



Teacher Resource

# Focus Questions

## Aussie Vaccine Rollout

1. Discuss the BTN Aussie Vaccine Rollout story in pairs. Record the main points of your discussion.
2. How does Australia's vaccine rollout compare to other countries?
3. Recently, England celebrated Freedom Day. What is it and why do some people think it's not a good idea?
4. Originally, the plan was to have all Aussie adults vaccinated by the end of \_\_\_\_\_.
5. About what percentage of Australia's population is fully vaccinated?
6. Why is the vaccine rollout taking longer than expected?
7. What are the two vaccines available in Australia at the moment?
8. Recently, Australia's medical regulator approved the Pfizer vaccine for use in kids over 12. True or false?
9. What questions do you have about the story?
10. What do you understand more clearly since watching the BTN story?

## UNESCO Great Barrier Reef

1. Before you watch the BTN story, record what you know about the Great Barrier Reef.
2. What makes the Great Barrier Reef special?
3. The Great Barrier Reef is on the UN World Heritage List. What does that mean?
4. What list did UNESCO want to add the Great Barrier Reef to?
5. Why did they want to put it on the 'in danger' list?
6. What is coral bleaching?
7. What did the government think about the Great Barrier Reef being put on the list?
8. What decision was made by the World Heritage Committee?
9. What do conservationists think about the decision?
10. Do you agree with the decision to keep the Great Barrier Reef off the 'in danger' list? Give reasons for your answer.

### EPISODE 20

27<sup>th</sup> July 2021

#### KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

#### CURRICULUM

##### English – Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

##### English – Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

##### English – Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

##### English – Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

Check out the [UNESCO Great Barrier Reef](#) resource on the Teachers page.

## Olympic Games History

1. The ancient Olympics started in a place called \_\_\_\_\_.
2. When were the first Olympic Games held?
3. Which god was the Olympic Games dedicated to?
4. Who were the only people allowed to compete?
5. How many events were there in the first Olympics?
6. In which year was the first modern Olympic Games held?
7. Where were the first modern Olympics held?
8. How are the ancient and modern Olympics similar?
9. Which city has just been announced as the host city for the 2032 Olympic Games?
10. What did you learn watching the BTN story?

## Edge of Space

1. What was the main point of the BTN story?
2. What is the name of Jeff Bezos' space company?
3. Who is the founder of Virgin Galactic?
4. What was significant about the other passengers on Jeff Bezos' trip to space?
5. Which one of these is the closest to Earth?
  - a. The troposphere
  - b. The stratosphere
  - c. The mesosphere
6. NASA, the US Air Force and some astrophysicists have considered the start of space \_\_\_\_\_ km up.
7. How far up did Branson's Virgin Galactic trip go?
8. How many kilometres up does Blue Origin say is the start of space?
9. What is the Karman line?
10. Would you like to travel to space? Why or why not?

## China's Wandering Elephants

1. Retell the BTN story using your own words
2. How long ago did the elephants leave their jungle home?
3. About how far have the elephants travelled?
4. What damage have the elephants caused?
5. What are the safety concerns with the wild elephants?
6. How does Dr Boardman describe the behaviour of the wandering elephants?
7. About how many Asian elephants are in the wild in China?
8. What could be impacting the elephant's food supplies?
9. What methods are Chinese authorities using to track the elephants?
10. Name three facts you learnt about elephants.

Check out the [China's Wandering Elephants](#) resource on the Teachers page.



Teacher Resource

# UNESCO Great Barrier Reef

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6. What is coral bleaching?
7. What did the government think about the Great Barrier Reef being put on the list?
8. What decision was made by the World Heritage Committee?
9. What do conservationists think about the decision?
10. Do you agree with the decision to keep the Great Barrier Reef off the 'in danger' list? Give reasons for your answer.

## Activity: Class Discussion

Watch the BTN UNESCO Great Barrier Reef story then use the following questions to get the discussion started...

- What do you know about the Great Barrier Reef?
- Where is the Great Barrier Reef? Explore using [Google Earth](#).
- Have you ever visited the Great Barrier Reef? What did you see there? Describe your experience.
- Why is the Great Barrier Reef special?
- Why is the reef important to Australia and the rest of the world?
- What can be done to protect the Great Barrier Reef?
- What do you want to learn about the Great Barrier Reef?

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN UNESCO Great Barrier Reef story. Below are some words to get them started.

