

Gun Control Debate

1. Discuss the *Gun Control Debate* story as a class and record the main points of the discussion.
2. How many guns are there for every 100 people in the United States?
3. How many guns are there for every 100 people in Australia?
4. What did the Australian Prime Minister do in response to the Port Arthur tragedy in 1996?
5. What country is currently making changes to their gun laws?
6. Why has it been difficult to change gun laws in the US?
7. Why do many say that a gun buy-back wouldn't work in the US?
8. What powerful group is donating money to politicians in the hope they will stop anti-gun laws?
9. Do you think stricter gun laws are needed in the US? Explain your answer.
10. What questions do you have after watching the BTN story?

Supermarket Collectable Controversy

1. Briefly summarise the BTN story.
2. Why do people like supermarket collectables?
3. Why are some people against supermarket collectables?
4. Complete the following sentence. Thousands of people have signed an online _____ calling on the supermarkets to ban the toys.
5. Where in the world was a Little Shop Nutella recently found? Find using Google Maps and calculate the distance it travelled from Australia.
6. What changes have some supermarkets made to help the environment? Give one example.
7. What messages do the kids in the BTN story give to big supermarkets?
8. What do you think about supermarket collectables?
9. Illustrate an aspect of the BTN story.
10. How has your thinking changed since watching the BTN story? Explain.

Science Lessons

1. Discuss the BTN *Science Lessons* story with another student.
2. What year did the first human step foot on the Moon?
3. When was the first exoplanet discovered?
4. How many planets are in our Solar System?
5. What is Pluto?
 - a. An exoplanet
 - b. A star
 - c. A dwarf planet
6. Complete the following sentence. Scientists have found fossils showing many dinosaurs were covered in _____.
7. What animal do scientists say that some dinosaur species have evolved into?
8. What have scientists discovered about our DNA?
9. Describe what computers looked like when they were first invented.
10. Illustrate an aspect of the BTN story.

Check out the [Science Lessons resource](#) on the Teachers page. Get your class involved in BTN's [Ask A Reporter!](#) This week's topic is science.

Braille Books

1. Before watching the BTN story discuss what you know about braille.
2. Where in Australia are school kids making their own braille books?
3. What is braille?
4. Complete the following sentence. Braille is a combination of _____ that are used to make up different words and letters.
5. What does tactile mean?
6. What sense do you use to read braille?
7. Who invented braille?
8. Before braille was invented how did people with a vision impairment read books?
9. Why did the school decide to set up their own printing business and make braille books?
10. Explain the process of making a braille book.

Koala Carer

1. What is the conservation status of koalas? Discuss as a class before watching the BTN story.
2. Explain the *Koala Carer* story to another student.
3. How old is Libby?
4. What are the main threats to koalas?
5. What is sarcoptic mange?
6. Why are koalas losing their habitat?
7. What is Libby doing to help look after koalas?
8. What message does Libby give about koalas?
9. The koala is an Australian icon. What do you think this means?
10. How did this story make you feel?

Check out the [Koala Carer resource](#) on the Teachers page.

Teacher Resource

Science Lessons

Episode 22
13th August 2019

Focus Questions

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2. What year did the first human step foot on the Moon?
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7. What animal do scientists say that some dinosaur species have evolved into?
8. What have scientists discovered about our DNA?
9. Describe what computers looked like when they were first invented.
10. Illustrate an aspect of the *BTN* story.

Activity

Class Discussion

After watching the *BTN Science Lessons* story, students will respond to the following questions:

- What did you SEE in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?

Create a class mind map about science and the topics explored in the *BTN* story asking students to record what they know. Use the following questions to guide discussion:

- Make a list of scientific inventions or discoveries.
- How would life be different without scientific inventions and discoveries?
- What is a scientist? List some areas of science that scientists might explore.

