

Prime Minister Interview

1. Discuss the *Prime Minister Interview* story as a class and record the main points of the discussion.
2. What is the Prime Minister's favourite part of being PM?
3. What did the Prime Minister like about being a kid?
4. How does the Prime Minister deal with the anxiety of being PM?
5. Australia's emissions, per person, is at the highest level in 29 years. True or false?
6. Complete the following sentence. Australia has committed to meet its _____ Targets.
7. Which superhero does the Prime Minister love the most?
8. If the Prime Minister could choose another job what would he do?
9. What did you like about the story? Discuss in pairs.
10. What question would you like to ask the Prime Minister of Australia?

Nuclear Tests

1. Discuss the BTN *Nuclear Tests* story as a class and record the main points of the discussion.
2. When did the first nuclear test occur?
3. Complete the following sentence. In the 1930s scientists realised that if you split the right kind of atom you could create a chain _____.
4. What is nuclear fission?
5. How much of Hiroshima was destroyed by the power of nuclear weapons during WW2?
 - a. 9%
 - b. 19%
 - c. 90%
6. What effect can nuclear tests have on the environment and people?
7. When did many countries sign an agreement to reduce the number of nuclear weapons in the world?
8. Which organisation started the International Day Against Nuclear Weapons Tests?
9. How did this story make you feel? Discuss in pairs and then share your thoughts with the class.
10. What questions do you have about the BTN story?

Concussion Treatment

1. Before watching the BTN story discuss what you know about concussion.
2. Which two countries were recently competing in the Ashes Test?
3. What happened to cricketer Steve Smith during one of the games?
4. How did watching the incident make you feel? Share your feelings with the class.
5. How did Steve Smith feel the day after his concussion?
6. Explain what happens to your brain during a concussion.
7. Not every head bump gives you a concussion True or false?
8. How can you tell if someone has a concussion? List some of the symptoms.
9. What new rules has the AFL introduced in the way players with concussions are treated?
10. How long should sportspeople rest once they've been given the all clear after a concussion?

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



Buying Territories

1. Briefly summarise the BTN *Buying Territories* story.
2. Who recently wanted to buy Greenland?
3. What two oceans does Greenland sit between? Find using Google Maps.
4. Greenland is a territory of what country?
 - a. Sweden
 - b. Denmark
 - c. Finland
5. Greenland has its own government and laws. True or false?
6. What natural resources can be found in Greenland?
7. How much did the US offer Denmark in 1946 when they tried to buy Greenland?
8. Which US state was once owned by France?
9. Which country did the US buy Alaska from in 1867?
10. Which country owns more than 9 million hectares of land in Australia?

Check out the [Buying Territories resource](#) on the Teachers page.

Toilet Renovations

1. Summarise the BTN *Toilet Renovations* story.
2. Why did the kids in the BTN story want to renovate their school bathroom?
3. Why did the School Toilet Project begin?
4. What percent of school kids say their toilets are so unpleasant they avoid going to them?
5. Where in Australia did the first school get involved in the project?
6. Describe how the project is helping school kids around Australia.
7. What words would you use to describe some of the designs in the BTN story?
8. What do your school toilets look like? How do they make you feel?
9. Write two paragraphs persuading your school to get involved in the School Toilet Project.
10. Prepare a design to beautify your school toilets. Share your ideas with the class.

Concussion Treatment

Focus Questions

1. Before watching the BTN story discuss what you know about concussion.
2. Which two countries were recently competing in the Ashes Test?
3. What happened to cricketer Steve Smith during one of the games?
4. How did watching the incident make you feel? Share your feelings with the class.
5. How did Steve Smith feel the day after his concussion?
6. Explain what happens to your brain during a concussion.
7. Not every head bump gives you a concussion True or false?
8. How can you tell if someone has a concussion? List some of the symptoms.
9. What new rules has the AFL introduced in the way players with concussions are treated?
10. How long should sportspeople rest once they've been given the all clear after a concussion?

Activity

What do you see, think and wonder?

Discuss the BTN *Concussion Treatment* story as a class. What questions do students have (what are the gaps in their knowledge)? The following questions may help guide the discussion:

- What is concussion
- What are some of the symptoms of concussion?
- What should you do if you get a concussion?
- How can people protect themselves against concussion when playing sport?