UNESCO	WORLD HERITAGE SITE	CORAL
CORAL BLEACHING	CLIMATE CHANGE	POLYP

### EPISODE 20

27th July 2021

#### KEY LEARNING

Students will learn more about the Great Barrier Reef; the threat to the reef, the animals that live there and what is being done to protect it.

#### CURRICULUM

##### Geography – Year 3

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human.

##### Science – Year 4

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

Living things have life cycles.

##### Science – Year 5

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

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

##### Science – Year 6

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

## Activity: Great Barrier Reef Research

After watching and discussing the BTN UNESCO Great Barrier Reef story, what questions do students have? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>k</u>now?</i>	<i>What do I <u>w</u>ant to know?</i>	<i>What have I <u>l</u>earnt?</i>	<i><u>H</u>ow will I find out?</i>

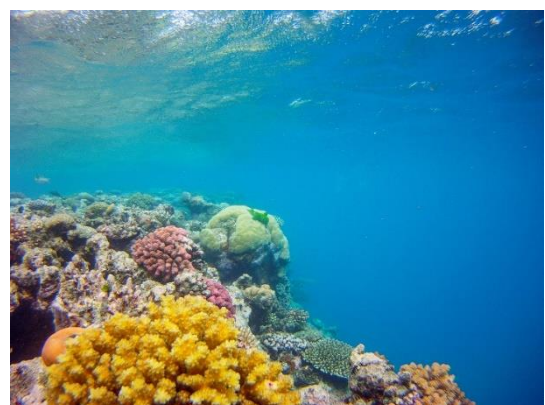
Students will develop their own question/s to research or select one or more of the questions below.

- What do you think could be done to help protect the different habitats and animals in the Great Barrier Reef?
- Who do you think should be responsible for looking after the health of the Great Barrier Reef?
- What are the threats to the Great Barrier Reef?
- What is coral bleaching? What impact is it having on the Great Barrier Reef?
- Clownfish have a symbiotic relationship with another marine animal, the sea anemone. What is a symbiotic relationship? Watch [this video](#) to learn more about their relationship. What other examples of symbiotic relationships are there on the Great Barrier Reef? Explain the symbiotic relationship including the importance of the relationship to the Great Barrier Reef.
- The Great Barrier Reef is a World Heritage site. What types of places around the world are World Heritage sites? How does a site make it on to the World Heritage List? Why did the Great Barrier Reef make it onto the World Heritage List?
- Why are coral reefs called the 'tropical rainforests of the sea'?

## Activity: Investigating Coral

Students will investigate coral and create a fact sheet. The following questions can help guide students' research:

- What do you know about coral?
- What words would you use to describe coral?
- What are coral polyps?
- How are coral reefs formed?
- What are the two main types of corals?
- What gives coral its colour?
- What is a coral spawning event and how often do they happen?
- What are some threats to coral?
- What is coral bleaching?
- Can you think of three reasons why coral reefs are important? Who or what depends on coral reefs?
- Unique facts about coral



These videos will help student understand more about coral

[BTN Coral Spawning story](#)

[BTN Reef Bleaching story](#)

[What is coral bleaching](#)

## Activity: Who am I?

Students will make their own *Who am I?* game to learn more about animals that live on the Great Barrier Reef.

- Students will research and write 5 clues to correspond with each animal in the *Who am I?* worksheet at the end of this activity, with the first clue being the hardest and the last clue being the easiest.
- Include clues about the animal's special features, its predators and how it adapts to its environment.
- Students will test their game on a partner.






### Further Investigation

Choose an animal to explore in more detail. Create a profile of the animal including the following information:

- Common and scientific name
- Appearance - what are some of their physical characteristics?
- Describe their habitat.
- Diet
- What are the threats to its survival?
- Adaptations and interesting features.

### Who am I?

Choose 5 animals found on the Great Barrier Reef or use the five animals below. Write 5 clues to correspond with each animal. Include clues about the animal's appearance, diet and adaptations. Cut up the cards and test a partner to see if they can match the animal to the clues.