Questions and Answers

All scientific discovery starts with a question. As a class, come up with some questions you think scientists ask and solve. Organise the questions into common themes. As a class, make a list of questions that you would like to ask a scientist. Use the internet to find answers to your class questions.

Key Learning

Students will choose a science investigation to explore in more detail. Students will investigate how scientific discoveries change our understanding of the world.

AC Curriculum

Science – Year 4

Suggest ways to plan and conduct investigations to find answers to questions.

Science – Years 5 & 6

With guidance, pose clarifying questions and make predictions about scientific investigations.

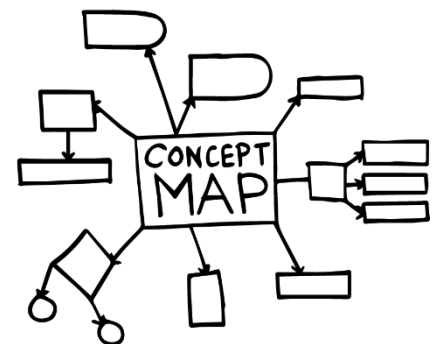
Scientific knowledge is used to solve problems and inform personal and community decisions.

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

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



Activity

What is a science investigation?

Before starting this activity, explain to students what a science investigation is and why we do them. Think of words that relate to “science investigation” and then find and explain their meanings. Here are some concepts to get you started: observation, hypothesis, diagram, data, prediction, conclusion.

Framework

Provide students with the opportunity to think and behave like scientists. In pairs or small groups, students will conduct a scientific investigation. Students will design and conduct their own scientific investigation in pairs or small groups. Students will use the investigation framework below before, during and after their investigation. Possible areas for investigation include space junk, ocean rubbish, the impact of technology on health or if you are already focusing on a science topic in class use this as a basis for your investigation.

Brainstorm	<ul style="list-style-type: none">• Brainstorm some ideas for your science investigation.• Describe what you are going to research using your own words.
Observations	<ul style="list-style-type: none">• You are an explorer and your mission is to document and observe the world around you. Take notes about what you see and record what you are drawn to.• Use speech bubbles to document your thoughts and graph paper to document what you see.
Research Question	<ul style="list-style-type: none">• Identify a question that can be tested or researched.
Write a hypothesis	<ul style="list-style-type: none">• What do you already know about this scientific topic?• What do you predict to be true about the answer to your question?• Formulate your hypothesis.
Design and perform investigation	<ul style="list-style-type: none">• Design and conduct an experiment to test your predictions.• How you will test your question?• What steps do you need to follow to investigate your prediction?• Plan how to record your data.• Perform your experiment, by repeating trials of tests, taking measurements, making observations and recording data.
Analyse your data	<ul style="list-style-type: none">• What does the data mean? Write a paragraph that summarises what happened.• Draw a labelled diagram of your results to show what happened.
Communicate your results	<ul style="list-style-type: none">• Think of creative ways to explain/answer your science discovery (using multimedia, models, video or animation).• Create your own mini science lesson about what you have learnt and teach students in another class.
Reflection	<ul style="list-style-type: none">• Was this what I expected? Explain.• What problems did I experience when I was doing the investigation? How could I fix these problems?

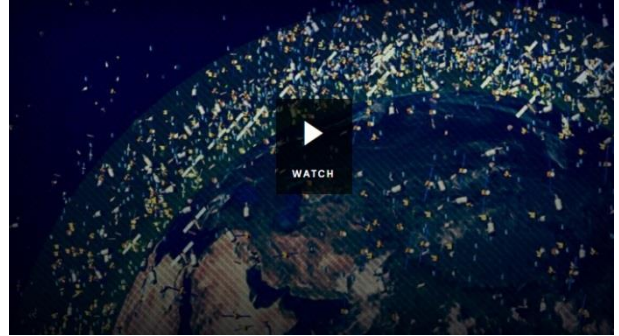
Activity

Investigation #1 – Solving the problem of space junk

In this activity students will design an object that can clean up space junk from the Earth's orbit. The BTN [Space Junk Clean-up](#) story explained how a spacecraft successfully fired a harpoon into space junk that was orbiting Earth. Students can watch the videos below to get more ideas about ways to solve the problem of space junk. Ask students to create a labelled diagram of their design and an explanation of how the object cleans up space junk.



