



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.

Myanmar Coup

1. Briefly summarise the BTN story.
2. What is a coup?
3. Where is Myanmar? Find on a map.
4. What did the British call Myanmar when it was under their rule?
5. How long did the military rule Myanmar when it first took over in 1962?
6. Who is Aung San Suu Kyi?
7. What prize was Aung San Suu Kyi awarded?
8. Who are the Rohingya people?
9. The military has blocked people in Myanmar from using the internet. True or false?
10. How have leaders around the world reacted to the coup in Myanmar?

Bushfire Survival Plan

1. Discuss the BTN story as a class. Record the main points of your discussion.
2. How many houses were destroyed in the recent WA bushfires?
3. Where do Amy and Tom live? Find on a map.
4. Complete the following sentence. The first part of a bushfire survival plan is figuring out if you are at _____.
5. What areas are prone to bushfires?
6. How do Amy and Tom prepare for bushfire season around their home?
7. What do Amy and Tom do on a high-risk bushfire day?
8. How do they look after their animals on a high-risk bushfire day?
9. What is in their emergency kit?
10. What questions do you have about the story?

Ocean Noise Pollution

1. Before watching the BTN story predict what you think it will be about.
2. What type of noise do humans make in the ocean? Give 2 examples.
3. Sounds travels faster in water than in air. True or false?

EPISODE 3

16th February 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.

4. How do shrimp use sound to survive?
5. What is echolocation?
6. What marine animals use echolocation? Give one example.
7. How does underwater noise pollution impact on whales?
8. What is a solution to underwater noise pollution?
9. What was the main point of the BTN story?
10. What was surprising about this story?

Check out the [Ocean Noise Pollution](#) resource on the Teachers page.

Mouse Plague

1. Discuss the BTN story with another student. Record the main points of your discussion.
2. Where in Australia is there currently a mouse plague? Name the 3 states.
3. How are the mice affecting farmer's crops?
4. Complete the following sentence. Mice originally came from _____ on the boats during colonisation.
5. What caused the recent mouse plague?
6. Mice breed very slowly. True or false?
7. How many pups can a female mouse have in one year?
 - a. 5
 - b. 50
 - c. 500
8. When was the worst mouse plague in Australia?
9. What are the pros and cons of using poison to eradicate mice?
10. What is another possible solution to the problem?

Check out the [Mouse Plague](#) resource on the Teachers page.

Young Cemetery Volunteer

1. Why did TJ start cleaning graves at her local cemetery?
2. How old was TJ when she started cleaning graves?
3. Why does TJ like cleaning graves?
4. How many times has she cleaned the whole cemetery?
5. Why does TJ want more people to do community service?
6. What award did TJ win?
7. Who nominated TJ for the award?
8. What are TJ's goals for the future?
9. What job does TJ want to do when she gets older?
10. How did this story make you feel?



Teacher Resource

Ocean Noise Pollution

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. What type of noise do humans make in the ocean? Give 2 examples.
3. Sounds travels faster in water than in air. True or false?
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7. How does underwater noise pollution impact on whales?
8. What is a solution to underwater noise pollution?
9. What was the main point of the BTN story?
10. What was surprising about this story?

Activity: Class Discussion

Before watching the BTN Ocean Noise Pollution story hold a class discussion, using the following discussion starters. Brainstorm ideas in small groups and then students will report their group's responses to the class.

- Do you think the Earth's oceans are silent? Why or why not?
- What do you think causes ocean noise pollution?
- What impact do you think ocean noise pollution has on marine animals?
- How do you think increased noise levels would impact you in your environment (for example at school or home)?

After watching the BTN 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?



EPISODE 3

16th February 2021

KEY LEARNING

Students will investigate the impact of ocean noise pollution on marine animals.

Students will explore why sound is important to marine animals.

CURRICULUM

Science – Year 4

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

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

Science – Year 5

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

Science – Year 5 & 6

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.

Science – Year 7

Classification helps organise the diverse group of organisms.

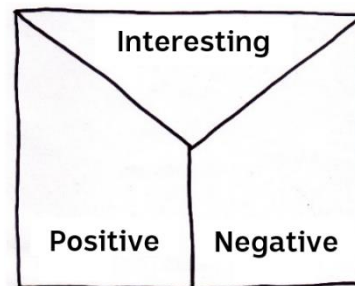
Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

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

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Ocean Noise Pollution 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



Activity: Glossary

Students will brainstorm a list of keywords that relate to the BTN Ocean Noise Pollution story. 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.

OCEANOGRAPHER	MARINE LIFE	FOOD WEB
PREY	MARINE ECOSYSTEMS	OCEAN NOISE POLLUTION

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.