	Who am I? * * * * *
	Who am I? * * * * *
	Who am I? * * * * *
	Who am I? * * * * *
	Who am I? * * * * *

(Images: 1. Clownfish, 2. Sea slug, 3. Green turtle, 4. White tip reef shark, 5. Quokka)

## Activity: Great Barrier Reef Quiz

1. The Great Barrier Reef can be seen from space.

A True

B False

2. Approximately how many coral reefs make up the Great Barrier Reef?

A 30

B 3000

C 3 million

3. The Great Barrier Reef is the largest coral reef in the world.

A True

B False

4. What gives coral its colour?

A	Minerals in the water
B	Algae
C	Polyps

5. Coral reefs are made up of thousands of tiny animals called...

A	Polyps
B	Anemone
C	Jellyfish

6. About how many species of fish live on the Great Barrier Reef?

A	15
B	150
C	1500

7. What percentage of the Great Barrier Reef Marine Park is made up of coral reefs?

A	6%
B	16%
C	60%

Answers: 1 A, 2 B, 3 A, 4 B, 5 A, 6 C, 7 A

## Useful Websites

- [Great Barrier Reef – UNESCO](#)
- [Great Barrier Reef operators slam UN recommendation to list reef as 'in danger' – ABC News](#)
- [Great Barrier Reef – Australian Museum](#)
- [Coral Bleaching – BTN](#)
- [Reef Bleaching - BTN](#)
- [Coral Spawning – BTN](#)
- [World Heritage – BTN](#)
- [Reef Warning – BTN](#)
- [Great Barrier Reef Problems – BTN](#)
- [Great Barrier Reef Solutions – BTN](#)
- [Corals – GBRMPA](#)
- [Visit the Great Barrier Reef - GBRMPA](#)
- [Great Barrier Reef Digibook – ABC Education](#)
- [Sea Country Connections – Great Barrier Reef Marine Park](#)

# Who am I?

Choose 5 animals found on the Great Barrier Reef or use the five animals below. Write 5 clues to correspond with each animal. Include clues about the animal's appearance, diet and adaptations. Cut up the cards and test a partner to see if they can match the animal to the clues.



Who am I?

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Who am I?

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Who am I?

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Who am I?

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Who am I?

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Images: 1. Clownfish 2. Giant Clam 3. Green turtle 4. White tip reef shark 5. Dugong



Teacher Resource

# China's Wandering Elephants

## 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. Retell the BTN story using your own words
2. How long ago did the elephants leave their jungle home?
3. About how far have the elephants travelled?
4. What damage have the elephants caused?
5. What are the safety concerns with the wild elephants?
6. How does Dr Boardman describe the behaviour of the wandering elephants?
7. About how many Asian elephants are in the wild in China?
8. What could be impacting the elephant's food supplies?
9. What methods are Chinese authorities using to track the elephants?
10. Name three facts you learnt about elephants.

## Activity: Class Discussion

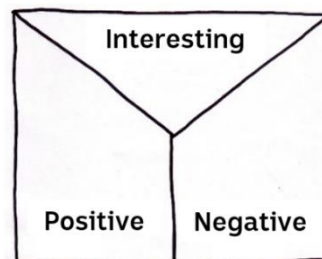
After watching the BTN China's Wandering Elephants story, students will respond to the following questions:

- 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?

## Activity: Note taking

Students will practise their note-taking skills while watching the BTN China's Wandering Elephants 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



### EPISODE 20

27th July 2021

#### KEY LEARNING

Students will learn about elephants' physical adaptations and create a fact file of the species. Students will develop a deeper understanding of the issues facing elephant populations in Asia.

#### CURRICULUM

##### Science – Year 4

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

##### Science – Year 5

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

##### Science – Year 6

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

##### Science – Year 7

Classification helps organise the diverse group of organisms.

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



## Activity: Vocabulary

Students will brainstorm a list of keywords that relate to elephants. Here are some words to get them started. Students will create their own class glossary of keywords and terms. Students can use illustrations and diagrams to help explain each keyword.

ECOSYSTEM	SUBSPECIES	AFRICAN ELEPHANT
SPECIES	CONSERVATION	HABITAT
BIODIVERSITY	ASIAN ELEPHANT	MAMMAL

### Further investigation: Tricky words

Students will choose an additional keyword to add to their class glossary that is tricky. Students will find a definition and explain to their classmates what the keyword means.

KEYSTONE SPECIES	MATRIARCHAL SOCIETY	CATHEMERAL
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## Activity: Inquiry Questions

After watching and discussing the BTN China's Wandering Elephants story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i><b>What do I know?</b></i>	<i><b>What do I <u>w</u>ant to know?</b></i>	<i><b>What have I <u>l</u>earnt?</b></i>	<i><b><u>H</u>ow will I find out?</b></i>

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- Where do elephants live in the wild? Explore their habitat and mark where they live on a world map.
- Is there just one species of elephant? Explore the physical features of elephants and how these vary depending on their environmental conditions.
- What is the difference between an Asian elephant and an African elephant? List some of the main characteristics of both species and then compare and contrast. Explore the taxonomy of each species and categorise the information you find using the classification system.
- Where are elephants in the food chain? Draw a diagram showing what animal feeds on what. Use illustrations or photos to demonstrate this food chain. On your diagram use words like predator, consumer, producer, decomposer, carnivore, herbivore, transfer of energy.