[How to solve the problem of space junk](#)



[BTN Space Junk](#)

Activity

Investigation #2 – Solving the problem of ocean rubbish

In the BTN [Ocean Rubbish Clean-up](#) story we learn about a project that is helping clean up the Pacific Ocean. A giant tube has been towed out to a giant patch of garbage where around 1.8 trillion pieces of plastic have gathered together. Students can learn more about the project by watching the story and then responding to the following questions:

1. Complete this sentence. The rubbish found in the Pacific Ocean is also known as the Great _____ Patch.
2. Who is Boyan Slat?
3. When did Boyan start thinking of ways to help reduce ocean rubbish?
4. How many pieces of plastic do Aussies throw away each year?
5. How is ocean rubbish impacting on marine life?
6. Describe how Boyan's invention works.
7. What powers the giant snake-like invention?
8. How many 'giant snakes' will they use to collect rubbish in the Pacific Ocean by 2020?



In small groups, students will brainstorm innovative ways to clean up the rubbish found in our oceans. Encourage creativity during this activity and give students the time to explore their thinking and illustrate their ideas. Students will then share their ideas with the class, taking it in turns explaining how their creations will help reduce the amount of rubbish in our oceans. Encourage the class to ask questions about the other groups' creations and then reflect on their own learning by responding to the following questions.

- What was challenging about this activity?
- What did you enjoy about this activity?

Activity

Investigation #3 – Protecting desert animals

In the BTN [Protecting Desert Animals](#) story, we learn that scientists are designing predator-proof homes for the desert's smaller creatures to hide in. The chicken wire tunnels are 50 metres long and allow small animals to run in and out as they please. The tunnels protect native desert animals who are under stress from feral animals. Students will watch the story and then respond to the following questions:



- What surprised you about the design?
- Can you improve on the design? If so, what improvements would you make?
- What alternative techniques can you think of? Design your own shelter to help native desert animals hide from predators. Share your design with the class. Describe the materials used to make it, its features and how it will help protect native species.

Useful Websites

Moon Landing – BTN

<https://www.abc.net.au/btn/classroom/moon-landing/10538584>

Planet Nine – BTN

<https://www.abc.net.au/btn/classroom/planet-nine/10523444>

Exoplanets – BTN

<https://www.abc.net.au/btn/classroom/exoplanets/10948804>

National Science Week

<https://www.scienceweek.net.au/>

Dinosaur Tracks – BTN

<https://www.abc.net.au/btn/classroom/dinosaur-tracks/10531678>

Robot Jobs – BTN

<https://www.abc.net.au/btn/classroom/robot-jobs/10522582>

Science Week 2015 – BTN

<https://www.abc.net.au/btn/classroom/science-week/10526004>

Science Class – BTN

<https://www.abc.net.au/btn/classroom/science-class/10524250>

Aussie Scientists – BTN

<https://www.abc.net.au/btn/classroom/aussie-scientists/10488692>

Teacher Resource

Koala Carer

Episode 22
13th August 2019

Focus Questions

1. What is the conservation status of koalas? Discuss as a class before watching the BTN story.
2. Explain the *Koala Carer* story to another student.
3. How old is Libby?
4. What are the main threats to koalas?
5. What is sarcoptic mange?
6. Why are koalas losing their habitat?
7. What is Libby doing to help look after koalas?
8. What message does Libby give about koalas?
9. The koala is an Australian icon. What do you think this means?
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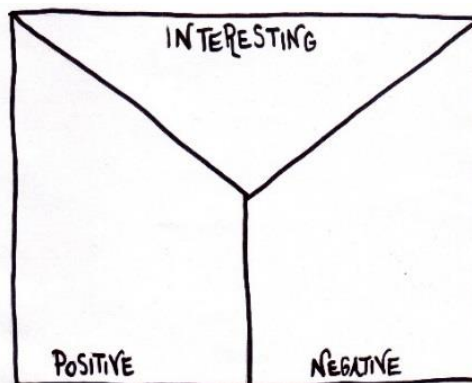
Activity

