



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.

UN Security Council

1. What is the main aim of the United Nations Security Council?
2. How many countries are temporary members on the UN Security Council and how long can they serve?
3. Permanent members on the security council have veto power. What does that mean?
4. Recently, the UN Security Council passed a resolution demanding what?
5. What did you learn watching this story?

Minimum Wage

1. What was the main point of the BTN story?
2. When was the minimum wage first introduced in Australia?
 - a. 1850s
 - b. 1890s
 - c. 1990s
3. Why does the government want to increase the minimum wage?
4. Why are some people against the idea?
5. What do you understand more clearly since watching the BTN story?

AI Laws

1. What is artificial intelligence?
2. Who has recently passed laws to regulate artificial intelligence?
 - a. European Union
 - b. UK
 - c. Australia
3. What does Superhuman Persuasion mean?
4. What are some advantages and disadvantages of AI?
5. Name three facts you learnt watching this story.

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

EPISODE 9

2nd April 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.

Chocolate Shortage

1. What has happened to the price of chocolate around the world?
2. What is the key ingredient in chocolate?
3. Cocoa comes from which plant?
4. What has impacted on the supply of cacao beans?
5. What was surprising about this story?

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

Young Soccer Star

1. Briefly summarise the BTN story.
2. What position does Adiba play in her soccer team?
3. Why did she flee Afghanistan?
4. Which team does Adiba play for?
5. How did the BTN story make you feel?



Teacher Resource

AI Laws

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 is artificial intelligence?
2. Who has recently passed laws to regulate artificial intelligence?
 - a. European Union
 - b. UK
 - c. Australia
3. What does Superhuman Persuasion mean?
4. What are some advantages and disadvantages of AI?
5. Name three facts you learnt watching this story.

Activity: Class Discussion

Discuss the BTN AI Laws story as a class and record the main points on a mind map with Artificial Intelligence in the centre. Students will respond to the following:

- What do you know about artificial intelligence?
- What are some examples of AI?
- What are some advantages or benefits of AI?
- What are some concerns or disadvantages?
- What did you learn from this story?
- What does this story make you wonder?
- Think of three questions you would like to ask about the story.



EPISODE 9

2nd April 2024

KEY LEARNING

Students will learn more about the impact of artificial intelligence and what aspects of AI should be regulated.

CURRICULUM

Science – Year 4

Science Knowledge helps people to understand the effect of their actions.

Science – Year 5 & 6

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

Design and Technologies – Years 5 & 6

Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions.

Design and Technologies – Years 7 & 8

Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions.

Activity: Glossary

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

ARTIFICIAL INTELLIGENCE	SUPERHUMAN PERSUASION	CHATBOT
REGULATION	GENERATIVE AI	MACHINE LEARNING

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

Activity: AI Research

Discuss the information raised in the BTN AI Laws story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

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

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- When was AI first used? Investigate the history of AI and record your findings on a timeline.
- What is machine learning and what are some examples of it? Watch [this video](#) to learn more about it.
- Choose one type of AI technology and explain how it is used today. For example: chatbot, robotics, automation, augmented reality.
- What will artificial intelligence have an impact on in the future?
- How can we prepare for artificial intelligence?
- What are some concerns that people have about artificial intelligence?
- What is generative AI and what are some examples of it?
- What rules, laws or regulations should exist so that AI tools/technology can be used fairly in the future? For example, who is responsible if a self-driving car crashes or AI generated images should be labelled as such.

Activity: Persuasive Text

Students will explore the issues raised in the BTN AI Laws story and then develop a persuasive text for or against the following statement: *'The benefits of artificial intelligence outweigh the risks'*. 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.

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.

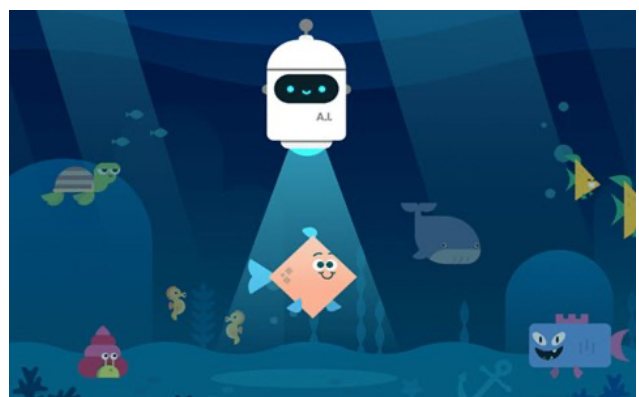
Reflection

- 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?
- Did my opinion change?
- What did you learn from this activity?

