



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.

Hawaii Wildfires

1. Where is Lahaina, Hawaii? Find on a map.
2. Describe the weather conditions in Lahaina leading up to the wildfires.
3. What impact have the wildfires had on people, homes, and the environment?
4. How is the US Government helping people affected by the wildfires?
5. How did this story make you feel?

China Internet Restrictions

1. Before watching the BTN story predict what you think it will be about.
2. Why is the Cyberspace Administration of China bringing in new internet restrictions for people under 18?
3. How many hours of internet access will kids between the ages of 8 to 16 be limited to?
4. Parents will be able to opt out of the new internet rules for their kids if they want to. True or false?
5. Do you think it is a good idea to restrict kids' access to the internet? Why or why not?

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

Space Junk

1. Summarise the BTN Space Junk story using your own words.
2. What is space junk?
3. What is a satellite used for?
4. What inventions are being made to clean up space junk?
5. What questions do you have about the BTN story?

EPISODE 22

15th August 2023

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.

Frida Exhibition

1. Who was Frida Kahlo? Give three facts about her.
2. What country is Frida Kahlo from?
3. Complete the following sentence. Frida Kahlo created about 150 paintings, out of which 55 are _____ - _____.
4. Describe Frida Kahlo's art.
5. Do you like Frida's art? Why or why not?

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

Beep and Mort

1. What are people who control puppets called?
2. Name a TV show, other than Beep and Mort, that features puppets.
3. Name a famous puppet.
4. What is the name of the town where Beep and Mort live?
 - a. Mollyvale
 - b. Muppetvale
 - c. Pollyvale
5. What are some different types of puppets? Give 2 examples.



Teacher Resource

China Internet Restrictions

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. Before watching the BTN story predict what you think it will be about.
2. Why is the Cyberspace Administration of China bringing in new internet restrictions for people under 18?
3. How many hours of internet access will kids between the ages of 8 to 16 be limited to?
4. Parents will be able to opt out of the new internet rules for their kids if they want to. True or false?
5. Do you think it is a good idea to restrict kids' access to the internet? Why or why not?

Activity: Class Discussion

Ask students to think about how they spend their time online. Students will take notes about what they do online and how much time they spend online. Ask students to bring this information to a class discussion.

Use one or more of the following questions to get the discussion started...

- When do you use the internet? (e.g., social media, internet browsing, online gaming, emailing). Make a list.
- How much time do you spend using the internet each day? Estimate.
- How would you feel if you had restrictions placed on when and how long you could use the internet?
- Can you think of any benefits to having a rule that limits internet use for kids at nighttime?
- Do you think you have a 'screen addiction'? Why or why not?



EPISODE 22

15th August 2023

KEY LEARNING

Students will investigate and analyse their internet use. Students will examine how excessive internet use can impact on their sleep and wellbeing.

CURRICULUM

Digital Technologies – Years 5 & 6

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

Digital Technologies – Years 7 & 8

Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.

Health & Physical Education – Years 5 & 6

Practise skills to establish and maintain relationships.

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

Health and Physical Education – Year 7-8

Evaluate health information and communicate their own and others' health concerns.

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing.

Activity: Internet Audit

In this activity students will be provided with a hands-on opportunity to understand and reflect on their internet usage habits. The activity will involve students tracking and recording their internet usage activities, recording their data in a spreadsheet, and analysing and reflecting on the data.

Class Discussion

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

- How is the internet important in today's world?
- How do you use the internet? Brainstorm and list various internet-related activities you engage in daily.
- How much time do you think you spend using the internet each day? Estimate.

Internet Audit

Explain to students they will track their internet usage for a set amount of time (for example, 24 hours or a few days). In a spreadsheet, students will record each activity and the time spent on the activity. Students can use the following table and steps to guide them during this activity.

- Track your internet usage activities and the amount of time spent on each activity.
- You can be flexible with the duration of this audit (3-5 days will give you a good average).
- Include totals for your daily internet usage and totals for time spent at school compared to outside of school.
- Plot your results on a bar graph.
- Analyse your results and respond to the following: What does your graph tell you about your internet usage? Were there any patterns in your internet usage? Which activities were the most time-consuming? Compare your internet usage to someone else in the class. What surprised you about the results? What have you learnt from this activity?

Day	Internet activity	Time spent doing this activity at school	Time spent doing this activity at home
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Activity: Persuasive Text

Students will explore the issues raised in the BTN China Internet Restrictions story and develop a persuasive text for or against the following statement: *'Kids under 18 should not be allowed to use the internet between 10 pm and 6 am'*.