Note taking

Students will practise their note-taking skills while watching the BTN *Koala Carer* 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



Class Discussion

Hold a class discussion about the issues raised in the BTN *Koala Carer* story. Use the following questions to help guide discussion:

- What do you know about koalas?
- What are some threats to koalas?
- Why are koalas special?
- What can be done to protect koala populations?
- The koala is an Australian icon. What does this mean?

Key Learning

Students will explore features of the koala, including habitat, behaviours and its conservation status.

AC Curriculum

Science – Year 4

Living things have life cycles.

Living things, including plants and animals, 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.

Science – Year 7

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

Activity

Creature feature – Koalas

Students will imagine they are a zoologist and study the world of koalas. Students will create a creature feature about koalas and use the following template to record the information they find.

Creature feature – Koalas	
Appearance – what are some of their physical characteristics (including size, weight)?	Common name
	Scientific name
	Habitat
Interesting facts and features	
Threats – How can they be protected?	What is their conservation status?
Illustration of a koala	

Activity

KWLH

The KWLH organiser provides students with a framework to explore their knowledge on the topic of koalas and wildlife conservation and consider what they would like to know and learn.

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

Research questions for inquiry

Students will determine a focus for their inquiry and develop a key question to guide their inquiry (below are some examples). Students will collect and record information from a wide variety of sources (internet, books, newspaper and magazines). Students will respond to one or more of the following questions/topics.

- Research some specific adaptations koalas have made to survive in their habitat. Give an oral presentation explaining the adaptations.
- Where are koalas on the food chain? Predict what might happen if koalas are removed from the food chain.
- Why are koalas important? Think of creative ways to raise awareness about the issues raised in the BTN *Koala Carer* story.
- What are some of the main threats to the survival of koalas?
- What might happen if we don't look after koalas? What would the koala populations look like in 30 years' time? Make some predictions.
- Imagine that koalas have tragically become extinct and then write a news article telling people why they have become extinct.

Activity

Quiz

Students will create a quiz about koalas using [Kahoot!](#). Quizzes can be created to recap learning or test personal knowledge. There is also the option to connect with classrooms around the world and play kahoot in real time.



Useful Websites

Koala Tracker – BTN

<https://www.abc.net.au/btn/classroom/koala-tracker/10524818>

Koalas in Decline – BTN

<https://www.abc.net.au/btn/classroom/koalas-in-decline/10522878>

10 facts about koalas – National Geographic Kids

<https://www.natgeokids.com/au/discover/animals/general-animals/ten-facts-about-koalas/>

Koalas – Office of Environment and Heritage

<https://www.environment.nsw.gov.au/topics/animals-and-plants/native-animals/native-animal-facts/koala>



BTN Transcript: Episode 22 – 13/8/19

Hey, Amelia Mosely here and you're watching BTN. Let's check out what's coming up. We find out about the controversy over supermarket collectables, celebrate Science Week with some historical science lessons and meet a young Aussie who's dedicated to caring for koalas.

Gun Control Debate

Reporter: Amelia Moseley

INTRO: But first today to the US where, unfortunately, there's been more talk about guns and gun laws after two recent shootings. It's a debate that's been going on there for decades and many say Americans should be looking to Australia and New Zealand as examples of how to reduce gun violence. Let's find out more.

Americans and Australians. We share a love of sport, burgers and big things. Although we occasionally argue about how words are spelt and which side of the road to drive on. But one big difference between us that gets brought up a lot is how we deal with guns.