Activity – Train AI to Clean the Ocean

Learn about AI, machine learning and bias while exploring ethical issues and how AI can be used to solve world problems.

[Play now](#)



Activity – Choose an Activity

Working individually or in pairs, students can choose one or more of the following AI activities to try. Ask students what they learnt about AI doing the activity.

AI Word Game

Play [Semantris](#) - a word association game powered by machine learning.

AI and Shadow Puppets

Learn how to make shadow puppets with the help of AI. Go to [Shadow Art](#) to start creating

AI or Human?

Do [this quiz](#) to see if you can tell if the artworks were created by artificial intelligence or a human.

Quick Draw

Draw a picture of an object or idea and then see if AI can guess what your drawings represent. [Play Quick Draw](#)

BTN Stories

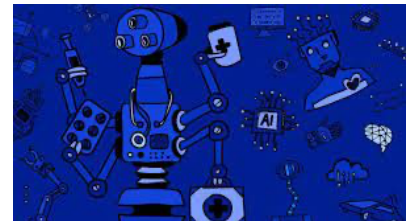
As a class watch one or more of the following BTN stories to learn about the impact of artificial intelligence.



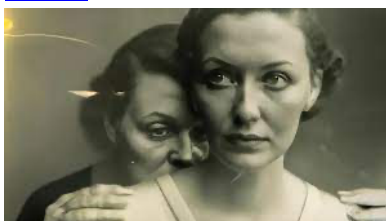
[AI Jobs](#)



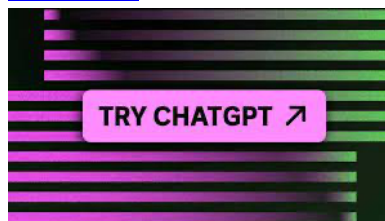
[Sentient AI](#)



[Robot Revolution](#)



[AI Art](#)



[ChatGPT](#)



[AI Song Contest](#)



[AI Videos](#)

Useful Websites

- [AI Jobs](#) – BTN
- [AI Videos](#) – BTN
- [What is artificial intelligence and why does it matter to you?](#) – Newsround
- [Australia's artificial intelligence crackdown](#) – Newsbreak
- [ChatGPT](#) – BTN
- [Sentient AI](#) – BTN



Teacher Resource

Chocolate Shortage

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 has happened to the price of chocolate around the world?
2. What is the key ingredient in chocolate?
3. Cocoa comes from which plant?
4. What has impacted on the supply of cacao beans?
5. What was surprising about this story?

Activity: Class Discussion

Before Watching

Before watching the BTN Chocolate Shortage story ask students to discuss the following, in pairs or small groups:

- What do you think has caused a chocolate shortage? Make some predictions.
- Where in the world does chocolate come from?
- What plant does chocolate come from?

After Watching

Once your students have made their predictions watch the BTN Chocolate Shortage story, and then students will respond to the following:

- What did you learn watching the BTN story?
- What did you find surprising?
- What questions do you have about this story?
- Do you like chocolate? If so, what is your favourite chocolate?



EPISODE 9

2nd April 2024

KEY LEARNING

Students will learn more about the factors that affect the production of cocoa beans. Students will explore the characteristics of chocolate.

CURRICULUM

HASS – Year 3 and 4

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

HASS – Year 5

Work in groups to generate responses to issues and challenges.

Design & Technologies – Years 3 & 4

Investigate food and fibre production and food technologies used in modern and traditional societies.

Design & Technologies – Years 5 & 6

Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy.

Design & Technologies – Years 7 & 8

Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.

Science – Years 5 & 6

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

Science – Year 7

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.