Class Discussion

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

- What time do you stop using the internet at night?
- What impact do you think nighttime internet usage has on sleep, mood, and overall well-being?
- What are the benefits of quality sleep?
- What are your thoughts on having a healthy relationship with internet usage and sleep?

Persuasive writing

Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide.

Tips

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

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

Introduction

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

Body

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

Conclusion

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

Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- What did you learn from this activity?

Activity: Class poll

Hold a poll in your class. Students will conduct their own opinion poll on the issue of whether there should be internet restrictions for people under the age of 18. Working in groups, students will need to decide who their sample group will be and how many people will be polled. What method will they use to conduct the poll? (Face to face interviews or written responses). Ask students to graph the opinion poll results and then reflect on the results.



Activity: Topics and Curriculum Areas

Visit BTN's website to explore our [Topics and Curriculum Areas](#). These collections of BTN stories are linked to the Australian Curriculum and cover topics which are useful for project research. Explore BTN's collection which focuses on [Understanding Digital Technologies](#).

After watching any one of the BTN videos ask students to respond to the discussion questions (to find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package).

Understand Digital Technologies

TikTok Ban
Tue 01 Jul 2020 at 9:30am

Kids Talk - Screen Time
We look at the issue of screen time and some advice on ways to manage it.
Tue 02 Nov 2019 at 9:30am

FaceApp and Privacy
FaceApp has caused controversy because of terms and conditions which allow the app to store and sell your photos. Learn more about data collection and how you can protect your privacy online.
Tue 30 Jul 2019 at 9:30am

Instagram Likes
We look at how "likes" on Instagram can affect young people's mental health.
Tue 16 May 2019 at 9:30am

Gambling in Gaming
The Victorian government has launched a program designed to reduce the risk of kids being exposed to gambling through popular video games.
Tue 16 May 2019 at 9:30am

TikTok Trouble
The popular social app TikTok is in big trouble. It's just been hit with a fine for not protecting the privacy of its younger users.
Tue 16 May 2019 at 9:30am

Useful Websites

- [New rules restrict smartphone, internet use for children and teens in China](#) – ABC News
- [Safe Internet Day 2022](#) – BTN



Teacher Resource

Frida Exhibition

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. Who was Frida Kahlo? Give three facts about her.
2. What country is Frida Kahlo from?
3. Complete the following sentence. Frida Kahlo created about 150 paintings, out of which 55 are _____ - _____.
4. Describe Frida Kahlo's art.
5. Do you like Frida's art? Why or why not?

Activity: Class Discussion

Discuss the BTN Frida Exhibition story as a class using the following questions to guide discussion:

- Before watching the BTN story, had you heard of Frida Kahlo? What did you know about her?
- What words would you use to describe her art?
- What are the subjects of her art?
- What techniques did she use to create her art?



EPISODE 22

15th August 2023

KEY LEARNING

Students will learn more about the artist Frida Kahlo and respond to her artwork. Students will create a Frida Kahlo inspired artwork.

CURRICULUM

Visual Arts – Years 3 and 4

Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts.

Share and/or display artworks and/or visual arts practice in informal settings.

Visual Arts – Years 5 and 6

Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts.

Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning.

Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings.

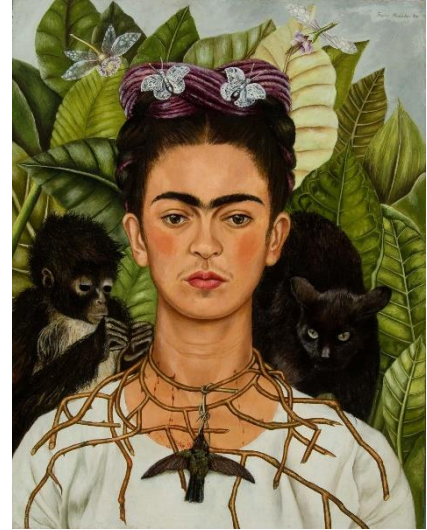
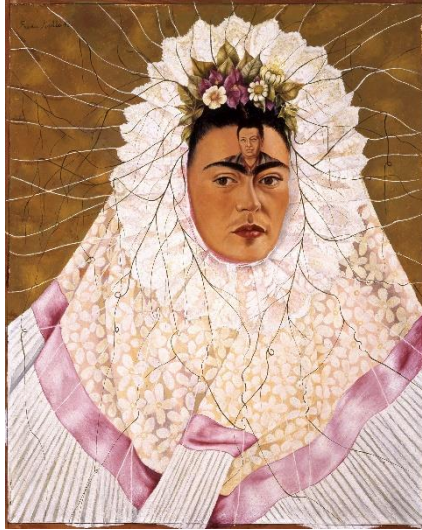
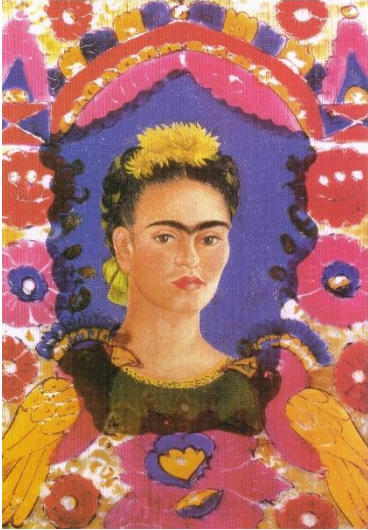
Visual Arts – Years 7 & 8

Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork.

Practise techniques and processes to enhance representation of ideas in their artmaking.

Activity: Responding to Artwork

Students will select an example of Frida Kahlo's artwork that inspires them (alternatively, they can choose one of the artworks below). Students will analyse and reflect on the artwork they have chosen and then respond to the questions below.



Questions to help guide students' exploration:

- What is the title, artist, and date?
- Record as much information as you can about the artwork in 15 minutes. Record everything you see. The longer you look the more you will see. Consider looking at it from different angles, up close and far away.
- What shapes do you see? Do you notice any objects in the art work? What do these objects symbolise?
- What do you think the artist is trying to say through the artwork? What does it mean?
- What materials were used to make it? What techniques does the artist use?
- What themes are present in the artwork?
- What do you know about the artist?
- If there are people in the art work, what can you tell about their personality? What are they doing? Describe their facial expression and pose.
- What is the mood of the art work?
- Complete this sentence. Something that really caught my eye was....
- What do you like about this art work? Why did you choose it?
- How does the art work make you feel?
- What questions do you have about the artwork?

Further Challenge

- Create an artwork of your own which is inspired by the style of the artwork you have studied.
- Create a profile on the artist.

Activity: Exquisite Corpse

One of Frida Kahlo's favourite games was Exquisite Corpse. Exquisite Corpse is the most famous of all the surrealist games and was invented by Andre Breton and the surrealists in the 1920s. The surrealists were a group of artists and poets who loved breaking the rules of art and finding new ways to look at the world.

Exquisite Corpse is a method by which a collection of images or words is collectively assembled. Participants play by taking it in turns drawing sections of a body on a sheet of paper. Each participant adds to a composition in sequence, either by following a rule, or by being allowed to see only the end of what the previous person contributed. The process of making an Exquisite Corpse encourages creativity and experimentation and often results in a strange and/or comical representation of the body.

Exquisite (adjective)
Early 15c., "carefully selected," from Latin *exquisitus* "choice," literally "carefully sought out"

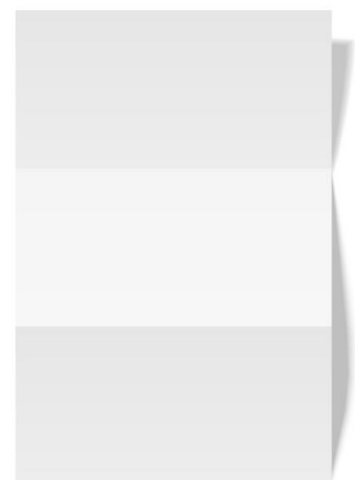
Corpse (noun)
Late 13th century "body", from Old French *cors* "body; person; corpse; life."

Drawing your Exquisite Corpse

Students will work in groups of three to create their Exquisite Corpse drawing, using the following steps. Before starting this activity establish procedures and expectations for collaborative work. Remind students that to be effective collaborators they need to be respectful and listen to each other.

Instructions

1. Fold an A4 piece of paper into three equal parts, keeping the piece of paper in portrait mode.
2. The first person begins the drawing in the top third of the piece of paper. Using a black felt tip pen, draw the head and neck of any creature – real or imagined. Extend the lines of your creature's neck over the edge of the fold so that the next person will know how to connect their image to yours.
3. Fold the paper to make sure the next person can't see what has been drawn and pass it on to the next person.
4. The second person draws a body – any kind of body – in the middle section of the piece of paper. Extend the lines of the creature's body over the edge of the fold so that the next person will know how to connect their image to yours. Remember to fold the paper so the next person can't see what has been drawn and pass it on to the next person.
5. The third person draws the legs.
6. Unfold your drawing together and discover your Exquisite Corpse.
7. Repeat this process 3 times, so there are the same number of drawings as students in the class.
8. Each student will take one of the drawings and decorate with coloured pencils.