ECHOLOCATION	BIOACOUSTICS	ACOUSTIC TRAUMA
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Activity: Inquiry based-learning

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

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

Questions for inquiry

Students will develop their own question/s for inquiry about ocean noise pollution. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- What is ocean noise pollution? Include as many of the following terms in your explanation: ecosystem, habitat, biodiversity, noise pollution, echolocation.
- What is the difference between ocean noise pollution and other types of pollution? Compare and contrast. Find a simple definition for each and then explain to a classmate.
- Why is sound important to marine animals?
- How do marine animals use sound to navigate?
- Who do you think should be responsible for looking after the health of marine animals affected by ocean noise pollution? Explain.
- What are some solutions to underwater noise pollution? Make some recommendations.
- What marine animals use sound to survive? Make a list of marine animals that use sound to survive and then choose one to explore in more detail. Create a 3D model of the animal and display in the classroom. Think of a way to include a sound file to illustrate the sound that the animal makes.
- What is the difference between whales and dolphins? Explore the taxonomy of the animals and categorise the information you find using the classification system. Compare the sounds they make.
- How does sound travel through water? In your explanation use words like low frequency, high frequency and speed of sound.

Activity: Species profile

Students will choose one marine animal that relies on sound for its survival and create a profile about the animal. Below are some examples of marine animals that use sound.

- Oyster toadfish
- Barred grunt
- Smooth claw snapping shrimp
- Baleen whales
- Dolphin
- Clownfish
- Seals

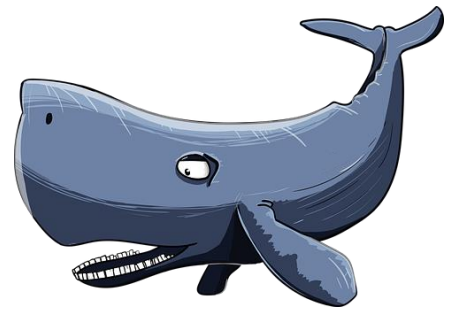
Students will research the following and then share their research findings with the class or create a display in the classroom.

- Biological illustration or photo
- Name (common and scientific name)
- Classification (class, family, genus)
- Description
- Describe the sounds they make. Why do they make these sounds? What frequency are the sounds?
- Habitat
- Conservation status
- Threats

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

- **Model** – Create a 3D model of the marine animal using recycled materials. Display your model in the classroom. Find a sound recording online to illustrate the sounds that the animal makes.
- **Campaign** – Design a public education campaign to raise awareness about a marine animal affected by underwater noise pollution. 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 Ocean Noise Pollution story.
- **Children’s book or comic** – Write and illustrate either a children’s book or comic which tells the story of a marine animal affected by underwater noise pollution.
- **Reporter for a day** – Investigate the issues highlighted in the BTN Ocean Noise Pollution story. Write a newspaper article or online news report for kids explaining how underwater noise pollution affects marine animals.



Activity: Why do whales sing?

Whale songs are one of the most sophisticated communication systems in the animal kingdom. Watch this TedEd video [Why do whales sing?](#) and answer the following questions.

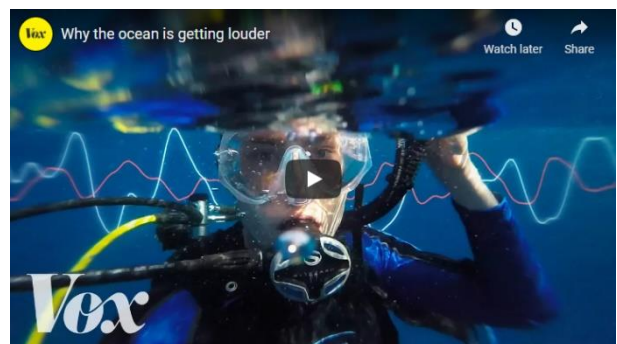
- Which species of whale are known to sing?
- How long can whales sing for?
- Why do they sing?
- What impact can noise pollution have on whales?
- Write down three interesting facts you learnt watching the video.



Activity: Why the ocean is getting louder

We often think of the ocean as a totally silent place, muffled under the water’s surface and full of animals that don’t make a lot of noise. But that’s not really the case. Watch this TedEd video [Why the ocean is getting louder](#) and answer the following questions.

- Why does sound travel farther and faster in water than air?
- Why is the sound of boats and ships a problem for marine animals that use sound?
- What is seismic surveying?
- How have underwater noise levels changed since the 1950s?
- How did this video make you feel?