Activity: Glossary

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

COCOA BEANS	DEFORESTATION	CACAO TREE
SHORTAGE	SUPPLY AND DEMAND	CLIMATE CHANGE

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

Activity: KWLH Organiser

Discuss the information raised in the BTN Chocolate Shortage story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

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

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- Where in the world are cocoa beans grown? Highlight on a world map.
- Why is there a cocoa bean shortage? List the factors that contribute to a shortage of cocoa beans.
- What is the difference between cocoa, cacao, and chocolate? Include an illustration with your explanation.
- What ancient civilisations discovered chocolate? How did they use chocolate? Watch this [TEDEd video](#) to learn about the history of chocolate.
- What is the journey from cacao tree to cocoa bean to chocolate bar? Explain the process.
- What type of climate do cacao trees grow in? Describe the climate.



Activity: Food scientist for a day

How well do you know chocolate?

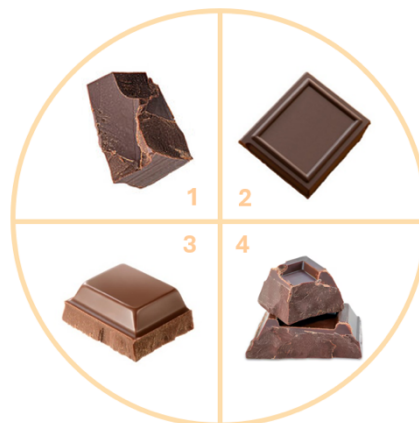
Transform the classroom into a chocolate tasting laboratory. Students will take on the role of a food scientist to explore the subtle differences of chocolate through their senses of taste, sight, and smell. A food scientist studies food and their chemical and physical properties – they conduct studies to identify taste, texture, and food behaviour.

Working in small groups

Each group will receive a plate with four different types of chocolate with differing levels of cacao. Individually, students will taste each type of chocolate and record their results.

Materials needed:

- 4 different types of chocolate
- Chocolate tasting sheets to record results (see table below)
- Tasting plates
- Water for palate cleansing
- Microscopes (optional)
- Magnifying glasses (optional)



Chocolate tasting results

Chocolate	Appearance What does it look like – colour, dull or shiny, crumbly.	Smell Describe the smell.	Texture What does it feel like when it melts on your tongue – smooth, waxy.	Taste Describe the taste.
Number 1				
Number 2				
Number 3				
Number 4				

Share your results

As a group share your results, including:

- similarities and differences.
- identifying which chocolate had the most cacao.


As a whole class discuss your group's results and reveal the different types of chocolate and the amount of cacao in each.

Activity: Reporter for a day

Students will be a reporter for a day and investigate the issues highlighted in the BTN Chocolate Shortage story. Write an online news report for kids explaining why there is a shortage of cocoa beans. Student's reports will answer the 5 W's – Who, What, Where, When and Why?

Things for students to think about:

- Who is your target audience? Use age appropriate language and themes.
- Write a headline that is short and to the point.
- Use words and pictures in your report.
- Find information from a variety of sources.
- Present the facts and/or opinions clearly and accurately.



Who, What,
Where, When
and Why?

Visit BTN's [Rookie Reporter Training](#) and [Becoming a Journalist](#) to learn more about how to make a news story.

Useful Websites

- [Cocoa Shortage](#) – Newsbreak
- [Are Easter eggs getting smaller and more expensive?](#) – Newsround
- [Chocolate prices this Valentine's Day will be at a record high. What's behind the bittersweet hike?](#) – ABC News
- [Where are cocoa beans grown?](#) – ABC Education
- [The History of Chocolate](#) – TEDEd



Teacher Resource

BTN Transcript: Episode 9- 2/4/2024

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for hanging out with us again, let's see what's coming up on today's show. We find out about the history of the minimum wage, learn why our favourite treats are in short supply and follow the incredible journey of a young soccer player.

UN Security Council

Reporter: Justina Ward

INTRO: All that soon but first today to a very important part of the United Nations. The Security Council was created to, quite literally, bring about world peace. Obviously, that job is far from done. But recently we've been hearing a bit about the Security Council so let's find out more about it.

JUSTINA WARD, REPORTER: Throughout history, all around the world, there have been many conflicts and wars. But what if there was an organisation dedicated to bringing about world peace? Oh, there is. Welcome to the United Nations Security Council. Its main aim is maintaining peace and security around the world. It's one of the 6 main bodies of the United Nations. Which was created after World War 2 when people were really keen to never have a war like that ever again. The Security Council has 5 permanent members, which were all the major victors of the Second World War. 10 countries are also elected as temporary members of the Security Council for 2 years at a time. Together those 15 members have the power to make decisions that other UN member states are bound to follow and if they think it's necessary, they can order things like travel bans, economic sanctions ceasefires. Even occasionally, sending in soldiers.