- Why do elephants have thick and wrinkly skin? Explore the physical adaptations that help elephants survive in the wild.
- Why do elephants have a matriarchy? What does this mean? Explore the behaviours of Asian elephants in more detail.
- What is causing species loss of elephants? Explore issues such as habitat loss, pollution and disease. Which of these factors are caused by humans?
- What makes elephants unique? Why are they called a keystone species?
- What can be done to protect elephants? Identify some of the threats to Asian or African elephants and then suggest some ways that people can help protect their habitat.
- How can individuals make a difference and help protect elephants?
- What might happen if we don't look after elephants? What would elephant populations look like in 30 years' time? Make some predictions. Imagine that elephants have tragically become extinct and then write a news article telling people why they have become extinct.

## Activity: Species profile

Students will create a profile about elephants! Students will research the following and then share their research findings with the class or create a display in the classroom.

- Biological illustration or photo
- Name (common and scientific name)
- Classification (class, family, genus)
- Description
- Habitat
- Conservation status
- Threats

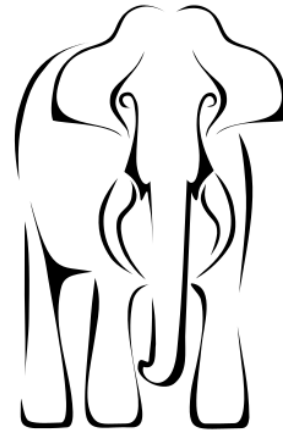
Students will then choose one of the following activities to complete:

- **Model** – Create a 3D model of an elephant using recycled materials. Display your model in the classroom. Can you spot which are Asian elephants and which are African elephants? Find a sound recording online to illustrate the sounds that elephants make.
- **Campaign** – Design a public education campaign to raise awareness about elephants and their loss of habitat. Think about your campaign's aim, your target audience, and the value of raising awareness. Create a poster using [Canva](#).
- **Haiku** – Write a haiku poem which focuses on one or more of the themes explored in the BTN China's Wandering Elephants story.
- **Children's book or comic** – Write and illustrate either a children's book or comic which tells the story of China's wandering elephants.
- **Reporter for a day** – Investigate the issues highlighted in the BTN China's Wandering Elephants story. Write a newspaper article or online news report for kids explaining how loss of habitat affects Asian elephants.

## Activity – Elephant habitat

This literacy activity demonstrates students active listening and interpreting skills. Students will listen to a description of an Asian elephant’s habitat and create a simple black and white artwork illustrating its habitat. Teachers will use the following as a guide for this activity.

- Find a description of an [Asian elephant's](#) habitat to read aloud to your students.
- Read the description of the Asian elephant habitat aloud to your class as a whole, reading the description 2 or 3 times.
- Students will take notes and write down key words as they listen.
- Students will illustrate the habitat using only a black felt—tip pen (0.4 or 0.6) on a piece of A4 art paper. Students will include as much detail as they can. Label the animal.
- Display the student’s artwork in a school exhibition.
- Challenge students by asking them to recreate the habitat as a diorama or a virtual reality experience using Minecraft.



## Activity – Choose a project

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

### Reporter for a day

Investigate some of the threats to elephants. Write a newspaper article or online news report for kids.

### Haiku poetry

Write a haiku poem about elephants! Use this [graphic organiser](#) to help brainstorm a list of words about the topic.

### Myths and Facts

Find some interesting facts about elephants. Create your own myths and facts quiz to test the knowledge of students in your class.

### Campaign

Design a public education campaign to raise awareness about elephants. Think about your campaign’s aim, your target audience, and the value of raising awareness. Create a poster using [Canva](#).

## Useful Websites

- [Threatened and Endangered Species](#) – BTN
- [Asian Elephants](#) – WWF
- [Top 10 Facts about Elephants](#) – WWF
- [Elephant Poaching](#) – BTN
- [Ivory Trade](#) – BTN



Teacher Resource

# BTN Transcript: Episode 20- 27/7/2021

Hey. I'm Amelia Moseley and you're watching BTN. Here's what's coming up. The Great Barrier Reef avoids being put on a not-so-great list, Jack takes a deep dive into the history of the Olympics, and I search for the start of outer space.

