- How do you think fast fashion impacts the environment?
- What are the pros and cons of fast fashion?



EPISODE 18

25th June 2024

KEY LEARNING

Students will explore the issue of fashion waste and its impact on the environment.

CURRICULUM

Geography – Year 4

The use and management of natural resources and waste, and the different views on how to do this sustainably.

Science – Year 5-6

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

Science – Year 7

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

Design and Technologies – Years 5 & 6

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use.

Design and Technologies – Years 7 & 8

Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures.

Activity: Glossary

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

FAST FASHION	SUSTAINABLE FASHION	UPCYCLING
ULTRA-FAST FASHION	LANDFILL	ENVIRONMENTAL IMPACT

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.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Fast Fashion Tax story and highlight all the words that relate to the topic.
- What other words relate to this issue? Students will choose additional keywords and concepts to add to their class glossary. For example: mass production, trends, exploitation of underpaid workers, fashion footprint, greenwashing, and overconsumption.
- What is slow fashion? Find a definition and then explain in your own words. What is the difference between slow fashion, fast fashion and ultra fashion? Use a Venn diagram to record your results.
- How did this story make you feel? Make a list of words that describe how you felt after watching the BTN story.

Activity: Clothing Audit

In this activity students will reflect on their own clothing consumption and develop critical thinking skills regarding environmental and social responsibility in their everyday choices.

Students will conduct a personal audit to analyse their clothing consumption habits, focusing on where their clothes are made and what materials are used. Students will reflect on the implications of their clothing choices and consider alternatives for more sustainable fashion practices.

Class Discussion

Before starting the activity, facilitate a class discussion, using the following questions:

- What are your shopping habits? Do you buy clothing online or instore?
- Where do you buy your clothes?
- How many of your clothing items could be considered fast fashion?
- Can you remember how many pieces of new clothing you have bought so far this year?
- What are your clothes made from? Are they made from natural or synthetic materials?

Clothing Audit

Students will list down all the new clothing they have purchased in the past year. They should include where each item was made (if they know) and what materials were used (see example table below).

Item of Clothing	Date Purchased	Country of Origin	Materials Used	Cost

Analyse Results

Students will analyse their results and respond to the following:

- Where are most of your clothes made? Are there any patterns?
- What materials are most commonly used in your clothes?
- What do your results tell you about your clothing consumption habits?
- What surprised you about the results? Compare your results to someone else in the class.
- What have you learnt from this activity?

Further Research

- What are the environmental and social impacts of fast fashion?
- How can individuals make more sustainable clothing choices?
- What are some alternatives to fast fashion?
- What are some sustainable clothing options or initiatives in your community?

Further Activities

Guest Speaker

Invite a guest speaker (e.g., someone from a local clothing recycling initiative or a sustainable fashion brand) to discuss sustainable clothing practices.

Excursion

Organise an excursion, if possible, to a clothing manufacturing facility or a recycling centre to see firsthand where clothes are made and what happens to them after use.

Poster

Research and write a short essay or create a poster advocating for sustainable fashion practices, based on what you have learned.

Clothes Swap

Organise a clothing swap event among students to promote reusing clothes and reducing waste.

Activity: TEDEd video

Consider the classic white t-shirt. Annually, we sell and buy 2 billion t-shirts globally, making it one of the most common garments in the world. But how and where is the average t-shirt made, and what's its environmental impact?

As a class, watch this [TEDEd video](#) to learn more about the life cycle of a t-shirt. Students will then respond to one or more of the following questions.

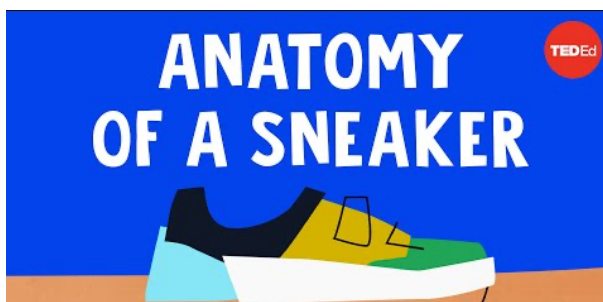
1. How many t-shirts are made and sold each year globally?
2. Where is cotton grown? Locate and highlight on a world map.
3. How many litres of water is needed to produce enough cotton for one t-shirt?
4. What negative impact does growing cotton have on the environment?
5. How is organic cotton different to non-organic cotton?
6. List all the countries that may be involved in creating a t-shirt.