DR JULIETTE MCINTYRE, INTERNATIONAL LAW, UNIVERSITY OF SOUTH AUSTRALIA: It's obviously fairly rare but in 2011, the Security Council authorised the use of force in Libya, when the Arab League requested that a no-fly zone be imposed over that country.

Big decisions like this always come down to a vote and that's where things can get complicated. Permanent members have what's called 'veto power' which means they can stop a decision or resolution from passing with just one vote. And that happens quite a lot. After all, these countries don't always see eye to eye. Which is one the reasons why this was such a big deal.

YAMAZAKI KAZUYUKI, PERMANENT REPRESENTATIVE TO THE UNITED NATIONS, JAPAN: Will those in favour please raise their hand. Those against. Abstentions. The draft resolution has been adopted as resolution 2728, 2024.

Last week the UN Security Council passed a resolution demanding an immediate ceasefire in Gaza for the rest of the month of Ramadan so that aid can be delivered along with the unconditional release of all hostages being held. It's the first time the Security Council has called for a ceasefire since fighting began in Gaza after the militant group that leads it, Hamas, attacked Israel in October last year killing more than 1,200 people, and, taking more than 250 hostage. Since then, Gazan authorities say more than 32,000 Palestinians have been killed. Without aid hundreds of thousands more are facing starvation. Which is why many world leaders and humanitarian groups have been calling for a ceasefire.

ANTÓNIO GUTERRES, UNITED NATIONS SECRETARY-GENERAL: Now more than ever it is time for an immediate humanitarian ceasefire, it is time to silence the guns.

It's something the Security Council has voted on several times but every other time it's been vetoed, usually by the US.

DR JULIETTE MCINTYRE, INTERNATIONAL LAW, UNIVERSITY OF SOUTH AUSTRALIA: It's always different factors so, for example, failing to condemn Hamas, for example, was one complaint with one of the resolutions that was put forward.

This time the US decided not to vote, which meant the resolution could pass.

DR JULIETTE MCINTYRE, INTERNATIONAL LAW, UNIVERSITY OF SOUTH AUSTRALIA: It's a very important step. The United States who is a very powerful actor in international relations, and who has usually protected Israel, from consequences at the Security Council is potentially no longer willing to do that.

So, does this mean the fighting will stop? At least for now? Well, probably not. Unless the Security Council makes another decision to enforce its demands, it's up to Israel and Hamas to decide whether they're going to listen. Hamas has reportedly welcomed the call for a ceasefire, but it wants Israeli troops to leave Gaza and return displaced Palestinians. Israel says it can't stop its war against Hamas until all the 134 hostages still being held are released.

BENJAMIN NETANYAHU, PRIME MINISTER OF ISRAEL: I hope we will do it with the support of the United States, but if we have to, we will do it alone.

Although the UN's resolution alone won't be enough to stop the war, many are hoping it will create pressure on leaders to work towards a lasting peace.

News Quiz

A cargo ship caused a huge bridge to collapse in which US city last week? Was it Baltimore, Chicago or San Francisco? It was Baltimore. The ship lost power and ran into one of the bridge's pylons. At least six road workers were killed, but police managed to stop other traffic just in time.

MARYLAND GOV. WES MOORE: Many of the vehicles were stopped before they got onto the bridge which saved many lives in a very, very real way.

Which big Australian music festival has just been cancelled for this year? Is it Bluesfest, Splendour in the Grass or Womad? It's Splendour in the Grass. It's one of the country's biggest and oldest music festivals and it's been going since 2001.

MITCH WILSON, AUSTRALIAN FESTIVALS ASSOCIATION: Splendour is our equivalent of Coachella or Glastonbury.

But this year organisers cancelled it just seven days after tickets went on sale.

A social media famous animal friendship was broken up when wildlife authorities removed what sort of animal from a Queensland home? It was a magpie. Molly the magpie and her best friend Peggy the dog had more than 2 million social media followers. She was recused as a chick and raised alongside the bull terrier but last week authorities removed Molly because magpies are a protected species and can't be kept as pets.