Students will respond to the following questions. Students can then leave a comment on the BTN *Concussion Treatment* story page.



Key Learning

Students will investigate and explain how the human brain works. Students will investigate the symptoms and treatment of concussion.

Curriculum

Health and PE – Year 5/6

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Health and PE – Year 7/8

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.

Modify rules and scoring systems to allow for fair play, safety and inclusive participation.

Activity

Glossary

Students will brainstorm a list of key words that relate to the BTN *Concussion Treatment* story. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.







Brain	Symptoms	Skull
Concussion	Brain fluid	Treatment

Activity

Six Hat Thinking

As a class, use Edward De Bono's Six Hat Thinking to explore the issues raised in the BTN *Concussion Treatment* story. Make your own coloured hat cut-outs and place on the floor. Students will take it in turns answering questions in relation to what they already know about the issue, what they have learnt from the BTN *Concussion Treatment* story and what they want to learn further about the topic.

Ask students to respond to the following questions:

 feelings and emotions	How did the <i>Concussion Treatment</i> story make you feel?
 facts and information	What do you know about concussion? What have you learnt from the story?
 positives	Were there any positives from the story? If so, what were they?
 negatives	What are some of the negatives or challenges that you learnt from the story?
 creativity	Why is it important to find out more about the issue?
 thinking about thinking	What questions were raised during this activity? What do you want to learn further about this topic?

Activity

Campaign

Design a public education campaign to raise awareness about concussion and how concussion can be prevented and treated. Think about your campaign's aim, your target audience, and the value of raising awareness at your school. Use [Canva](https://www.canva.com) to design a poster to put up around your school and the wider community.

Activity

Class quiz

Complete this quiz as a class or individually to test students on what they have learnt about concussion.

- Which part of the body does concussion affect?
 - Heart
 - Spine
 - Brain
 - Stomach
- Concussion is a type of head injury.
 - True
 - False
- Which is a symptom of concussion?
 - Dizziness
 - Confusion
 - Blurry vision
 - All of the above
- The brain is protected by a hard structure called the...
 - Skull
 - Backbone
 - Muscles
 - Spine
- Experts say that kids may have a higher chance of getting concussions than adults.
 - True
 - False
- Experts say if you have the signs of concussion you should have a quick break then start playing again.
 - True
 - False
- Which part of the brain is responsible for storing memories?
 - Cerebrum
 - Hypothalamus
 - Hippocampus
 - Brain stem

Answers
1c, 2a, 3d, 4a, 5a, 6b, 7c

Activity

How does the brain work?

Students will investigate the parts of the human brain and what each part does. Students will use the following as a guide during their investigation.

- Draw a diagram of the human brain.
- Label the three main parts of the brain: cerebellum, cerebrum and brain stem. What does each part do?
- Make a fact sheet about the brain.
- Create a glossary on each of the features of the brain.
- Create a model of the brain.
- Explain to another student how our brains work.

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources (internet, books, newspaper and magazines). Alternatively, students can respond to one or more of the following questions.

- What does the brain do?
- How can you look after your brain?
- How does the spinal cord work with the brain?
- What is 'brain freeze'?
- How are memories formed in the brain?

Activity

Students will investigate the issue of concussions in sport and develop either a **persuasive text** or hold a **mini debate**.

Persuasive text

Students will explore the issue and develop a persuasive text for or against the following statement: *'Elite sportspeople that have had a concussion should not play sport for at least 1 month'*. Encourage students to use a range of sources during their research to help develop their argument. Provide students with the following structure as a guide when completing this activity.

Structure

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.

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.

Useful Websites

Kids Concussion – BTN

<https://www.abc.net.au/btn/classroom/kids-concussion/10522616>

Concussion Campaign – BTN

<https://www.abc.net.au/btn/classroom/concussion-campaign/10524500>

Boxing Ban – BTN

<https://www.abc.net.au/btn/classroom/boxing-ban/10525808>

Children and Concussion – Sports Medicine Australia

<https://sportconcussion.com.au/children-and-concussion/>

Concussion in Sport – AMA

<https://ama.com.au/position-statement/concussion-in-sport-2019>

Buying Territories

Focus Questions

1. Briefly summarise the BTN *Buying Territories* story.
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7. How much did the US offer Denmark in 1946 when they tried to buy Greenland?
8. Which US state was once owned by France?
9. Which country did the US buy Alaska from in 1867?
10. Which country owns more than 9 million hectares of land in Australia?