[The life cycle of a t-shirt](#) (TEDEd)

Today, roughly 23 billion shoes are produced each year. So, how can we balance our love of sneakers with the need for sustainability? Angel Chang explores how shoe manufacturing impacts our planet.

As a class, watch this [TEDEd video](#) to learn more about the life cycle of sneakers.



[The life cycle of a sneaker](#) (TEDEd)

Useful Websites

- [Fashion Waste Scheme](#) – BTN
- [Fast Fashion](#) – BTN
- [Sustainable Fashion](#) – BTN Newsbreak
- [France has snubbed ultra-fast fashion and people are calling for Australia to follow suit](#) – ABC News



Teacher Resource

BTN Transcript: Episode 18- 25/6/2024

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for joining us again. Let's see what's coming upon today's show. We find out why these pandas have an important diplomatic job, meet kids writing poems for peace and learn why France wants fashion to slow down. But first today...

Social Media Age

Reporter: Kushi Venkatesh

INTRO: How old should you be before you start using social media? According to Australia's top politicians, the answer is 16, and both major parties have suggested they might bring in a ban for anyone below that age. Here's Kushi.

WOMAN ON SOCIAL MEDIA VIDEO: Who wants to go to the Four Seasons Orlando?

KIDS: Me!!

KUSHI VENKATESH, REPORTER: From dances, to memes, to trends and laughs, it's no secret that social media has become a big part of life for a lot of young Aussies. So how would you feel if you couldn't use it till you turned 16?

STUDENT: I'd feel frustrated that I have to wait longer.

STUDENT: I personally think that's a good thing.

STUDENT: I think 16 is a little long.

Recently this guy, Australia's opposition leader Peter Dutton has said that if he gets elected, he's going to ban anyone under 16 from using social media.

PETER DUTTON, AUSTRALIAN OPPOSITION LEADER: But this is one of those issues where we can try and help protect kids online.

And it's not just him, the government says it's on board with age registration.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: I think that 16 is a reasonable age.

And so does South Australia's premier.

PETER MALINAUSKAS, SA PREMIER: Limit the harm of social media on our children.

So, what's going on? As you probably already know there are some definite negatives to social media.

STUDENT: A random person could just try to add you in, and you accidentally add them.

STUDENT: I think that sometimes there can be very disturbing stuff.

STUDENT: If one person posts something really fun, and then another person sees that, they might be a little bit upset that they're not doing that.

Yeah, there's the cyberbullying the inappropriate content and of course the FOMO. Social media can pressure on us to look or act in a certain way. Making us feel like everyone is having more fun than us, and experts say one of the biggest problems with social media is that it's designed to be addictive. When we see fun posts or notifications, likes, and comments, our brain releases this thing called dopamine, which is a feel-good hormone, and because we enjoy that feeling, it can make it harder to switch off.

Social media hasn't been around that long, so we don't really know what sort of long-term effects it's having on young people's brains. But it does have a lot of people worried. In fact, just last week this guy, the US Surgeon General, Vivek Murthy, said that social media apps should come with a health warning. You know similar to the type of warning labels you see for cigarettes. While a lot of people are in favour of an age-limit, no-one's quite sure how it would work, and some aren't convinced that it would work.

STUDENT: Some kids may find a way to get around the restrictions and like just get in even if they're not 16.

STUDENT: Some kids are like really smart about this stuff.

And some reckon a ban could be a bad thing.

LEONARDO PUGLISI: You're banning people who have used social media as an escape use social media for good use social media, for work or just communicating with other people.

Leo is 16, and he started his own news channel called 6 news when he was 11 years old.

VIDEO: Now, I'd just like to start by asking why is your focus on the Murdoch media empire?

LEONARDO PUGLISI: Without social media I wouldn't have been able to grow as six news has, and the interviews we've gotten with you know, three prime ministers.