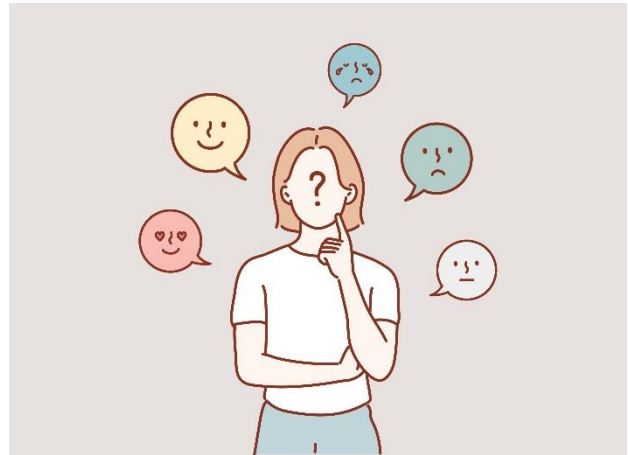
Tips – Use a black felt tip pen when drawing each part of the creature. Include clothes on your creature!

Activity: Create a Self-Portrait

Who am I? Students will reflect on this question and explore their own identity through discussion, writing and art. Students will brainstorm and record how they see themselves, responding to the following reflective questions. Students will then take the information they have learnt about themselves and create a self-portrait.

Reflection

- Who are you?
- What words best describe you?
- What are you really passionate about?
- What are your most important values?
- What do you think is unique and special about you?
- What are your strengths?
- What are your challenges?
- How are you similar/different to other people?
How do you feel about your differences?
- When do you feel most like yourself?
- How do you want people to see you?
- Why is it so important to be yourself?



Create

Students will create a self-portrait which represents how they see themselves. Looking at a mirror, students will experiment with poses, costumes and props and produce a self-portrait. Initially students can do some quick sketches of different features and then use these sketches to help create a final more detailed self-portrait. Students will write an artist's statement to go with their self-portrait.

Below are some guidelines for students as they create their self-portrait:

- Use colours that you feel reflect your mood or feelings.
- What style will you use to create your self-portrait? How will it help portray your identity?
- Where are you going to sit? Think about the background of your self-portrait. Is it real or imaginary?

Exhibition

Curate a class exhibition of your students' self-portraits and choose a title for the exhibition. Invite students from other classes at your school to attend your exhibition. Consider holding your exhibition at your local library or local council.

Activity: Choose a project

Students choose one of the following projects to work on and then present their work to a partner, small group or the class.

Surrealism

How can you identify surrealism? Investigate the features of surrealist art. Reflect on your favourite example of surrealist artwork. Give reasons why you like it.

Biography

Investigate the life and work of Frida Kahlo. Create a timeline of important events in Frida's life. Present your findings in an interesting way.

5 W's

Choose one key event in Frida Kahlo's life. Write a summary on the key event which answers the 5 W's – Who, What, Where, When and Why?

True or False?

Create a true or false quiz about Frida Kahlo and test your classmates. Alternatively, create a word find or crossword.

Useful Websites

- [Frida & Diego: Love & Revolution](#) – Art Gallery SA
- [Frida Kahlo: The woman behind the legend](#) – TEDEd
- [Frida Kahlo Museum](#)
- [Frida Kahlo](#) – MoMA



Teacher Resource

BTN Transcript: Episode 22 – 15/8/2023

Hey. I'm Amelia and you're watching BTN. Thanks for hanging out with us again, let's see what's coming up on today's show. China's night-time internet ban, should we be worried about falling space junk? And I find out more about one of the most famous artists of the 20th century.

Hawaii Wildfires

Reporter: Michelle Wakim

INTRO: We'll get to all that soon, but first up to Hawaii. For the past week it's been battling some devastating wildfires. They've destroyed homes and historic buildings on the island of Maui. And are now the deadliest the US has experienced in more than a century. Here's Michelle.

This is all that's left in some areas of Maui, an island in Hawaii.

RESIDENT: It's surreal. I don't even know how to explain it.

RESIDENT: We've lost everything but thank God, we still have each other.

RESIDENT: You realise it was just taking over you in minutes. It's the uncertainty of not knowing if you have a home, not knowing if you people are ok.

RESIDENT: Ooo, Look at the fire.

The historic town of Lahaina usually draws tourists from around the world to the island of Maui, but since Tuesday last week, people were escaping in any way they could. Like much of the Northern Hemisphere, the weather in Hawaii has been hot and dry, and strong winds fanned blazes that broke into wildfires.