## Aussie Vaccine Rollout

Reporter: Jack Evans

*INTRO: But first up today. Yeah, you know it, we're going to talk about COVID. A lot of Aussies are in lockdown now and experts say the best way out is through vaccination. So, how are we going in that department? Jack found out.*

Ah winter, that cold, cold time of year where it's ok to be a little lazy and you know, chill out a little. It's just that this is no winter hibernation, this is lock down. Yep, as you probably know quite a lot of us are in lockdown right now. And while, yes, we've gotten pretty use to them. There are plenty of us longing for life to get back to normal. Remember that? For that to happen, the Government says we need everyone to be vaccinated.

SCOTT MORRISON, PRIME MINISTER: Australia gets vaccinated. Australia is able to live differently.

Even the Melbourne Symphony Orchestra is spreading the word.

UPSOT AD: This isn't just about you as an individual soloist. Some people can't get a vaccine, so it's an ensemble effort to make sure they're protected too.

And while the message is clear, we haven't been doing so well with our vaccine rollout. When you compare how other countries have been going, we're right down the bottom, of this list anyway. In the US they have nearly 50 percent of the population vaccinated. While the UK has over 50 percent. It's why, just last week, England celebrated its Freedom Day. The government decided that with so many people fully vaccinated, it was time to ease pretty much all of their COVID restrictions. Although not everyone agrees it's a good idea.

So, what's going on back in Australia? Well, since the official launch of our vaccine campaign back in February, the government has had to make dozens of target changes, revisions and updates. Originally, the plan was to have all Aussie adults vaccinated by the end of October. But like most things COVID that changed. Right now, only about 11 percent of the population are fully vaccinated and experts reckon it could be until September next year before everyone else is.

So, what's going on back in Australia? Well, since the official launch of our vaccine campaign back in February. The government has had to make dozens of target changes, revisions and updates. Originally the plan was to have all Aussie adults vaccinated by the end of October. But like most things COVID that changed. Right now, only about 11 percent of the population are fully vaccinated and experts reckon it could be until September next year before everyone else is.

There's a couple of reasons why the rollout is taking a little longer than expected. For starters, our original vaccine plan relied pretty heavily on AstraZeneca. But early on there were problems with accessing supplies and local manufacturing. Plus, there are some rare cases of side effects, which meant changes to who could

receive the AstraZeneca shot.

SCOTT MORRISON, PRIME MINISTER: I'm certainly sorry that we haven't been able to achieve the marks that we had hoped for at the beginning of this year.

But the Government says things are picking up. More Pfizer vaccines are arriving, and mass vaccination centres have opened to help speed up delivery. The government's also got some other vaccines on the way next year. As for you guys, well at the moment the vaccine's only for over 16s. That's because it's pretty rare for kids to catch severe forms of COVID-19. But that doesn't mean kids can't spread it. Which is why some countries are already vaccinating over 12s and some would like to see Australia do the same thing.

KID 1: If the vaccine was available (for kids) I would go ahead and get it. Not only would it help me and my safety and protect me, but it would also protect the people around me.

KID 2: In my opinion I think they should have the choice to get the vaccine.

KID 3: If I could get the vaccine, I would, I'd be a little bit hesitant at first, but I think it just makes it one less thing to worry about.

Well, now Australia's medical regulator, the Therapeutic Goods Administration, has approved the Pfizer vaccine for use in kids 12 and over. It's not a done deal yet. Australia's advisory group on immunisation, ATAGI, still has to give their thumbs-up before kids can get it. But Australia's health minister, Greg Hunt says that he's confident ATAGI will approve it. So, while there's hope on the horizon, for now at least, we're going to have to settle in to wait out the winter in lockdown.

## Quiz

The word "vaccine" comes from the Latin word for what sort of animal? Pig, cow or mouse? 'Vaccinus' means of or from the cow. That's because the first vaccine, for smallpox, was made by using a similar, less dangerous disease that affects cows.

## UNESCO Great Barrier Reef

Reporter: Amelia Moseley

*INTRO: Now, to another big story involving the Great Barrier Reef. Last week the World Heritage Committee surprised some people and relieved others by deciding not to list it as 'in danger'. Let's find out what that means.*

The Great Barrier Reef. It's easy to see why it's listed as one of the seven natural wonders of the world.

PROF. OVE HOEGH-GULDBERG, CLIMATE SCIENTIST: You can actually see it from outerspace and it's this huge area that's the size of France which is home to the largest continuous reef system in the world.