In Australia to every 100 people there are about 13.7 guns. In America to every 100 people there are about 120 guns and when it comes to mass shootings in Australia compared to the US, well, here are the numbers just for this year so far. Pretty sad stuff. So why is there such a big difference between us and them and these? Well back in the 1970s Australia was generally pretty relaxed about guns.

MAN WITH GUN: Do you notice anything unusual, different about me?

MAN ON STREET: You're looking very nice today, you got a haircut?

But that changed in 1996 when Australia witnessed the worst mass shooting in our country's history at Port Arthur in Tasmania. Less than two weeks later the PM at the time, John Howard, rallied the states and territories together and brought in new gun laws. Some types of weapons, like automatic and semi-automatic weapons, were banned and people who owned them were told to hand them in for money. And every person applying for a gun license had to have a good reason for owning one and go through thorough background checks.

Right now, New Zealand is bringing in similar changes. The government is buying back weapons there which are now illegal.

NEW ZEALAND RESIDENT: The law changed, and I can understand you know, it makes everyone feel safer.

The laws in New Zealand have caused some debate but nothing compared to the gun debate in the states. Every time there's a gun-related tragedy over there Australia's gun laws are brought up. But copying our laws wouldn't be simple. One reason is America's Constitution. It actually guarantees every American the right to bear arms and many don't want to give that right up.

And guns are big business. They're sold at gun fairs and even everyday chain stores. In some cases, with little or no background checks. There's also the National Rifle Association, or NRA. It's one of the most powerful groups in America and it donates money to politicians who it hopes will stop anti-gun laws. Many say a gun buy-back wouldn't work in the US because there are so many guns. In fact, nearly half the world's guns are found right here. Buying them back would be really expensive and difficult. Plus, there's no proof it would actually reduce gun violence.

Some say guns aren't the problem and that the government should focus on other things like mental health and other social issues. Last week President Donald Trump said he supported tougher background checks for gun owners but there's a long way to go before any changes are made. And it's clear that as long as the tragedies continue so will the gun debate.

This Week in News

Hong Kong has seen its tenth weekend of protests. As we told you last term some people there are worried about the influence of mainland China. You see while Hong Kong is technically a part of China it has its own government and its own laws, and some are worried about that changing. At times the protests have turned violent and police have used tear gas.

For a long time, we've been told that planes and cars and fossil fuel power plants are a big cause of climate change. But a new report from the UN has warned that the way we use land is also causing big problems for the environment. It said around 23% of greenhouse gases come from agriculture and forestry and it said we need to make some big changes like planting trees on land that's used to grow food. It also said we need to change what we're eating and look at eating less meat and more veggies which use less resources to farm.

And the winners of this year's young Archies have been announced. It's like the little brother or sister to Australia's biggest portrait prize The Archibald. And there were some seriously impressive entries like Aysha (16) who won the 16-18 category with this painting of her grandma, 15-year-old Celeste who also painted her Grandmother, Callum (11) he won the 9 to 12 category and 8-year-old Matthew (8) who won the youngest category with this portrait of his father.

Supermarket Collectable Controversy

Reporter: Olivia Mason

INTRO: Now if you've been to Australia's biggest supermarkets recently you might have come home with a collectable or two. Their promotions have been super popular but not everyone's a fan. Let's find out why.

They're small and well, kinda cute and lots of kids love them.

KIDS: I think the best thing about it is kids can collect them and like have fun with them and play with them. I think the best thing is they can bring joy among younger people.

If you've been to one of Australia's biggest supermarket chains over the past year or so, then you've probably seen these before. Collectable toys like the Coles' Little Shop promo, Stikeez, which evidently make a very annoying sound, and the Woolworths Lion King Ooshies. Basically, if you spend a certain amount in store you get a little collectable item. They've had the internet in a bit of a frenzy and copped some criticism for turning kids and adults into collectable obsessed monsters. But some Aussies are against them for another reason.