He worries that if kids were kept off social media until 16, they wouldn't have same opportunity to be creative or have their voices heard.

LEONARDO PUGLISI: Whether its young kids going into things like sports, or in my case, obviously, which is pretty unique journalism, or comedy or whatever, then it's just going to be something completely blocked.

Some say the best way to keep kids safe on social media is to teach them how to use it responsibly, while others say it's better to switch off, so what do you think?

STUDENT: A lot of people can be very obsessed with it.

STUDENT: You can text your friends and location can also be a positive because if you ever get lost than to know where you are.

STUDENT: Ultimately, I feel like it's up to the parents' decision to whether or not their child can have social media.

News Quiz

Opposition leader Peter Dutton says if he's elected, he'll build what? Seven new hospitals, seven nuclear power plants or seven warships? It's seven nuclear power plants.

PETER DUTTON: We have a vision for our country to deliver cleaner electricity, cheaper electricity.

The power plants, which would be located in Queensland, New South Wales, Victoria, South Australia and WA, would be owned by the government and Mr Dutton says they'll help Australia meet its emissions targets. But not everyone's on board with the plan, which some say would be too slow and expensive.

ANTHONY ALBANESE: They'll be the most expensive form of new energy brought into the system.

This concert was put on in North Korea to welcome which world leader to the country? US President, Joe Biden, Chinese President, Xi Jinping or Russian President, Vladimir Putin? It's Russian President, Vladimir Putin. Last week Mr Putin visited North Korea for the first time in 24 years, and was given a warm welcome, with North Korean Leader Kim Jong Un declaring his full support for Russia's war against Ukraine.

ANTONY BLINKEN, US SECRETARY OF STATE: Russia try, in desperation, to develop and to strengthen relations with countries that can provide it with what it needs to continue the war of aggression that it started against Ukraine.

And a record 3000 people have gone for a naked swim in Hobart's River Derwent to mark the Winter Solstice, which is what? The shortest day of the year, the longest day of the year or the coldest day of the year? The winter solstice, which is on June 21st, is the shortest day of the year. In the Northern Hemisphere it's the Summer Solstice, which is the longest day of the year.

Panda Diplomacy

Reporter: Michelle Wakim

INTRO: Now, if you love pandas, I have some good news and some bad news. Bad news first. Australia's only pandas, Wang Wang and Fu Ni, are going back to China. But the good news is we're getting some new pandas. Michelle found out why that's a big deal and spoiler alert, it's not just because pandas are so cute.

MICHELLE WAKIM, REPORTER: Wang Wang and Fu Ni, as I reflect on your time here, it's hard to believe 15 years have gone by. You've eaten so much bamboo and made so many people smile. Goodbye, dear friends, you will be missed.

Yep, pretty soon, Australia's favourite pandas, Australia's only pandas, in fact, will be getting on a plane and heading back to China. You see, while these two may be adopted South Australians, they don't belong to us. Like nearly all the giant pandas in zoos around the world these two are on loan, or rather, on lease, for \$1million dollars a year from China. And China doesn't lease out its pandas lightly. So, when Wang Wang and Fu Ni arrived in 2009, it was seen as a good sign for our diplomatic relationship.

KEVIN RUDD, FORMER LEADER OF THE OPPOSITION: I join the Prime Minister in welcoming your gifts of pandas to Australia.

MICHAEL HARBISON, FORMER ADELAIDE LORD MAYOR: We love the pandas, but a lot of this is spearheading economic development and an improvement of our economic relationship with China.

These two are more than just adorable attractions. They're diplomats, part of a Chinese tradition that's often-called panda diplomacy. Panda Diplomacy can be traced back to as early as 685AD, during the Tang Dynasty, when Empress Wu Zetian presented two pandas as a gift to the Japanese Emperor. Fast forward to the 70s, and pandas helped to bring China and the US closer together.

NEWSREADER: The presidential jet, The Spirit of '76, with President and Mrs. Nixon aboard, will touch down on Monday for the start of the historic American mission to China.