And hundreds of millions of Hindus around the world have celebrated Holi, which is also known as the festival of what? Lights, candles, or colours? Holi is the festival of colours. It's an ancient Hindu tradition that marks the beginning of spring in the Northern Hemisphere and honours the triumph of good over evil.

Minimum Wage

Reporter: Jack Evans

INTRO: You've probably heard lately that things in Australia are getting more expensive and to keep up with rising prices, and help struggling families, the government's pushing for a rise in the minimum wage. What's that, you ask? Jack has the answers.

WORKER: Please sir, I want some more.

BOSS: What?

WORKER: Please sir, I want some more money?

BOSS: MORE MONEY? Oh, oh no! Oh no, where are you going? I was happy to negotiate. In fact, I think it is about time we paid our workers more, perhaps a minimum wage. Yes, it does have a nice ring to it doesn't it?

JACK EVANS, REPORTER: As its name would suggest, a minimum wage is the, err, minimum wage you can legally be paid for doing a certain job. Basically, if you are in Australia, are 21 or older and not a trainee or apprentice, you can expect to receive at least \$23.23 an hour or \$882.74 a week.

BOSS: I don't know about that, this is 1890 something after all.

Minimum wage has existed in Australia for some time. In fact Victoria was the second government in the world to introduce it back in the 1890s. At the time Australia was going through a severe economic depression and there were massive strikes across the country with workers campaigning for fairer pay and better working conditions. In Victoria the Government did an investigation and found that yes indeed there was a problem with pay and working conditions and so in 1896 the Victorian government introduced a minimum wage for factory and shop workers.

BOSS: You get more money and you get more money and yes, you get some too.

The other states soon followed suit and in 1904, 3 years after Australia became Australia, the federal Government passed the Commonwealth Conciliation and Arbitration Act which allowed for minimum wages to be set for certain industries at a national level.

BOSS: This pipe, can go over there. We move that... Oh, no, no, no, don't run away, I was going to ask you something. Do you like the whole minimum wage thing I introduced.

WORKER: Yes sir I do.

BOSS: Great.

WORKER: But...

BOSS: But?

WORKER: Oh well, ever since you made the changes and introduced minimum wage the cost of living has gone up, plus there's inflation, shrinkflation.

BOSS: Yes I'm aware of the flatations.

Over time, the minimum wage is adjusted to reflect things like inflation and the cost of living. For example, 20 years ago it was just \$11.80, but today it's nearly double that. While that might sound like a big increase the Government says that thanks to the cost of living crisis many people are finding it hard to make ends meet.

JIM CHALMERS, FEDERAL TREASURER: We don't want to see workers on the lower pay go backwards.

Last week it asked the Fair Work Commission, which is in charge of setting Australia's minimum wage, to increase it again. But not everyone thinks it's a good idea.

CHRIS RICHARDSON, ECONOMIST: It's safer if inflation goes down rather than wages go up.

You see, if wages rise businesses have to give more of their profits to workers and if their profits aren't that high to begin with that can have big impact. Plus, if people are being paid more it can actually drive up inflation and make things even more expensive.

BOSS: Attention workers, I'm glad you've all taken the news of wage increases well... but ah... now have no money, so you're all fired.

WORKER: Oh what?? All of us?

Any changes to the minimum wage will happen in July this year.

WORKER: awwwh.

So, in the meantime the Government and the Fair Work Commission will be weighing up their options to get this delicate balance just right.

BOSS: Oh wait wait wait. We can't fire all of you. Ugh, can't we go back to the days of free labour.

WORKER: awwwh. Oh well.

AI Laws

Reporter: Michelle Wakim

INTRO: For a while now we've been hearing a lot about the promises and the dangers of AI. Lots of experts say we need to bring in laws to control what can and can't be done with artificial intelligence and now the EU has made a major step in that direction. Michelle can tell you more.

MICHELLE WAKIM, REPORTER: Keeping up with everything going on in the world of AI can be a little overwhelming.

NEWS REPORT: Saudi Arabia wants to join the AI race.

NEWS REPORT: Just last week Elon Musk said he was going to Open Source Grok.