In fact, this spot is so special that's it's on the United Nations World Heritage List. That means it's one of 1,121 places across 167 countries that the UN says we really need to protect, because they're naturally and culturally, well, pretty great. But recently the United Nations Educational, Scientific and Cultural Organization, or UNESCO, which is in charge of the World Heritage List said it was thinking about adding the Great Barrier Reef to another list.

This time it's one no reef, rainforest, national park or archaeological site wants to be on, to be honest. It's the World Heritage 'in danger' list. There are already 52 sites on that list, like national parks, rainforests,

archeological sites, historic cities and animal reserves. They're all classified as 'in danger' because of things like developments, pollution, natural disasters or neglect, and by putting a site on the list UNESCO's saying it needs help, urgently.

As you might know, the Great Barrier Reef has been struggling for years now with something called coral bleaching. It can happen when water gets too warm. Coral can recover if the temperature drops in time. But scientists say that because of climate change the water's getting warmer and coral bleaching is happening more often than it used to making it harder for coral to get better. It's why, last month, UNESCO recommended putting the reef on the 'in danger' list.

ERNESTO OTTONE RAMÍREZ, UNESCO ASSISTANT DIRECTOR-GENERAL FOR CULTURE: That's not about punishment. It's how we preserve our heritage for future generations.

But the Australian government wasn't happy about that idea. It said the reef is one of the best managed in the world and didn't deserve to be on the list. Australia's Environment Minister flew to Europe to talk to members of the World Heritage Committee to try to change their minds and diplomats were invited on a snorkelling trip to see the reef for themselves and it worked. The World Heritage Committee voted to keep the reef off the 'in danger' list for now. It will vote again next year, after UNESCO representatives visit the reef.

SUSAN LEY, ENVIRONMENT MINISTER: I welcome the showcasing of the wonderful work that our reef managers are doing.

While it is a relief for some, others aren't so pleased. Conservationists say the reef is in danger and more needs to be done to protect it and to fight climate change.

DAVID RITTER, GREENPEACE AUSTRALIA PACIFIC CHIEF EXECUTIVE OFFICER: UNESCO's decision was a terrible missed opportunity to shine a light on the grave danger that our Great Barrier Reef is in, and to begin the fight back for the reef.

But no matter what list it is or isn't on, most people agree this natural wonder is worth seeing, and worth protecting into the future.

## News Quiz

This English city has become only the third place ever to lose its World Heritage status? It's the home of the Beatles and a red-jerseyed football team. Do you know its name? It's Liverpool. It was already on the World Heritage 'in danger' list because of developments which UNESCO says threatened the historic value of its waterfront and now it's made the huge decision to take it off.

H.E. MR TIAN XUEJUN, CHAIRPERSON OF THE WORLD HERITAGE COMMITTEE: The site of Liverpool Maritime Mercantile City is deleted from the World Heritage List.

Unusually heavy rain has caused major flooding in which Asian country? It's China. The city of Zhengzhou in China's Hunan province was badly hit, with some subway commuters filming themselves stuck in waist high water.

According to a new study, what feral animals are releasing 4.9 million tonnes of CO2 around the globe by digging up soil? It's feral pigs. The study says, as well as destroying crops and native vegetation, these oinkers are releasing as much CO2 as 1.1 million cars and 60 percent of that is coming from feral pigs in Australia and New Zealand.

Which Aussie city will be hosting the 2032 Olympic Games? It's Brisbane. While we already knew Brizzy was the front-runner it was confirmed on Friday.

KIDS: It's the best thing ever.

WOMAN: I'm all excited, extremely excited, sweaty, hot, and I've already had a cry a couple of times.

## Olympic Games History

Reporter: Jack Evans

*INTRO: Of course, the Olympics are pretty big news right now, what with Brizzy's big announcement and of course, the games in full swing in Tokyo. So, we thought it was a good time to go back in time and have a look at the history of the games, from Ancient Greece to Tokyo and beyond. Here's Jack.*

HISTORIAN: Where is it, it has to be here somewhere. Ah yes, here it is, The History of the Olympics. Oh, wait a second, it's blank. Oh, no this one says something. "If you are reading this we kinda muffed up and don't really know how the games began, soz about it." What? That can't be right. Oh, it says something else. "Here is what we do know". Oh good, some info. "The Olympics started in a place known as Olympia, hence the name". Yeah well, I mean that's pretty obvious I could have guessed that. "We know it's pretty obvious, hence why we said, hence the name". You know what, I'm getting a lot of sass for something that's a book.

Sassy history books aside, we really don't know all that much about the origin of the Olympic games. Except that they started about 3,000 years ago in Ancient Greece and yes, they took place in a place known as Olympia.