Activity

Pre-viewing questions

Before students watch the *Buying Territories* story ask them to respond to the following questions:

- What do you know about Greenland?
- Where is Greenland? Find using Google Maps.
- Do you know why Greenland was in the news recently?



Activity

What do you see, think and wonder?

After watching the BTN *Buying Territories* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?

Key Learning

Students will explore why territories are bought by other countries. Students will explore the geographical characteristics of Greenland.

Curriculum

HASS – Year 5

The environmental and human influences on the location and characteristics of a place and the management of spaces within them.

Geography – Year 7

The influence of accessibility to services and facilities on the liveability of places.

Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts.

Geography – Year 6

The geographical diversity of the Asia region and the location of its major countries in relation to Australia.

Differences in the economic, demographic and social characteristics of countries across the world.

Australia's connections with other countries and how these change people and places.

HASS – Years 5 & 6

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



Buying Territories

Define: What do I want to know?

Key questions to research

Students can choose one or more of the following questions or come up with their own:

- Why did the US President want to buy Greenland? When else has a US President attempted to buy Greenland? Explore in more detail.
- Look at territories that have been bought by other countries, e.g. Danish West Indies, Alaska and Louisiana. Research in more detail including when it occurred, how much was paid and why it happened?
- What do you think it would be like to live in Greenland? Think about weather, landscape, culture and customs.

Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- [Prezi](#) presentation
- Create an infographic using [Canva](#)

Evaluate: What have we learnt?

Each group reflects on what they have learnt about Greenland and buying territories during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...
- What I would do differently next time...

Activity

Country profile

Students will explore Greenland in more depth and use this template to record the information they find.

The people, language, culture, customs, beliefs and food.	Country Profile - Greenland	
	Population	Government – who is the leader?
	Area - size	
	Latitude and longitude	
Geography – physical features, climate, environment and population.	Interesting facts about Greenland...	
	Map	

Useful Websites

Donald Trump joked about the United States buying Greenland from Denmark, source says – ABC News
<https://www.abc.net.au/news/2019-08-16/donald-trump-talked-about-buying-greenland-for-us-source-says/11420844>

Does Donald Trump want to buy Greenland – CBBC Newsround
<https://www.bbc.co.uk/newsround/49371324>

Greenland Global Warning – BTN
<https://www.abc.net.au/btn/classroom/greenland-global-warming/10521974>

Greenland Country Profile – BBC News
<https://www.bbc.com/news/world-europe-18249474>



BTN Transcript: Episode 24 – 27/8/19

Hey. Amelia Moseley here, you're watching BTN. Let's check out what's coming up. The Prime Minister answers your questions, we find out more about the science behind concussions and meet some kids giving their school toilets a make-over.

Prime Minister Interview

Reporter: Amelia Moseley

INTRO: As we told you last week BTN had a pretty important visitor recently, the Prime Minister of Australia. We asked some of you to send in your burning questions and then we sat down with Mr Morrison to get some answers. Let's find out what he had to say.

AMELIA MOSELEY, REPORTER: Hello, Prime Minister.

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Hi Amelia.

AMELIA MOSELEY, REPORTER: Thank you so much for joining us on BTN.

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Well it's a thrill to be here.

AMELIA MOSELEY, REPORTER: Fantastic. Now I know you have done many interviews as Prime Minister, but I should warn you, this may be your toughest yet.

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: It could well be.

AMELIA MOSELEY, REPORTER: It could well be because we have asked the kids of Australia what they want to hear from you.

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Excellent.

AMELIA MOSELEY, REPORTER: Are you ready for this?

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Go.

AMELIA MOSELEY, REPORTER: Let's do it, let's jump into it. So, the first question is from our YouTube subscriber. Their name is 'BTN is Great Yay.' (promise I didn't make that up).

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Yeah, yay.

AMELIA MOSELEY, REPORTER: What is your favourite part of being Prime Minister?