TOBY WALSH, CHIEF AI SCIENTIST UNSW: This is going to be as big as the internet or possibly bigger. It's going to be... many people have compared it to fire or electricity. It is a very transformative technology.

And while it's exciting to imagine all of the ways this sort of technology could be used in the future, it can also be well, a bit scary.

HANY FARID, MISINFORMATION EXPERT UC BERKELEY: When we live in a world where any image, any video, any audio, anything you read online can be fake, well, then there's no more reality. And how do we live in a society? How do we combat climate change? How do we combat injustices in the world? How do we have open and free elections if we can't agree on basic facts?

We've already seen examples of generative AI being used to make politicians say things they didn't say.

DEEP FAKE JOE BIDEN: But that's when I saw it, a glowing pistachio.

And there are big concerns it's already being used to influence elections around the world, which is why experts and lawmakers have been working hard to come up with a way to keep people and democracies safe.

DRAGOS TUDORACHE, MEMBER OF EUROPEAN PARLIAMENT: We have a duty to recognise this potential because it is going to be the technology that will be driving us into the future.

Recently the European Union's parliament became the first in the world to pass a set of comprehensive laws designed to regulate artificial intelligence. The regulation works in a tiered system where the riskier the AI, the more regulation is gets. Some AI is classed as being low risk or no risk, like a spam filter for your emails, or AI that controls the actions of NPCs in a video game. Then there's AI that's considered high risk because it could impact real people. Whether it's used in transport, in education, in government or law enforcement.

EDOUARD HARRIS, GLADSTONE AI CO-FOUNDER: A lot of what it does certainly makes a lot of sense. So, they have high risk tiers of certain kinds of systems and then systems that may pose unacceptable risks that may be banned. For example, systems that can be capable of superhuman persuasion are considered bannable systems.

Superhuman Persuasion means the ability for AI to influence human behaviour and decision-making. Citizens living in the EU will also have the right to know whenever they are interacting with an AI system, such as a chatbot, instead of a human; live facial recognition technology will be heavily restricted in public places; and all AI technology will have to fit the requirements for what the EU now calls 'Trustworthy Artificial Intelligence'.

Off the back of this Act, the US lead a resolution at the United Nations, to encourage countries to safeguard human rights, protect personal data and monitor AI for risks, while recognising the potential of AI to make the world better.

LINDA THOMAS-GREENFIELD, US AMBASSADOR: We're resolved to bridge the Artificial Intelligence and other digital divides between and within countries, through capacity building, increasing digital literacy and other actions.

It was backed by more than 50 countries, including Australia. And some are hoping it will be the start of a safer online world.

HANY FARID, MISINFORMATION EXPERT UC BERKELEY Our regulators have to protect us. The same way the regulators protect us and the food we put in our body and the medicines that we take, and the airplanes we fly in, and the cars we drive in. They have to protect us online.

Chocolate Shortage

Reporter: Saskia Mortarotti

INTRO: Now if you're like me, there might be a bit more chocolate around your house than usual at the moment. But around the world, there's actually a whole lot less of it. Experts say we're in the middle of a global cocoa shortage, and it's driving up chocolate prices and maybe even leading to lighter easter baskets than usual. Sas looked into it.

EASTER BUNNY: Hello, this is the Easter Bunny complaint line, thank you for your call, please hold the line.
Hello, this is the Easter Bunny complaint line, thank you for your call, please hold the line.

SECRETARY: More complaints.

EASTER BUNNY: It's not my fault. Have you seen the price of cocoa?

SASKIA MORTAROTTI, REPORTER: If your Easter egg basket wasn't quite as full this year, there's a good reason. The price of chocolate has gone up around the world because we're in our third season of a global cocoa deficit. Cocoa is the key ingredient in chocolate. It comes from cacao trees. Farmers pick off these big cacao pods, take out the cacao beans, which are then roasted and ground to make cocoa. Chocolatiers mix cocoa with milk and other ingredients like sugar to make, you guessed it, chocolate. The trouble is, there aren't enough cacao beans to keep up with demand.

JACQUES TORRES: Price of cocoa is going crazy. It's very worrisome.

PAUL HUM: The cocoa that we get from them has dropped by a third of what they can supply. And also, that means that their price has doubled.