HISTORIAN: Who started them though, well we just don't know. But they seemed to be popular because they were held every 4 years between August and September. During a religious festival honouring Zeus, king of the gods of the mythical Mount Olympus. Which the real Olympia was named after. A fun fact for you.

At first only men of Greek origin were allowed to compete and there was just one event. A 192-metre footrace called the stade. Which is actually the origins for the word stadium. Over the years more events were added. Like a longer race, a longer, longer race, a pentathlon. Boxing and Chariot races were eventually added to the mix, along with something called pankration, a combination of wrestling and boxing.

HISTORIAN: The Olympics drew thousands of spectators. But after more than a thousand years of games this guy, Emperor Theodosius the First, decided "I don't like them all that much let's scrap them" and just like that the Olympics came to an end. Oh, but don't go anywhere, because we're up to book 2, The History of the Modern Olympics.

In 1894, centuries after the Ancient Olympics had been discontinued, a French guy, Pierre de Coubertin, founded the International Olympic Committee or the IOC for short. Anyway, Pierre was a teacher and historian and was really into "building a peaceful and better world by educating young people through sport". Two years later and the IOC organised the very first modern Olympic Games in Athens, Greece. Again, it was only for men, but that changed four years later.

Over time the games grew. Competitors started coming from right across the globe and more sports were added. Oh, and we got a Winter Olympics and a Paralympics. Of course, putting on an Olympics is a big deal, which costs a lot of money and takes a lot of planning, even in years when there's not a global pandemic. And that's led some in recent years to question whether or not it's still worth it. But judging



from the reaction to this news there are still plenty of people who get excited about the Olympics. As for what the future holds, well it's still being written.

HISTORIAN: And in 2032, the Olympics will be held in Brisbane. Which is nice, I think?

## Ask a Reporter

If you have a question about the Olympics you can ask me live on Friday during Ask a Reporter. Just head to our website for all the details.

## Sport

It's been a good few days in the pool for the Aussies in Tokyo. Brendon Smith snagged the first medal on day two, winning bronze in the men's 400 metre individual medley, while Jack McLoughlin took silver in the men's 400 metre freestyle. The first Aussie gold went to the women's 4 by 100 metre freestyle relay team which managed to break a world record at the same time and Ariarne Titmus followed it up on day three with a win in the 400 metres freestyle. Meanwhile the first ever Olympic gold medal for skateboarding went to Japan's Yuto Horigome.

And Aussie golf star Minjee Lee has won her first major championship. The 25-year-old from Perth took out the Evian Championship in France, thanks to an amazing final round performance. She came into the round seven shots off the lead but thanks to some incredible play, came back to win.

MINJEE LEE, PROFESSIONAL GOLFER: I just tried to play the best to my ability, and you know it's really great to win a major. Yep, it's just really amazing.

## Edge of Space

Reporter: Amelia Moseley

*INTRO: Last week Amazon founder Jeff Bezos became the second billionaire this month to blast off for a quick joyride to the edge of space. But where exactly is the edge of space? It's actually something not every scientist agrees on. And some say it'd be good to work it out as space tourism starts to take off. Take a look.*

AMELIA, REPORTER: Auto sequence start. CC 2-1-2 ready to roll. Umm, can I just ask a quick question? Where is space from here exactly? Anyone?

It might sound like a silly question, but it's good to know if you're trying to get, well, up there. Something these two billionaires were also doing recently. Virgin Galactic founder Richard Branson and Blue Origin founder Jeff Bezos. First Branson and five friends went up for a few low gravity minutes.

RICHARD BRANSON, VIRGIN GALACTIC FOUNDER: For the next generation of dreamers if we can do this. Just imagine what you can do.

Followed soon after by Bezos and his mates including the oldest and youngest people ever to go to space.

JEFF BEZOS, BLUE ORIGIN FOUNDER: Best day ever.

Both companies are hoping these are the first of many tourist trips to space. Except there's one big thing these two disagree on, where space actually is. And they're not the only ones.

MIKE NEUFELD, SMITHSONIAN NATIONAL AIR AND SPACE MUSEUM: There's always been an argument about where does the atmosphere stop and where does space begin, because there is no neat line, there is no barrier which you break through.

Scientists divide our atmosphere into different layers, starting with the troposphere where the air's nice and thick and easy to fly through. After that is the stratosphere and then the mesosphere. For decades NASA, the US Air Force and some astrophysicists have considered that the start of space; 80 kays up. In fact, that's when US astronauts get their "wings" a badge awarded on their very first successful space flight. And Branson's Virgin Galactic flight went just over that to 86 kays.