While visiting China for the first time with her husband, US First Lady Pat Nixon saw her first panda at

Beijing Zoo. When she was talking to the Chinese Premier, she mentioned she found the pandas cute, and, well...

JOURNALIST: Mrs. Nixon I hear you're going to bring a few over panda bears over for us.

MRS NIXON, US FIRST LADY: The Premier last night said, he said, I know you don't have any pandas in your country, so we're going to see that you get a couple.

Over the following decades, pandas would be sent to foreign zoos at key moments when China wanted to improve its relationship with other countries, or smooth over disagreements. In the 80s it stopped giving them away and started leasing them, under the condition that all panda babies were the property of China. That meant more money for panda conservation and more pandas. Meanwhile host zoos like Adelaide get to attract more visitors with their adorable adoptees.

NEWSREADER: It's spring and love is in the air...

But, sadly, Wang Wang and Funi haven't managed to have any babies.

NEWSREADER: They've been described as Australia's most platonic couple.

NEWSREADER: Keepers confirming Wang Wang and Fu Ni have failed to mate for a fourth year.

And for a while there, the future of pandas in Australia was in doubt. You see, in the past few years, there's been a fair bit of tension between China and Australia. China restricted imports of some Australian products, which had a big impact on some industries, and requests to extend our lease on Wang Wang and Fu Ni weren't guaranteed, which is why it was seen as a really big deal when China's Premier, Li Qiang, visited Australia last week and announced that, while Wang Wang and Fu Ni will be going home, they'll be replaced by another pair of pandas.

PETER MALINAUSKAS, PREMIER OF SOUTH AUSTRALIA: Can I say how grateful we are for your generous offer.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: My government is pro-panda. We like panda bears and so do, I reckon, Australians.

Okay, it's hard to dislike pandas, but not everyone feels warm and fuzzy about our relationship with China.

PROTESTOR: We want the Australian government to ensure that human rights is not swept under the carpet.

Still, many see this as a step forward for diplomacy, panda style, as we prepare to say goodbye to our fuzzy friends and hello to some new black and white ambassadors.

Poems for Peace

Reporter: Justina Ward

INTRO: Now, as you probably know, there are a lot of people around the world who are experiencing war and conflict right now, including a lot of kids. We're going meet some of them and learn how they're sharing their stories through poetry. Here's Justina.

YOUSEF: I don't write poems; poems write my story. I want security so I can live in peace.

ABOUL: How am I to enjoy this freedom, when I am surrounded by violence and poverty.

ANTONINA: If only we could turn back time, to life before this terrifying war.

In different languages, from different places. These kids are using poetry to tell the world what it's like to grow up surrounded by conflict.

MILANA: I want this war to end. I dread sirens, fed up with fear.

SAMUEL WATERTON, UNICEF COMMUNICATION SPECIALIST: Poems for Peace is a project that's been going for over five years now. And it aims to amplify young people's voices who have been affected by conflict zones across the world through poetry.

Sam says there's more than 400 million children around the world who live in countries where there's war or violent conflicts. Like Fedir who's from Ukraine.

FEDIR: Everyone says school's quite thrilling, you make the first steps on your own, But I'm about to forget this feeling. My best school years were stolen.

His poem describes how his life has changed since Russia invaded and he dreams of going to school again.

FEDIR: We run to shelters and hide for hours. If only we could enjoy our classes.

It's a dream that Aboul shares.

ABOUL: How can I study when I'm surrounded by violence and conflict.

She's from South Sudan, a country where many are affected by poverty, malnutrition, and disease which is made worse by local conflicts and a civil war in neighbouring Sudan, which is where Ebtihal is from.

EBTIHAL: The birds depart, nests wet with tears. You can hear orphaned cries echo, we long for peace, not battles fought.

UNICEF says that the poems show just how much kids have to say and they're hoping that people listen.

SAMUEL WATERTON, UNICEF COMMUNICATION SPECIALIST: One of the amazing things about poetry is that helps people feel something. And through poetry, there's an entry point into learning about more under reported conflicts. And that's exactly what we need people to do to help inspire more effort to help protect children living in conflict.

WESAM: The most important thing is health and peace of mind. The most important thing is a good safe sleep.