RESIDENT: We just had the worst disaster I've ever seen. It's like an apocalypse

At least 93 people have died, many more are injured, some have lost their homes and businesses and are staying in emergency shelters. But there's already a massive recovery effort underway.

JOE BIDEN, US PRESIDENT: I've ordered all available federal assets on the island, including the US Coast Guard, the Navy Third Fleet and the US Army to assist Local Emergency Response Crews along with the Hawaiian National Guard. Our prayers are with the people of Hawaii.

The US government has sent resources and a team to help, but this is America's deadliest wildfire in a century and now there are warnings that the death toll will keep on rising.

JOSH GREEN, GOVERNOR OF HAWAII: I think we are going to see significantly higher numbers as our professionals do their job.

While this all unfolds, many organisations in the US and around the world are doing their best to provide support for the people of Maui.

MARSHA SHARP, MAUI FOOD BANK: I've never seen anything like this on Maui. Sorry just getting

emotional. Just the community pulling together has been amazing. Like I said, this is a long game. So, right now we're inundated with food and that's the most amazing thing, but the best thing people can do for us is to donate money so when in three months, and six months, and a year, we're still trying to feed people, we can do that.

SYLVIA LUKE, LIEUTENANT GOVERNOR OF HAWAII: It's the community and it's our families it's our people, it's our Ohana that help each other, and this is the time we need help.

Upsetting News

Now if you're feeling worried or upset about that story, or anything you've seen in the news, make sure you talk to someone about it. Kids Helpline is always there, and you can visit our website for more tips about how to deal with upsetting news.

News Quiz

Tens of thousands of teenagers from more than 100 countries have been evacuated from the World Scout Jamboree in South Korea. Do you know why they were evacuated? Is it because of overcrowding, weather, or an earthquake? It's was weather. The jamboree was in the path of a big typhoon. All the scouts, including more than 900 Aussies got out safely.

SCOUT: There was definitely a sense of fear. You know, hearing a typhoon's hitting the area, a little bit of disappointment that we've had to leave, but our experience isn't over yet.

Which of these caravan park play things has been disappearing across the country? Is it flying foxes, jumping pillows or bicycles? It's jumping pillows. Lots of insurance companies are now refusing to cover them because they're worried about kids getting injured.

The MTV Video Music Awards made history this year with its list of nominees for Artist of the Year – do you know why? All the nominees are women. They include Beyonce, Doja Cat, Karol G, Nicki Minaj, Shakira and Taylor Swift. But we'll have to wait until September 12th to find out who wins.

China Internet Restrictions

Reporter: Nat Kelly

INTRO: Now to China where the government is putting a stop to kids using the internet late at night. Yup, anyone under the age of 18 will soon be cut off from connecting on their devices between these hours. Nat finds out why.

KID 1: Alright, It's almost time.

KID 2: Just a minute, my match is almost over.

KID 1: Just pause it.

KID 2: It's not a game I can pause, there's other real people playing right now.

KID 1: Katie. Device in the basket now.

KID 1: It's done.

KID 2: No more internet?

KID 1: No more internet.

NAT KELLY, REPORTER: Could you imagine a world where the internet was turned off at nighttime? Well, that could become a reality for kids in China as early as September. The Cyberspace Administration of China doesn't want people under 18 to use the internet between 10 pm and 6 am. Probably the times you should be asleep anyway. They say it's all to fight internet addiction and help kids form a healthier relationship with the internet.

KID 2: I'm not addicted.

There have been studies, including some in Australia, that show too much internet time for young people can affect your sleep, how you do at school, make you feel more sad and lonely, less likely to eat or exercise properly, and miss out on all the other stuff that's important, like spending time with friends and family. China thinks it's enough of a problem that it needs to do something about it.

Here's how the internet ban will work. Depending on your age, you'll be given a certain amount of screen time per day. Kids aged between 8 and 16 will be given 1 hour of internet access a day. Whereas teenagers 16 to 18 will be given 2 hours.

China wants tech companies to be the ones making sure rules are followed, but the idea of having to kick kids off their platforms has already sent the value of some of those companies tumbling. But there is a legit way out. China wants parents to be able to opt out of these rules for their kids if they want to.

KID 1: Mum, I need to ask you for a really big favour.

This isn't the first time China's done something like this. Back in 2021, it brought in a curfew for playing video games, basically banning them on school days and only allowing one hour of gaming per kid per day on the weekend. And China's TikTok equivalent Douyin already stops teenagers from using the app for more than 40 minutes a day.

There's another argument to this. Most of us rely on the internet for entertainment, for study, for chatting to friends and family, for all kinds of things, and studies show there are benefits. So, is it a good idea to restrict kids access to the internet? I decided to ask some kids what they think.