But Blue Origin claims by international standards that wasn't quite space. It reckons you have to go 100 kays up, not 80, to the start of the thermosphere and something called the Karman Line. It's named after this guy, an engineer and physicist who, in 1957, became the first person to try to define the edge of space. Now the Karman Line is recognised by lots of scientists and international organisations, and it's what Bezos' Blue Origin was going by when it sent him 106 kays up.

JEFF BEZOS, BLUE ORIGIN FOUNDER: On how it felt? Oh my god.

AMELIA, REPORTER: Now you might be thinking, why does it even matter where space starts?

MIKE NEUFELD, SMITHSONIAN NATIONAL AIR AND SPACE MUSEUM: Does it matter? Really, only to these companies who are trying now to sell suborbital space tourism. And to title their passengers "astronauts".

BLUE ORIGIN: Copy, Astronaut Bezos.

RICHARD BRANSON, VIRGIN GALACTIC FOUNDER: This remarkable crew of mission specialists and now astronauts.

AMELIA, REPORTER: While those guys technically are astronauts, some have pointed out that there's a big difference between a 15-minute joyride and, you know, what astronauts like me are doing. What does that do?

Like travelling to the ISS 400 kays away or going on a mission to the moon which is about a thousand times further. And of course, the further from Earth you go, the more difficult and more expensive your ride gets. But I guess if you do find yourself with a spare few hundred thousand dollars to spend on space travel in the future, just make sure you're happy with how far you're going.

AMELIA, REPORTER: Come in, mission control? I think I'm in space now. Hello?

## China's Wandering Elephants

Reporter: Natasha Thiele

*INTRO: Now, speaking of things that are lost, you might have heard about a herd of elephants which has been wandering around China's Yunnan province for around a year now. No-one really knows why they left their home or where they're going but a lot of people are following their journey. Including Tash. She's got the story.*

ELEPHANT 1: This way guys, follow me.

ELEPHANT 2: You know we're big news right now?

ELEPHANT 3: Really?

ELEPHANT 4: Wow, I hope I look good.

ELEPHANT 5: Hey, why did the elephant cross the road?

Meet some of China's biggest celebrities. This herd of elephants has been captivating the country and the world, appearing on TV screens and social media feeds as millions follow their unlikely journey. It started more than a year ago when the group of Asian elephants left their jungle home in the Xishuangbanna National Nature Reserve in the south west of Yunnan and headed north. Since then, they've covered more than 500 kays, through farmland and even cities.

And while they've been winning fans, they're also a big problem. Because while they're cute, they're also wild animals, enormous wild animals that have caused more than a million dollars' worth of damage to crops and towns and are putting people at risk.

DR WAYNE BOARDMAN: They can be quite dangerous, particularly if you come in contact into their environment, particularly in the wild.

This is Doctor Wayne Boardman. He's a wildlife vet and he's had some experience with elephants.

DR WAYNE BOARDMAN: They're incredibly intelligent. They have a matriarchal society, which means the female is the head of the family. I love watching them, I've worked with them in captivity. I've worked with them in the wild. They're one of my favourite species.

But like many experts, Dr Boardman is a bit baffled by this elephant journey.

DR WAYNE BOARDMAN: This behaviour is very unusual. I can only think that they are looking for resources, probably food resources, and they've just gone on this incredible trek. They've gone in incredible distances. So, it's really bizarre behaviour.

He says while there are only 300 Asian elephants in the wild in China, their numbers are growing, while their habitat is shrinking because of development. Climate change could also be having an effect on their natural food supplies and sending them looking for something else to eat.

Whatever the reason, Chinese authorities are looking for ways to keep the elephants and people safe. They're using drones to watch their movements from above, thermal cameras to track their movements. Trucks to block their path and tonnes of food to try to lure them away from villages. But so far, they've shown no sign of wanting to turn around.

In fact, two babies have been born since the journey began and one had to be rescued when it was found injured and alone. Another two elephants that strayed from the herd have been taken back to the nature reserve. As for the rest, for now everyone's having to just wait and watch as these gentle giants continue their unexpected journey.

## Closer

Well, that's it for BTN this week, but you can jump online whenever you like to check out more stories and specials and quizzes. You can also keep up to date with BTN Newsbreak every weeknight and if you're 13 or over you can subscribe to our YouTube channel. Stay safe, look after each other and I'll catch you next week. Bye.