SAMUEL WATERTON, UNICEF COMMUNICATION SPECIALIST: One of the children that submitted a poem this year, he had stepped on a landmine when he was younger, and he lost an arm, a leg and an eye. And he told us this project allowed him to be to feel seen and heard, but also, he felt very empowered as well after it.

WESAM: Everything in the world has no meaning, if you don't help others.

Sam says that despite everything that kids like Wesam have been through, their poems show a common theme and that's hope that it will get better.

KADIDIA: The peace that flows in the veins of every Malian woman and man, is a strength for everyone.

NATHANIEL: Peace is freedom. Peace is happiness Peace is joy. Together we can build a sustainable and peaceful South Sudan.

FATOUMATA: Whether you are black, white, yellow, red, or even mixed race, it is together that we are strong.

OLIVIA: We ask you to create a space for free expression, and above all, give children a voice.

Fast Fashion Tax

Reporter: Michelle Wakim

INTRO: Have you ever bought a piece of ultra-fast fashion? That's really cheap clothing sold online and it's really popular. But it's also having a big impact on the environment and recently France brought in a tax to try to slow it down. Here's Michelle.

MICHELLE WAKIM, REPORTER: Welcome to Sloppy Joe's. How can I help you?

JUSTINA WARD, REPORTER: Can I have a t-shirt please.

MICHELLE: That comes to \$1.50.

JUSTINA: Oh go on, put in a pair of jeans.

Yep. These days, buying an outfit can be cheaper than a couple of take away coffees. But it hasn't always been that way. Clothes used to be a lot more of a luxury. For a long time, a lot of what we bought in Australia, was made here in Australia from natural fibres, and was generally built to last, so it was something people bought occasionally. But over the years that started to change.

Cheaper materials made from plastics started to replace natural fibres, and shops started to sell more clothes that was made overseas, in countries where people were paid less for their labour. In the 1980s, taxes on imports of clothing and textiles were reduced, so it became cheaper for Australian brands to have their products made overseas. And, at the same time, we started to see the rise in something called "fast fashion".

Fast fashion is clothing that's produced quickly and sold at a cheap price. It's designed to keep up with trends, which change quickly, so we're encouraged to buy something, wear it once or twice, and throw it out.

When the internet came along, it made fast fashion even faster, ultra-fast, in fact. That's the name given to clothes sold by websites like these, which are super cheap and often similar styles to more expensive brands.

INFLUENCER: Let's test Temu. I've seen everyone and their mum order things from here.

INFLUENCER: Shein haul. I ordered all this stuff for spring break.

And we've completely soaked it up.

STUDENT: It's cheap, obviously.

STUDENT: I guess, just like kind of micro trends that happen on the internet. And like, people get crazy about them. They're like, "Oh, my God, I want this".

STUDENT: Everyone these days, especially teenagers, I think they're all just trying to keep up with the trends and nowadays there are a lot of trends and fast fashion supports that.

NINA GBOR, ECO STYLES FOUNDER: This year alone, two of the biggest fast fashion brands are set to make over 2 billion dollars in sales in Australia alone.

New research says Australians are buying more new clothes per person than any other country. On average, we buy 56 new items a year, which is more than one item per week. The average price of these items comes to just \$13. But fast fashion comes at a price.

While clothing manufacturing has created jobs and helped grow the economies of developing countries, it's also contributed to some big problems, like poor working conditions, low wages, and forced labour. And there's a huge cost to the environment.

Globally, 92 million tonnes of clothing end up in landfill each year. And a lot of it is sent to developing countries, which is why many experts are calling on governments around the world to step in and do something to slow down ultra-fast fashion.

NINA GBOR, ECO STYLES FOUNDER: Make the clothing industry responsible. I mean, the person who's creating the waste should be responsible for reducing and managing the waste.

And this is exactly what France is planning to do. Not only is France looking to ban the advertising of fast fashion. It's also going to add tax of 10 euros, which is \$16 Australian dollars, on every single ultra-fast fashion garment sold.

PROF. VEENA SAHAJWALLA, CENTRE FOR SUSTAINABLE MATERIALS RESEARCH & TECHNOLOGY: We're obviously buying a whole lot more than what we need. The bigger purpose in all this is to really enable us to say we need to slow down this and curb this desire to keep pushing fast fashion.