CLARA AND ABBEY: We think Ooshies and Little Shops are sending kids the wrong message about plastic pollution. They will eventually end up in landfill and are damaging to the environment and wildlife.

Clara and Abbey are amongst a big group of Aussies who say the collectables are bad for the environment and thousands of people have signed online petitions calling on the supermarkets to ban the toys. There have also been pictures shared of collectables that've washed up on beaches including this mini Nutella which was found all the way over in Bali.

Plastic pollution as you probably know is a huge problem for the environment and wildlife. It's why Aussie supermarkets have recently made a big public effort to cut down on it. A lot of them have stopped giving away single-use plastic bags and recently Woolworths stopped selling plastic straws and cut back on fruit and veg packaging. But, some say the collectables undermine that message.

CLARA AND ABBEY: Our message to the supermarkets is just to stop doing these promotions. They're polluting the environment and they're just unnecessary plastic.

But Coles and Woolies have defended their toys. Coles says they're designed to be kept for a long time and that the plastic packaging is recyclable. They also say the toys can be a good educational tool, especially for kids with special needs.

As for Woolworths, they've invited people to bring back their unwanted Ooshies so they can be recycled and turned into things like garden beds and fences. So, what do you think?

KIDS: I think they can be a good and a bad thing but mostly a bad thing because they're just a marketing bribe.

KIDS: They can be recycled into other things, but they can still like create problems in the environment.

KIDS: I think that they should kind of like stop with like all the plastic.

KIDS: My message to Woolworths and Coles is that they keep going, it's a good idea, except maybe try to use some other materials to build them so we don't make our planet worse by putting more plastic around.

Science Lessons

Reporter: Jack Evans

INTRO: As you might already know, this week is Science Week which means a lot of you will be doing some pretty cool stuff in science class. Seeing as this year's theme is "destination moon" it got us thinking about how sciences lessons have changed since the first Moon landing, 50 years ago. Let's find out about some big science breakthroughs and the things your grandparents learned that are no longer true.

ZAC: Hello, I'm Zac Devans and now it's time for The Science Part. Have you ever looked up at the Moon and thought, gee I wouldn't mind a slice of that on a cracker? Well the truth is we don't know what the Moon's made of, so it could be cheese.

REPORTER VO: OK, so most serious scientists never actually thought the Moon was made of cheese. But up until 1969 when people actually landed there and took back samples, we didn't really know what it was made of. In fact, there were a lot of things that your grandparents were taught in science class that are, well, no longer true. So, let's have a look at some of them.

Outdated Lesson 1: There are only 9 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. And while some thought there might have been other worlds outside of our Solar System, there was no proof. Until 1951 when two Swiss scientists found the first exoplanet, 51 Pegasi b. It's not the catchiest name. Since then we've discovered more than 4000, many of which are pretty similar to Earth. Closer to home scientists have decided there aren't 9 planets in the Solar System. Pluto was downgraded to a dwarf planet and 4 other dwarf planets were also discovered.

Outdated Lesson 2: Dinosaurs looked like this. If you watched movies like this in the 60s or even in the 90s, you would have seen dinosaurs that were leathery and lizard like. And while, sadly, no-one's actually brought dinosaurs back to life, scientists have found fossils showing many of them were covered in feathers. They might have even been colourful like birds. Speaking of which, it turns out dinosaurs may not actually be extinct. Scientists have found dinosaur DNA in birds and they think some species evolved into our feathery friends.

Outdated Lesson 3: Humans are really different. We've learned a lot in the past 50 years about the stuff that makes us who we are, DNA. From 1990 to 2003 scientists mapped the entire human genome and identified every one of the tens of thousands of genes that determine everything about us. It was a massive scientific feat that's helped to cure diseases and also show that we're way more similar than we thought. It turns out everybody in the world shares 99.9% of the same DNA.