Useful Websites

- [Noise pollution is penetrating further into our oceans, endangering marine animals](#) – ABC Science
- [Whales, Dolphins and Sound](#) – Department of Agriculture, Water and Environment
- [Audio Gallery Marine Mammals](#) – University of Rhode Island
- [Underwater Research](#) – BTN
- [Deep Sea Exploration](#) – BTN
- [Investigating Sound and Hearing](#) – Victoria State Government



Teacher Resource

Mouse Plague

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

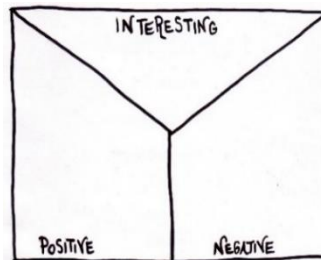
1. Discuss the BTN story with another student. Record the main points of your discussion.
2. Where in Australia is there currently a mouse plague? Name the 3 states.
3. How are the mice affecting farmer's crops?
4. Complete the following sentence. Mice originally came from _____ on the boats during colonisation.
5. What caused the recent mouse plague?
6. Mice breed very slowly. True or false?
7. How many pups can a female mouse have in one year?
8. When was the worst mouse plague in Australia?
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Activity: Note Taking

Students will practise their notetaking while watching the BTN Mouse Plague 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



Activity: Class Discussion

Discuss the information in the BTN Mouse Plague story. What questions do they have about the story? Use the following questions to guide discussion:

- When were mice introduced to Australia and where did they come from?
- How did they come here?
- What impact do mice have on agriculture, the environment and people?
- What conditions cause mice to breed in large numbers?
- What other introduced animal species are there in Australia? Make a list.
- What impact do introduced species have on ecosystems?



EPISODE 3

16th February 2021

KEY LEARNING

Students will learn more about mice and the impact they have on agriculture and the environment. They will investigate other introduced species and methods used to manage or eradicate them.

CURRICULUM

Science – Years 5 & 6

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

Science – Year 5

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

Science – Year 6

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

Science – Year 7

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

Activity: Glossary

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

INTRODUCED SPECIES	PEST	INVASIVE
PLAGUE	ERADICATE	RODENT

Activity: Introduced Species Research

After watching and discussing the BTN Mouse Plague 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>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, collecting and recording information from a wide variety of sources.

- Students will investigate different pest threats to farming and agriculture. Apart from mice, what other animals are a threat to farming and agriculture? For example:
 - Rabbits
 - Foxes
 - Locusts
 - Feral pigs
 - Feral goats
 - Feral camels
- How do we try to stop the spread of diseases and pest species (animals and plants) in Australia? (For example: not being allowed to take some food items across state borders, having bags checked at the airport, vaccinations for animals).
- Investigate ways of controlling pests. What are some health and safety considerations? Include information about using pesticides versus biological control.
- Investigate the research on how [barn owls could be used to help control mouse plagues](#). Summarise your findings.
- Are introduced species always a bad thing? What makes an animal a 'pest'?

Activity: Introduced Species Research

Students will investigate the impact introduced species have on the environment and choose one to research. Include the following information:

Introduced species	Research
Describe the animal	
Which country did the animal come from?	
When was the animal introduced to Australia?	
Why was the animal introduced to Australia?	
Where does the animal live in Australia? (show on a map).	
What impact does the animal have on native animals, the environment and agriculture?	
What methods have been used to control or eradicate the animal? How successful has it been?	

Below are stories about introduced species on the BTN website to help students with their research.



[Rabbit Scan](#)



[Controlling Carp](#)



[Toad Training](#)



[Fire Ants](#)

Activity: Investigate Introduced Species

Students choose one of the following projects to work on and then present the information to their class.



Activity: Create a Kahoot Quiz

Use [Kahoot!](#) to test students' knowledge about introduced species. Quizzes can be created to recap learning or test personal knowledge. There is also the option to connect with classrooms around the world and play kahoot in real time.



Useful Websites

- [Tracking Australia's Mice](#) - CSIRO
- [Could Barn Owls help predict or control costly mouse plagues in Australia and overseas](#) – ABC News
- [Mouse plague wreaks havoc across two states, destroying crops in Qld, blanketing parts of NSW](#) – ABC News
- [Mouse Plague](#) – BTN



Teacher Resource

BTN Transcript: Episode 3- 16/2/2021

Hey, Amelia Moseley here and you're watching BTN. Check out what's coming up. We find out why the world's oceans are becoming a noisy place to live, learn more about the mice terrorising inland Australia and meet a kid who spends her spare time looking after a cemetery.

Myanmar Coup

Reporter: Amelia Moseley

INTRO: We'll have all that soon, but first to Myanmar. It's a country in South East Asia and lately it's been hitting headlines around the world because of a military coup. Let's find out what that means and why some people are worried about Myanmar's future. Take a look.