XAVIER: Yeah, I think it is a good idea. And some people get very reliant on their internet and people might be cyberbullying them, and they might be stay up all night worrying about that.

AARAV: yes, I feel like certain kids do get addicted to the internet really easily. Once they find something that they really like, then they might really want to like, say if it's a game, then they really want to like get max level in that game.

GEORGIA: I'm not sure if you should, if we should get a rule like that in Australia, because some people will probably just want to keep on going on the internet. But I think it might be a good idea?

DANIEL: Well, it would definitely mean they got a good night's sleep, which would help them in the in like school the next day.

Space Junk

Reporter: Thomas Midena

INTRO: People in Melbourne spotted something pretty incredible recently, a piece of burning space junk, lighting up the night sky. It's not the first time something like this has happened and with space getting busier all the time, it definitely won't be the last. Thomas looked into it.

THOMAS: Thanks Amelia.

Well, things are warming up across Queensland today, top of 27 for you there. Heading a little further down south to New South Wales where it's mostly fine across the state – top of 22. And little further south, in Victoria, Victorians can expect a mysterious streak of light across the sky followed by a trail of flames.

PHONE VIDEO: What is that?

PHONE VIDEO: Wowee.

PHONE VIDEO: That's so pretty.

This comet-like spectacle was apparently caused by falling space junk, which plummeted into the atmosphere over Victoria last week.

PROFESSOR ALAN DUFFY, ASTRONOMER: This was very likely the upper stage of a Russian rocket that has successfully launched... its version of the GPS, the GLONASS satellite system, and was tumbling back to Earth.

This is another in a long history of space junk visiting Australia. Unannounced. Last month, a strange rusty cylinder washed up on a beach in Western Australia. It was eventually identified as a piece of an Indian rocket.

KEEGAN BUZZA, AUSTRALIAN SPACE AGENCY: So space junk is essentially anything that's been made by a human that's in orbit that's no longer of use.

That includes bits and pieces of all manner of old and broken space equipment.

THOMAS: But still we continue to launch more stuff into space than ever before. Like satellites, which we've come to rely on for things like maps and navigation, phone calls and the internet - not now - and to track bushfires and make weather forecasts.

More satellite data just coming in now.

There are around 9000 satellites in orbit today, which is estimated to grow to more than 60,000 by 2030.

THOMAS: It's a case of what goes up, must come down. Unless it doesn't.

DR ALICE GORMAN, SPACE ARCHAEOLOGIST: The space junk that's in Earth orbit has only one way of leaving orbit, and that is to fall into Earth's atmosphere.

Which is what we saw over Melbourne last week. When things fall from space, they move so fast that they burn up in the atmosphere. Only some objects survive that process and make it to the ground, usually landing in the ocean or sometimes, on a farm in New South Wales. It's actually the things that stay in Earth's orbit that cause the most problems.

DR ALICE GORMAN: Everything that's in Earth orbit is speeding around at an average velocity of 7 kilometres a second, so you do not want to be hit by something at those speeds. A whole functioning satellite can catastrophically explode, and millions or billions of dollars are suddenly down the drain.

It's estimated that there are currently 100 Trillion untracked pieces barrelling around the Earth.

PROFESSOR ALAN DUFFY: Very quickly you can find yourself essentially ruling out any safe use of space, which would be a tremendous loss.

But scientists around the world are working on solutions to the problem.

PROFESSOR ALAN DUFFY: We really need to have companies and space agencies the world over provide those kind of either controllable re-entries or re-usable like we see with SpaceX, where they actually land the majority of the rocket back to refuel and, essentially, reuse in a much more sustainable fashion.

We're also starting to see inventions that aim to clean up this space mess. Some of these use nets, harpoons or even lasers to control the movement of potentially dangerous debris.

THOMAS: But the thing about these objects falling from the sky, is that there's no weather forecast for them. Oh.

A lot of the time, we don't actually know what they are or where they're going, until they've already come and gone.

PROFESSOR ALAN DUFFY: We really do need to have improved tracking globally to make sure that this space junk can be predicted exactly when and where it ultimately does land.

But until then, our space junk forecast is pretty basic.

THOMAS: Various chunks of space scrap will be burning up in the atmosphere over our heads all over Australia every day forever. Back to you in the studio.

Frida Exhibition

Reporter: Amelia Moseley

INTRO: Now, You might have seen this face before. It's Mexican artist Frida Kahlo one of the most famous painters in the world. And even though she died a long time ago she's still inspiring a lot of people today. I went along to an exhibition at the Art Gallery of South Australia to find out more about her and what some young art enthusiasts think too.