Outdated Lesson 4: Computers? 50 years ago, the concept of computers being part of our day to day was, well out of this world.

REPORTER: Excuse me, what do you think of computers?

LADY: I'm terrified of them.

MAN: They're here to stay definitely.

LADY: Computers? What are they?

REPORTER VO: Back then computers were big, bulky and really expensive. In fact, you could fit more on a modern USB, than the computers NASA used to get man to the Moon. Now we carry computers in our pockets that our grandparents couldn't have dreamt of and we've seen the birth of whole new fields of science.

Of course, there have been plenty of other amazing discoveries in the past 50 years. We've wiped out diseases, explored the most extreme places on Earth and outside of it. We've learned about the birth of our universe and the origins of humans and there are sure to be plenty more discoveries in next 50 years.

ZAC: So, remember, it's not what you know. But what you don't know, that helps you to know. So that when you need to know, you'll know you'll need to know it and that's the science part.

Quiz

Which of these diseases was completely wiped out in the past 50 years?

Tuberculosis?

Polio?

or

Smallpox?

It's smallpox. The last case was in 1977. It was the first and so far, the only infectious disease, that affects humans, to be completely wiped out through vaccination.

Ask a Reporter

And if you have any sciency questions during Science Week I'll do my best to answer them live next Friday. Check the website for all the details.

Braille Books

Reporter: Emma Davis

INTRO: Now to a story about braille. It's a form of writing for people who are blind. But finding braille books can be difficult, especially in Australia, so one school in Adelaide is taking matters into its own hands and making braille books with the help of volunteers. Take a look.

SHIANNE: I like to read because it's basically a way of expressing myself and it's also, it also gives me a lot of new words.

ISAAC: I like science and geography.

EMMA DAVIS, REPORTER: In case you couldn't already tell, these guys are big fans of books.

SHIANNE (READING MATILDA): Your son Wilfred has spent six years as a grub in this school and we are still waiting for him to emerge from the chrysalis.

But getting their hands on as many books as they'd like is tough. See, they go to the South Australian School for Vision Impaired which means they need special kinds of books that have large print or are written in braille.

SHIANNE: Braille is a combination of dots that are used to make up different words and letters.

Braille is a tactile reading and writing system which means people feel it and use their hands to read instead of their eyes. The different sequences of bumps make letters and words and by touching them you can tell exactly what the words say. If this were typed in braille it would mean hello, this is BTN and this is my name. Cool.

The braille system was invented by this guy, Louis Braille. You can probably guess how he came up with the name. He lost his sight when he was a kid. Back then books for people who were blind used normal letters that were raised so you could feel them. But when he was 15, Louis came up with a new system of letters that were much easier to read with your hands. Now braille's used around the world but in Australia braille books are tough to come by. A lot of them have to be ordered in from overseas but that doesn't really work when it comes to text books because our subjects are different to say America. So, this school set up its own printing business.

LAUREN FOUNTAIN, TEACHER: So, we have maths, science, history, all of the text books. Class novels,

picture books, readers, you name it. Anything that a student at school needs, that's what we do.

They type out the pages out in braille and then volunteers create special tactile pictures that you can feel.

SHIANNE: You've got a tree up here, I can tell it's a tree because it's got outstretched lines which I can tell represent branches.

Some books are easier than others.

CLAIRE FETTKE, VOLUNTEER: You do have to think outside the square a bit sometimes there's always a hard page that you leave until the very last.

It takes about a month to make each book but the hard work is definitely worth the reward.

SHIANNE: I love these books because I can't read print and if I didn't have these braille books with the tactile pictures I wouldn't have the education that I need.

Did You Know?

Did you know Braille was inspired by a military code created so soldiers could read in the dark? French army captain Charles Barbier developed the code, which used raised dots, and decided to show it to students at the Royal Institution for Blind Youth in Paris, where a young Louis Braille was a student.