So, would a tax on fast fashion work in Australia?

STUDENT: I'm just thinking of like Shein right now. Like, all of the clothes are like \$10, \$5 each. I wouldn't buy it if there's like a tax per item or taxes for the checkout.

STUDENT: If something was more expensive, I wouldn't want to buy it. People want to buy what's cheaper.

STUDENT: I feel like it would probably cause them to buy less just because they cost more. Maybe they'll still buy it but in less quantity.

STUDENT: I think the main target audience for fast fashion is teenagers, and honestly, most teenagers don't have a job, they don't have a lot of money, so they can't afford to be spending lots of money on clothes. So, that will definitely make a difference.

Sport

It was a big upset for Australia in their second Super 8s clash against Afghanistan.

COMMENTATOR: They have done it! Afghanistan, they're running from all over...

It's the first time they've ever beaten the Aussie team claiming a 21-run win that sent shockwaves through the crowd and apparently Trinidad as well, because it synced up with a nearby earthquake.

MAN: 6.2 on the Richter scale while we were at the ground and the press box was shaking.

But let's change gears and talk about a few wins shall we, because Max Verstappen has just secured another one of those in the Spanish Grand Prix. He got off to a strong start zipping his way to victory for the seventh time this year in a pretty gripping race. In the end, he beat out his McLaren rival Lando Norris by only 2.2 seconds.

And he's not the only one who put on a show because Aussie skaters have done exactly that in Budapest. 21-year-old Keegan Palmer and 14-year-old Arisa Trew are now one step closer to Paris thanks to these wicked moves at the Olympic Qualifier Series which saw both of them take out gold. Gosh, they make it look so easy.

Goat Camp

Reporter: Justina Ward

INTRO: And last but not least today, let's meet some kids, oh and some human children too. They're taking part in a program using goats to get young Aussies excited about agriculture. Check it out.

SCARLETT: My whole life ever since I was like little, I've loved goats. They've been my favorite animal.

ELI: Yeah I just really enjoy working with them and learning more about them and different breeds of them.

Yep. These kids just love kids, goat kids, that is. Although, that doesn't mean they don't have other animal favorites.

AVA: Tegus, black caiman, Gila monster, pretty much any reptile.

I think it's pretty safe to say they're all certified animal lovers.

AVA: Even one dead ant will worry me a lot.

And one day, some of these human kids hope to look after animals for a living.

ELI: Ever since I was like kindy I've wanted to be a farmer when I was older. So, any animals, like cattle, sheep, goats, yeah.

Experts reckon that we need more kids like Eli who want a career in agriculture, which is a really important part of Australia's economy. It's why Queensland's goat farming industry has set up these Goat Camps where kids can come along on the weekend and learn about well, goats.

ELI: We're learning about the ways to handle them and their diet and some diseases that they can get. I just thought it would be a fun thing to do on the weekend.

The organisers say goats are a good way to learn about farming because they're small, friendly and pretty good listeners most of the time.

KID: We going or not?

DIANA BARFIELD, Q GOAT: Goats are easy to handle, they don't need a lot of land and quite a bit of a call for them at the moment, they are quite popular at the moment.

Yep. Goat farming is growing. These little guys are in demand for their milk, cheese and fibers like cashmere, and mohair. Oh, and err meat too, soz guys. And some of these farmers in training reckon they're the GOAT.

SCARLETT: Yeah, when I'm older I'm definitely gonna have some goats.

Others have their own farming ambitions.

AVA: My mum might go on farmer wants a wife.

MOLLY: Well yeah, have registered for farmer wants a wife, so I mean... maybe get a goat farmer hey.

AVA: Yeah!

Closer

Ah, good luck with that. Well, that's all we have for this week, and guess what? It's school holiday time which means we'll be taking a break for a few weeks just like you. But you can still keep up to date with Newsbreak right here in the studio every weeknight and of course, check out more stories and specials on our website and there's BTN High if you're in high school or heading in soon. Have the best holidays and I'll see you soon.