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: The best part is everyone wants to talk to you and that means you get to hear everybody's story. Wherever I go people are very keen to share with me what's going on in their lives. Whether it's kids out in remote outback Australia young indigenous kids or our most senior Australians in nursing homes; I can sit down, and they'll always want to have a chat to me and I learn a lot from hearing all these stories. That's why I travel around so much, because I just wanna hear their stories. And if I understand people's stories, I can do a better job.

AMELIA MOSELEY, REPORTER: There you go. As a kid at school, what was your passion and what did you advocate for?

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Look, when I was a kid I just enjoyed being a kid, to be honest. I used to play cricket and footy. I used to hang out with my mates. I grew up in a lovely home. We used to go to Sunday school on a Sunday morning. Rugby on a Saturday; all that sort of thing. So, I just loved going to the beach and doing all those things. I grew up by the beach. So, when I was a kid, I just

enjoyed being a kid with my mates.

AMELIA MOSELEY, REPORTER: Alright, so I have Galaxy Creations, obviously not their real name, how do you deal with the anxiety of being PM?

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: I swim. That's what I do. I try and swim every chance I get. I've swam in pools up in Cairns to over in Western Australia, down in Launceston; wherever I happen to be and back home in Sydney or Melbourne. I make sure I jump in the pool and I go for a swim. It keeps me healthy. But it's also a good time to think and you know get away from it all.

AMELIA MOSELEY, REPORTER: Zaid. Are you going to do anything about climate change? Tough question.

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: We are. I mean, first of all, our emissions, as they're called, per person in Australia is at the lowest level in 29 years. We have the highest investment in renewable energy in Australia per person of any country in the world today. And we've made commitments to the rest of the world. First of all, to meet by next year what's called the Kyoto Targets and we're going to meet, in fact we're going to beat those targets by what is over 360 million tonnes. So, we've been doing the work. We've been changing the way our economy runs, we've been changing the things we do in our economy and by 2030, just over 10 years from now, we're going to meet the next commitment we made for Paris.

AMELIA MOSELEY, REPORTER: Alright, Sophie, now this may be the toughest question you've had Prime Minister. Which superhero do you love the most?

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: When I was a kid, I used to watch on a Saturday morning the cartoons and I used to watch all of them, but I used to love Aquaman.

AQUAMAN CARTOON: Aquaman. Swift and powerful monarch of the ocean with ability to summon command all creatures of the deep.

AMELIA MOSELEY, REPORTER: Aquaman.

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: I really loved Aquaman, I thought he was pretty cool. Really cool, so yeah Aquaman.

AMELIA MOSELEY, REPORTER: Yeah. Aquaman's a good choice, I like it, I like it. A little left of field. I like it. Holly, 12, from South Australia. If you could choose another job what would you do?

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Uh, I don't know, to be honest. I'm so passionate about the job I'm doing and have been doing now for the past year, but also just being in politics and a member of parliament. I've done lots of other things during my life. When I was younger, I thought about joining the army. I thought about being a missionary, um, and working overseas. I've thought about doing lots of other things, but you know life takes its course.

AMELIA MOSELEY, REPORTER: And, so, this is a final question. This is from little Amelia from South Australia, can we have a selfie?

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Sure. I think it's the one thing you do as a Prime Minister more than anything else.

AMELIA MOSELEY, REPORTER: Thank you very much, Mr Morrison.

SCOTT MORRISON, AUSTRALIAN PRIME MINISTER: Thanks a lot. It's been great chatting. See you kids.

Did You Know?

Did you know that when the Prime Minister was a kid, he acted in a bunch of TV commercials including one for Vicks cough lollies? Unfortunately, we can't find any video of it. Oh, that's something I'd love to see.

What you can see is more of that interview if you jump online. We've got an extended version online with more questions and answers. You can check it out on the BTN website and the BTN YouTube Channel. Let's find out about this week's big stories now, starting with the G7 Summit. Here's Jack.

This Week in News

Some of the world's most powerful people have been hanging out at a resort in the south of France over the weekend. They were there for the G7 summit, a meeting between some of the world's richest countries, France, Germany, Britain, Italy, the United States, Canada and Japan plus the EU. They get together every year to discuss the big issues and this year Australia's PM was invited along as a special guest along with leaders from India, Chile and South Africa. But it was the US president that got the biggest headlines. He didn't exactly see eye to eye with other leaders on some things like trade tariffs, global warming and the relationship with some countries like Russia and Iran.