Sport

Australia's got off to a flying start in the Bledisloe Cup beating the All Blacks 47 to 26 on Saturday. It's a rugby union comp between Australia and New Zealand that's been held on and off since the 1930s. New Zealand's won the tournament for the past 16 years but maybe this is the year the Wallabies can bring it home?

Meanwhile the Wallaroos weren't as successful. They were thrashed 47-10 by the black ferns in their 18th straight loss against New Zealand.

This weekend when people said it was freezing at the footy they were right. Friday night's clash between GWS and the Hawks was held in Canberra. And near the end of the first quarter...

UPSOT: It is belting down snow, looks like rain but it is snow

Yep for the first time ever it snowed during an AFL game. The Hawks ended up winning by 56 points, so I guess it was worth them braving the cold.

And the Sydney Swifts have kept their top spot on the super netball ladder with a win over the Melbourne Vixens. But the Sunshine Coast Lightning are hot on their heels. They've won six games in a row now with only two more weeks until finals.

Koala Carer

Reporter: Olivia Mason

INTRO: Finally, today you're about to meet a 14-year-old who's on a mission to save koalas. Libby dedicates her spare time to caring for injured animals and raising money to help other carers and she wants to show kids that they can make a difference. Check it out.

LIBBY FISHER: My name is Libby Fisher and I'm 14 years old.

Koalas, they are my favourite animal. I just love everything about them.

KYLEE DONKERS, DUTCH THUNDER WILDLIFE SHELTER: There is one coming down.

I have heard that they do believe that koalas will be extinct in Queensland and New South Wales by 2050 and that does make me really sad because then that just means that our Victorian koalas are all that is left.

KYLEE DONKERS: I will climb up and get her.

This is Bonnie. Good girl.

LIBBY FISHER: The main threats koalas face are scabies so sarcoptic mange which is a little mite that gets under their skin. They also face habitat destruction. So their home is being logged and destroyed.

KYLEE DONKERS: You're all right.

LIBBY FISHER: And also koalas are getting hit by cars and they are also getting attacked by dogs because when their habitat is destroyed they then have to go find a new one.

It's important for the younger generation to know that they can do something to help and that you don't have to say to yourself "When I grow up I want to". You say, "I want to do this now". So I started fundraising in grade five. I said to mum "I want to do something" and so we came up with a little idea to go to a market and to raise some money and I sold little things like Australian pencils, little key rings and it just basically grew from there. All the money that I raise, it goes to wildlife rescuers, carers and a few zoos all around Australia. I believe we are almost at \$22,000 in the past three years. That money goes to buying formula for the koalas, pouches and everything. It also pays for vet bills because rescuers get nothing for free, they are all volunteers.

KYLEE DONKERS: We met Libby around about 12 months ago. She came up for her first visit and she was very quiet from when I first met her. Now, we are the best of friends and there's no stopping us.

Whatever Libby wants will be her future. I see a big future and I can see her making big changes in the wildlife world.

LIBBY FISHER: So, we are about to release these two koalas that are rescued.

We are about to release them just out in their natural habitat. It is a little sad because I'm not going to see them, obviously, again and they are just the familiar faces, like, you get to know them really well. But it is a happy day too because they are going back to their home.

KYLEE DONKERS: Teary? But proud, proud mummies.

LIBBY FISHER: Yes.

Sad but it's nice to see them there eating. They look happy. I do think people should care more about the Australian wildlife, just because it's what makes Australia, Australia. So that is why I try and spread the message that the wildlife does need our help. No voice is too little, no hands are too small to help save our wildlife.

Closer

What a great message Libby, love it. Well that's it for today. I hope you've enjoyed the show. We'll have more stories for you next week as always but in the meantime, you can stay up to date with our website and our BTN Newsbreak every weeknight. You can also subscribe to our YouTube channel if you're 13 or older so you don't miss a thing. I'll see you next time.