AMELIA, REPORTER: Frida Kahlo. She's one of the most famous artists of the 20th century. But she's not just known for her colourful paintings, but also her interesting life story and her iconic style. So, let's head in and find out more about her.

AMELIA: So, Tansy can you tell me a little bit about Frida Kahlo?

TANSY CURTIN, CURATOR: Well, Frida Kahlo is Mexico's most famous artist. She was an incredible woman who really challenged I guess, everyday life in Mexico in the 1930s and 40s. And of course, she also challenges ideas of beauty and aesthetics. She was a woman that struggled in her life, she actually was in a terrible accident when she was 18. And she was in a bus and it was hit by a tram. And her spine was broken. And as a result of that, she had many, many operations throughout her life. So, she was in a lot of pain, and suffered from quite a significant disability. She only painted about 150 works in her life, but 55 of them were self-portraits. So, she really turned her gaze back on herself and painted these amazing images.

Frida was part of the Modernism art movement, which rejected the conservative values of the past and embraced new techniques and styles. Like swapping realistic depictions of people and objects for more

abstract stuff.

But for Frida it wasn't just about Modernism. It was about Mexican Modernism, which began in the early 1920s, not long after the Mexican Revolution which transformed her country's government and culture.

TANSY CURTIN, CURATOR: And Frida Kahlo embraces that and in all aspects of her life, not just her painting, but she begins to wear traditional Mexican clothing of the Tijuana women of Wahaca region of Mexico, and she wears that every day of her life. So, she really uses her body and her clothes as an incredible political statement.

AMELIA: So how did Frida Kahlo become so, so famous?

TANSY CURTIN, CURATOR: Really, her star begins to shine after her death. She died in 1954. She was quite young; she was only in her late 40s. But then, really with the 1970s with the rise of the feminist movement, her work became more kind of embraced by the world.

KID: The two most recognizable things about Frida Kahlo is the intense stare that she has in her photos because it shows a lot of her strength and dedication and also her signature connected eyebrows.

AMELIA: Well, I have to ask, Tansy. The famous eyebrows, can you tell me about that? It's iconic.

TANSY CURTIN, CURATOR: Yeah, it's a really interesting thing, because it is something that we know so well when we think about the image of Frida Kahlo. We know the eyebrows; we know her little bit of facial hair on her upper lip. And if you look at photographs of Frida Kahlo, you don't kind of notice that as much. So, Frida Kahlo was taking that power through her own image, and reclaiming her wonderful, long indigenous heritage. And accentuating that - she makes her skin tone a little darker, she exaggerates her eyebrows, and she challenges us with ideas of what beauty really is. And of course, notions of Western beauty.

AMELIA: So, why is Frida still so relevant today as an artist?

TANSY CURTIN, CURATOR: She's a woman that died a long time ago, but her work does still talk to each new generation. She was very ahead of her time. She was an incredible woman who didn't really stick with the social mores of the time. She was bold, she was courageous.

KID: I think the reason Frida Kahlo is still so big in today's world is because of how she doesn't conform to the social norms. And rather than actually go with the norms, she fights against it and emphasizes the things that would appear as not part of the beauty standard.

KID: It's a really like life lesson when you look at her artwork and I think it's famous because there's still a lot to learn especially for the future generations and feminism.

Sport

Whether you were watching from home, out of home or on your flight home there's no doubt Saturday night was the night to be a Matildas fan. Because for the very first time, the Aussies have made it through to the World Cup Semi Final.

KID: Go Matildas.

4.17 million people tuned in across the country to watch it unfold making it the biggest TV event since Cathy Freeman's 400 metre gold run at the Sydney 2000 Olympics. And they weren't disappointed. After a tense first half with some near misses came a nerve-wracking second half with, well, some more near misses. Then, after an edge-of-your-seat extra time, the score was still nil-all and it all came down to one of

the most epic, cold-sweat-inducing penalty shoot-outs ever. After a record-breaking 19 shots Cortnee Vine finally brought it to an end.

COMMENTATOR: She sends Australia through. Hold your breath!

As if it needs saying, fans were pretty happy

KID: So happy.

With one lucky young fan even getting a pretty special gift from Australia's golden girl.

And there was no shortage of that support when the Matildas' arrived in Sydney with the Prime Minister even suggesting that if they do win the cup a public holiday could be on the cards. But of course, first the Matildas will have to take on England. Can they do it?

KIDS: Yes.

KID: We'll win the World Cup.