Another thing discussed at the G7 was this. There's a big natural disaster going on in Brazil where 75 thousand wildfires are ripping through the Amazon rainforest. The fires are so big that the smoke can be seen from space. And they're really worrying a lot of people because the Amazon is really important. It captures a huge amount of carbon dioxide, now the fires are releasing it into the atmosphere. Experts say a lot of the fires have been caused by illegal land-clearing and Brazil's president's been criticised for not doing enough to stop it. More than 44 thousand soldiers have been sent to fight the fires and France's President asked other G7 leaders to do what they can to help.

Nuclear Tests

Reporter: Jack Evans

INTRO: This Thursday has been set aside by the UN to raise awareness about something we don't hear about too much anymore and that's nuclear testing. Let's learn more about the history of nuclear tests and the effect they had on people all around the world.

On July 16, 1945, this explosion was filmed in the desert of New Mexico in the US. It was the first ever nuclear test and it changed the world forever. For years scientists had been studying the energy within atoms, which are the tiny building blocks of everything. And in the 1930s they realised that if you split the right kind of atom you could create a chain reaction and release a huge amount of energy in a process called nuclear fission. Then World War 2 started and so did the race to turn fission into a super weapon.

NEWS REPORT: This is the gallant crew that rolled the big super fort which carried the first atomic bomb to Japan.

The US and its Allies got there first and the world saw the devastating power of nuclear weapons. 90 percent of the city of Hiroshima was destroyed and tens of thousands of people died. Three days later another nuclear weapon was dropped on nearby Nagasaki. Japan surrendered, and World War 2 soon came to an end. Many were horrified by what happened in Japan, including scientists who helped to build the bomb.

DR ROBERT OPPENHEIMER: Now I am become death, the destroyer of worlds.

While the war was over the fear of nuclear weapons remained. Countries around the world worked on building their own bombs and testing them. Most of the tests were carried out by the US and the Soviet Union, a group of states that included Russia. But there were also tests here in Australia. The United Kingdom tested 12 bombs at three sites, the Montebello Islands, Emu Field and at Maralinga. At the time many people didn't realise that even nuclear tests could have a devastating effect. Radioactive particles called fallout could poison the surrounding environment and cause long term health problems in people who were exposed to it.

YAMI LESTER: We all got sick. Diarrhea, vomiting, then sore eyes, I couldn't open my eyes it was that sore.

What happened here happened in many other places too. Like in the Pacific where more than 300 weapons were tested by the US, France and the UK. There were accidents where people were exposed to fallout and the environment was poisoned. As time went on more people spoke out against nuclear tests and they became less common. In 1995 a French test in the Pacific caused huge protests. And the next year, many countries signed an agreement to ban nuclear tests altogether. Now they're really rare. Many countries have worked to reduce the number of nuclear weapons in the world. But there are still a lot out there and that's

why ten years ago the UN set aside August 29 as the International Day Against Nuclear Weapons Testing to make sure we never forget the incredible destructive power of these super weapons.

Concussion Treatment

Reporter: Emma Davis

INTRO: If you're a cricket fan you'll know the third Test of the Ashes was on this weekend and it was a cracker. You might also know that Australia had to do without one of its star players. Steve Smith was sidelined because of a concussion. Let's find out more about what that is.

EMMA DAVIS, REPORTER: It was a moment that had a lot of Aussie cricket fans worried. During the second Ashes Test between Australia and England Steve Smith fell to the ground after being struck in the neck.

BAILEY: It's very overwhelming watching someone get hit in the face in that position, it's kind of scary in a way.

ANNABEL: It just happened so fast and then he was just on the ground.

KHAI: I felt a bit worried for him because it looked like the ball was going really fast and it probably would have hurt a lot.

After leaving the field, Smith had to pass a series of tests before he was allowed to bat again but the next day, he felt worse and he was pulled out of the match because of concussion. Concussion is an injury that involves the brain. That super important organ floats around in nice, protective fluid inside our skull. But if our head were to take a big hit, say from falling to the ground or a cricket ball, well that could cause the brain to bump around and bruise. Not every head bump gives you a concussion but it's something you should take seriously. That's why experts are trained to look for concussion clues.