More than two thirds of the world's supply of cacao beans come from Côte d'Ivoire and Ghana in West Africa and both of those countries have been facing a lot of problems. Some of them are environmental like climate change and an El Nino weather event, along with various diseases that have been killing cacao trees.

DR. FRIEDERIKE OTTO: The parts of the world where really the vast amount of the chocolate that we consume comes from. They had extremely heavy rainfall late last year and now this very early, very unseasonal heatwave that damaged the crops even further.

There's also the issue of deforestation. Rainforest is sometimes cut down so that cacao can be grown, but as the rainforest disappears, it affects the local climate and makes it harder to grow cacao. Illegal mining in Ghana is also having an impact on growing conditions for cacao trees. All of this means the price of cacao has more than doubled in five years, and that's led to more expensive Easter eggs.

EASER BUNNY: Boo hoo hoooo.

There are things happening to try and resolve this cocoa shortage. The Ghana Cocoa Board, Cocobod, is working to rehabilitate disease-ridden cacao farms and has set up a task force to try to find ways to protect cacao farms from the impacts of mining. But some say that's not enough.

DR. FRIEDERIKE OTTO: If we don't stop burning fossil fuels now and also invest actually in adaptation and making cocoa plantations more resilient to deal with these extreme heats, the price of cacao will increase, and cacao chocolate will become much more of a luxury product.

Some people say that chocolate should be expensive, to reflect its true cost to workers and the environment. Even if that means having to cut back a little on our favourite treat.

EASTER BUNNY: Hello, this is the Easter Bunny complaint line, thank you for your call, please hold the line.

Sport

For fans of the JackJumpers, I think it's safe to say you had a pretty good weekend. They've just won their first NBL title, beating Melbourne United 83-81.

JACK MCVEIGH: Listen to it man, it's crazy.

Early on, things seemed promising for United who stayed in the lead for the first three quarters, but it was Jordon Crawford who helped catapult the JackJumpers in front with an incredible 32 points.

Over in the A-League Women's comp, it's Melbourne that's had a cause to celebrate. Melbourne Victory claimed, well, victory, against Sydney FC, demolishing them 4-0. Meanwhile, City have defeated Perth Glory 2-1 to clinch the Premier's Plate thanks to a slick debut goal from Young Matildas captain Shelby McMahon.

COMMENTATOR: Oh my goodness Shelby McMahon!

And, finally, to the Czech Republic where snowboarding history has been made. 19-year-old Jakub here has just pulled off the world's first triple flip off a rail on a snowboard. Yeah, I think we need to see that in slo-mo. Whawhuhawww

Young Soccer Star

Rookie Reporter: Adiba

INTRO: Finally today to a winner of the Takeover Melbourne competition which asks young Victorians to share their stories. Adiba tells us about her love of soccer and how she had to leave her home country to be safe and follow her dreams. Check it out.

It's been incredible having the World Cup in Australia. The energy is completely wild. Sometimes I think about what would have happened to me if it weren't for soccer. I play in Victoria's state league and tonight we're training for Sunday's match. I love being a defender stopping goals and attacks. But it felt like more than just a position to me. I am a defender in other parts of my life too.

I'm from Afghanistan, and in 2018 I was selected for the National Afghan Women's Soccer team. Security issues and social norms made it very difficult for women and girls to play in sport, but I still got to play. Everything changed when the Taliban took over. In 2021 they entered Kabul. I was told that I had 30 minutes to get to the airport. I didn't know if I would ever see my family again. I was terrified the Taliban would kill me. After four days without food or water Australia accepted my team and I and we boarded the plane. I was united with my teammates.

With the support of Melbourne Victory, we now play as AWT, the Afghan Women's Team. We wish we could play for our country again, but FIFA won't allow us to compete as a team in exile. We will keep training and fighting for our dream. When I think about all the girls I left behind. They can't go out, play sport, or even get an education. That's why I must work really hard. I represent thousands of girls.

Closer

Well, that's all for today and for this term. We'll be taking a break for a few weeks, but Newsbreak will be here as usual every week day keeping you up to date. And of course, you can jump online whenever you like to see more stories and specials and you can check out BTN High. Thanks for watching, have the best holidays and I'll see you soon. Bye!