Beep and Mort

Reporter: Michelle Wakim

INTRO: Finally, today, let's head over to the set of ABC kids show Beep and Mort to learn about the art of puppetry. And as Michelle finds out there's a lot more to it than meets the eye.

If you've ever flicked through ABC Kids, you might have come across this. Yep, Beep and Mort live a very calm, slow-paced existence in Mollyvale. But how does a show like this come to life?

CAMERA OPERATOR: Roll camera. Here we go.

Well, to find out, I visited the Windmill Pictures team at the South Australian Film Corporation, where 'Beep and Mort' is created.

JACOB WILLIAMS, PUPPETRY DIRECTOR: Puppets can do things that humans can't and they're intrinsically funnier than humans and they can do just absolutely absurd things. Just working with puppets in television on this scale in Australia, has not been happening for a long time, so it's pretty exciting.

This is Jacob, the Puppetry Director for 'Beep and Mort'.

JACOB WILLIAMS, PUPPETRY DIRECTOR: Well, like a director tells actors what to do, I figure out how the puppets will move, the choreography and sort of help the puppeteers do some of the harder things, like when puppets pick up things, it's not as easy as a human, so there's a lot of problem solving that we have to do on set.

He's worked with puppets for 25 years now and grew up loving them.

KERMIT THE FROG: We are The Muppets.

MUPPETS QUARTET: Hello, Hello Hello Me-Meeeee

JACOB WILLIAMS, PUPPETRY DIRECTOR: Well, I grew up with the Muppets. I particularly loved Grover, and Super Grover, and I worked in New York for a year, several years ago and got to visit Sesame Street.

PUPPETS SINGING: Can you tell me how to get, how to get to Sesame Street?

JACOB WILLIAMS, PUPPETRY DIRECTOR: The day I visited, they were filming Super Grover, flying on blue screen, so that was a bit of a career highlight to see Super Grover in action. And, you know, it's really simple things, again. His cape was connected with two strings, and a puppeteer was just flapping the cape to create the wind.

But those simple things can make a big difference.

JACOB WILLIAMS, PUPPETRY DIRECTOR: You've always got to remember that the puppet is organic, and it's breathing. And then it's actively listening. So, it's never dead. So, it's very easy for a puppet to look like a rag doll very quickly. If I had Kermit the Frog, for example, on my hand, and I would just, that's pretty much all my hand is doing subtly like that, and you're connecting your breath with your own breath.

MICHELLE: So, you may not what to pick favourites, but do you have a favourite puppet on 'Beep and Mort?'

JACOB WILLIAMS, PUPPETRY DIRECTOR: Oh, that is a tough one. I kind of like Ruben. He's, he's one of the more unusual looking puppets. Of course, you can't go past Beep as well.

Speaking of...

MICHELLE: Hi Beep.

BEEP: Hello.

MICHELLE: What's it like here in Mollyvale?

BEEP: I love it. I arrived here in Mollyvale to discover new things, and I found good friends and found my new home.

It might look like an easy-going chat, but this puppet thing is hard. It took us a few takes to get right.

OUTTAKE: What's it like here in Mollyvale? Whoops, sorry.

OUTTAKE: Hi Beep, oh sorry I was not ready. There's so many things.

OUTTAKE: Oh, that was me. I should have said something.

OUTTAKE: Hi Beep. Wait.

MICHELLE: What's the hardest part of puppetry?

JACOB WILLIAMS, PUPPETRY DIRECTOR: Often, you'll get a head in shot, so the puppeteers have got to duck their heads, or there's a rod in shot so.... You know, there's all different styles, there's like sock puppets or glove puppets, so moved by the hand with some mechanisms inside the head. And then there's a lot of stick puppets where the puppet sits on top of the stick coming out and there's lots of mechanisms and controls underneath the puppet. It's quite a physical job. You can find yourself in sort of all sorts of weird, wonderful kind of positions as a puppeteer. So, it really helps if the designers and the puppet makers are thinking about the weight of the puppet.

MICHELLE: Oh, my goodness it's so light.

The puppets and props for Beep and Mort are all made out of materials like foam.
So small!

Which allow actors to spend all day on set, without getting too tired. So, how do you get started in the world of puppetry?

JACOB WILLIAMS, PUPPETRY DIRECTOR: There is a lot of puppetry around if you look for it. And there's a lot of things online, there's lots of communities that you can connect with. But, also, just, if you want to make a puppet just make a puppet and give it a go and you'll never see... you'll wonder where it takes you.

MICHELLE: Well, you're pretty busy, I should let you get back to it.

BEEP: Thank you for coming to visit us in Mollyvale BTN.

Closer

Well, that's it, thanks for watching and I'll see you next week. Bye!