EMMA: So, Andrew you're a sports doctor and you see a lot of concussions. So how can you tell if someone actually has one?

ANDREW MACDONALD, SPORTS DOCTOR: The first thing you might think about is headache, you can also get dizzy, nauseous, sometimes you have blurry vision. Often you just don't feel right, you might feel like your head's in a bit of a fog.

But there's more to it than that. While most people with concussion get those symptoms as soon as they're hurt, sometimes they can take a while to become obvious which might be what happened with Steve Smith.

ANDREW MACDONALD, SPORTS DOCTOR: I'd have to say though he didn't play that well when he came back, everyone was saying that so he may have actually had some signs even though he might have passed the test.

Concussion is an injury we hear a lot about in sport, from AFL and Rugby League to Basketball and Cricket. In the last few years there's been a big change in the way players with concussions are treated. In the AFL new rules have been introduced so players have to come off and pass some tests before they're allowed back on. They'll check if the player knows where they are, what their team is called and if they can remember things they're told. If they don't pass they spend the rest of the game on the sidelines and can sit out the next week as well. The same goes for junior sport and if a kid gets a concussion, well they could miss out on school too.

Concussions are taken really seriously when they happen to kids because brain injuries when you're young can cause big problems later in life. Even when they're given the all clear, young sportspeople shouldn't do anything for a couple of weeks that could risk another knock to the head. Experts have praised Steve Smith and the team doctors for taking extra time out after his concussion, even though it meant missing the third Test. They say that was the right call and it sends a good message to kids that, while playing sport is great, there's nothing more important than keeping that big, squishy thing in your skull nice and healthy.

Ask a Reporter

If you want to know more about concussion you can ask me live on Friday in this week's Ask A Reporter. Check the website for details.

Sport

The Aussies just missed out on winning the third Ashes Test which featured one of the most exciting chases ever. In the second innings, pretty much everyone thought the Aussies had it in the bag, because England needed to make 359 runs to win - something that hadn't happened in more than 70 years. But boy did they prove people wrong. England's vice-captain Ben Stokes made 135 runs in what some people are calling the best innings in history. Meanwhile Australia made a lot of mistakes including dropped catches and wasted reviews, that came back to bite them because Australia had no reviews left when the umpire made a massive mistake and called this not out. A lot of people are saying that cost the Aussies the test.

For the first time ever, Australia has beaten the United States in a basketball game. The Boomers faced Team USA in two exhibition matches in Melbourne and while they lost the first they won the second by 4 points. More than 50 thousand people bought tickets to watch each game, but a lot of people were left unhappy with their view. The court was raised so the people sitting in the ground seats had trouble seeing over everyone else. Aussie Actor Russell Crowe tweeted this video of the view from his seat which cost him \$1500 and it's safe to say he wasn't impressed.

Buying Territories

Reporter: Jack Evans

INTRO: Now to a chilly place that you might not know that much about, Greenland. It's been in the news recently because the US president said he wants to buy it. Now Greenland is not for sale. But it turns out the US does have a long and interesting history of buying places. Check it out.

Are you looking for a home to call home? Maybe an apartment, a town house, how about an autonomous Danish territory in the arctic?

JAKE: Hi I'm Jake Bevans managing owner, co-owner, head broker, head joker at Bevans Realty. I also designed the logo.

I want my clients experience to be personal. So, I try to put myself in their shoes.

EMMA: Yeah, I don't think they're going to fit.

JAKE: Get the shoe horn Jas.

What I've noticed is that today's clients are looking for a territory to mark as their territory. And while some might say Greenland is not for sale, here at Bevans Realty, we say, eh, whatever.

OK, so Greenland is definitely not for sale. But if it was, well it's something the US President maybe wants to buy?

DONALD TRUMP, US PRESIDENT: So, the concept came up and I said, certainly, strategically, it's interesting, and we'd be interested. But we'll talk to them a little bit.

Greenland is this big island here, it's actually a territory of Denmark, although it has its own government and its own laws. Also, most of the island is covered in ice and only 56,000 people live there. So why would the US President want to buy it? Well apart from being pretty and the best place to see this, it's also full of natural resources like coal, zinc and copper. Oh, and it's in a good strategic spot for things like military bases, which America has there already. In fact, the US has tried to buy Greenland before. In 1946, they offered Denmark 100 million dollars in gold for it, obviously the sale didn't go through.

But the US does have a history of buying territories from other countries. You see before the US was the US, different countries owned and occupied different parts of it. Up until 1803 this section, the territory of Louisiana, belonged to France. At the time France was a little concerned about going to war with the Brits and needed money. So, they ended up selling it to the US for 15 million dollars, which even at the time was a total bargain. Fast forward to 1867 and the US bought Alaska from Russia for the low, low price of 7.2 million. Then in 1917 the US bought the Virgin Islands from none other than Denmark. But back in Greenland the idea of being sold to the US didn't float too well with locals

GREENLANDER 1: He could buy anything I guess or this is what he thinks he can, you can't sorry.

GREENLANDER 2: It doesn't feel like he understands the reality and it's stupid.

The Danish PM says Greenland really belongs to Greenlanders and that thankfully the time when you can buy and sell other countries and populations is over.

JAKE: Which is why here at Bevans Realty we've moved onto the next big market, The Sky. Because who owns the sky? Well it could be you.

Oh, you can't own the sky.

JAKE: What? Well what about Canada? Who owns Canada?

Quiz

What's the official language of Greenland? Is it:

English
Danish or
Greenlandic?

It's Greenlandic, which is the language of the indigenous Greenlandic Inuit people.

Toilet Renovations

Reporter: Emma Davis

INTRO: Finally, today if we asked you to name your favourite room in your school you might not say the toilet. But you're about to meet some people on a mission to change that. They say it's a place where students spend a fair bit of time, so it should be a pleasant place to pee.

EMMA DAVIS, REPORTER: The school toilet. Full of sad looking tiles, icky drains, leaky taps. Ugh what is that? Yeah, it's not a place that screams happy vibes and these kids agree.

KID: I feel quite sad they're like all dirty and not fun to be in.

KID: Right now, they're not very nice, they're very plain.

KID: I just feel this whole bathroom needs to be cleaned up really well.

Lucky their school is listening. The teachers, parents and students are beautifying the bathrooms to make them a more positive space.

HAZEL JOOSTE, PARENT: The best part for me is just sitting quietly, listening to the children go 'Oh my gosh, have you seen the toilets?' Oh, there's a pretty plant in the toilet, that just makes my heart sing.

It's something schools around Australia are doing as part of The School Toilet Project. It started from the idea that, when kids are sad, they often go to the toilets for some alone time.

KID: It's usually often that we do come in because we always have a lot of weight on our shoulders and there's actually not much things for us to do in here other than mope more.

Dannielle Miller used to be a teacher so she saw that happening all the time and she thinks that gross toilets don't do much to improve your mood.

DANNIELLE MILLER, SCHOOL TOILET PROJECT: The research shows us that school toilets are really pretty gross. In fact, 80 per cent of students say that their toilets are so unpleasant, they avoid going to them.

Now she's helping schools make their toilets a pleasant place to be.

DANNIELLE MILLER, SCHOOL TOILET PROJECT: I didn't want to be the toilet queen and go and visit schools around the country but I did want schools to be inspired to pick this up and do this themselves.

It started with Cheltenham Girls' High School in Sydney and now hundreds of schools across Australia and even overseas are involved. Organisers think schools should put just as much effort into their toilets as they do other buildings.

MAGGIE DENT, PROGRAM AMBASSADOR: We think it's all the front of the school and things like that and I think no just show me your toilet. I want to know how much you really respect our kids.

These students haven't seen their new toilets yet, but they say nice loos will make a big difference.

KID: If kids are sad and they walk into a dark toilet, they're not going to feel happier. But if it's bright and has quotes, then they'll feel happier about themselves.

Closer

Aww, I bet it's going to look great. Great work. That's it for today but of course we'll be back before you know it. And in the meantime, we've got a website full of interesting stuff, including that extended interview with the Prime Minister, so check that out whenever you want. And if you're 13 or over you can subscribe to our YouTube channel, so you don't miss a thing. Have a great week. See you next time. Bye.