If you've seen this fitness instructor making an exercise video on the street in Myanmar, you'll know it's well, pretty entertaining. Mesmerising, even. But it's the serious stuff going on behind her that's made it famous. Yeah, that right there is the start of a military coup. That means the army has taken over the government by force. And not for the first time. More on that later.

But first let's find out more about Myanmar. It's here in South East Asia. It's home to more than a hundred different ethnic groups and most people here are Buddhist, which explains all of the pagodas and buddhas. Oh, and it's also where these little cuties come from, Burmese Cats. You see, Myanmar's sometimes called Burma which is what the British called it when it was under their rule between 1824 and 1948. That's when Burma became independent, but things didn't go that smoothly. For a long time afterwards, there was fighting over who should run the country and how it should be run and in 1962 the military took over for the first time. The military government, known as a junta, ruled for the next 49 years.

But in that time, lots of Burmese people pushed for change, including this woman. Her name is Aung San Suu Kyi and she's the daughter of a really famous Burmese independence leader. She organised peaceful protests around Burma calling for human rights and free democratic elections and she kept speaking out even though she was put under house arrest by the junta for about 15 years. She even won a Nobel Peace Prize. In 2010, the military junta ended, and Aung San Suu Kyi and other political prisoners were released. Then, in 2015, her party won a democratic election, but it wasn't the happy ending lots of people were hoping for.

Suu Kyi and Myanmar's government have been criticised a lot overseas for failing to live up to its promises and for overseeing the terrible treatment of Rohingya people. They're a Muslim minority group who've been driven from their homes to neighbouring Bangladesh, or even murdered by the military. Even so, back home Suu Kyi is still very popular. Her party easily won an election last year against the opposition, which was backed by the military.

That's where this comes in. Another coup which surprised pretty much everyone. The military says that last election was rigged, even though it hasn't given any evidence to prove that. It's put politicians including Suu Kyi under house arrest, again, and says it's going to keep control of the country for at least a year when it says it'll hold another election. It's also stopped flights, blocked people from using the internet and banned protests. Although that hasn't stopped tens of thousands of people taking to the streets, including lots of young people who are finding creative ways to draw attention to their cause.

MYANMAR PROTESTER: We are not going to allow this military dictatorship to pass onto our next generation. We will continue our protest.

The leaders of many countries, including Australia and New Zealand, have spoken out against the coup and some say they may stop trading with Myanmar and supporting it.

US PRESIDENT, JOE BIDEN: The Burmese military should relinquish power they have seized.

NZ PRIME MINISTER, JACINDA ARDERN: New Zealand is suspending all high-level political and military contact with Myanmar.

Meanwhile, many people here and around the world are hoping this latest chapter in Myanmar's history comes to a peaceful end.

News Quiz

Which of these are you allowed to do in Victoria during the state's lockdown? Go for a run, have a friend over or go to the hairdresser? You can go for a run. People are allowed to exercise for up to two hours a day as long as they stay within 5 kms of their house. They're also allowed to do essential shopping, caregiving and essential work but, apart from that everyone's expected to stay at home for five days to try to contain an outbreak of COVID-19.

DANIEL ANDREWS, VICTORIAN PREMIER: Because this is so infectious and is moving so fast, we need a circuit breaker.

In the US the impeachment trial of former president Donald Trump has wrapped up. What part of congress was the trial held in? The House of Representatives or the Senate? It was held in the Senate. Mr Trump was accused of encouraging protesters to storm the Capitol building in January. And while more than half of the Senate voted to convict him, the constitution says you need two thirds to agree for a conviction, which means Trump won't be banned from running for president in the future.

Do you know who this is? It's Eddie McGuire. He quit his role as head of the Magpies last week after copping a fair bit of criticism for his reaction to a report on racism in the club.

EDDIE MCGUIRE: This is an historic and a proud day for Collingwood Football Club.

A lot of people thought that wasn't the right thing to say, given the problems the report had highlighted.

HERITIER LUMUMBA, FORMER COLLINGWOOD PLAYER: It was a shameless display.

EDDIE MCGUIRE: People have latched on to my opening line last week, and as a result I have become a lightning rod for vitriol but worst has placed the club in a position where it's hard to move forward.

And a lawyer in Texas had a bit of an embarrassing Zoom fail during a virtual court hearing last week. What animal did the filter turn him into? It was a cat. Well, you sure look like a cat. Hilarious.

Bushfire Survival Plan

Reporter: Olivia Mason

INTRO: Summer can be a pretty great time to live in Australia with our warm weather and our beaches. But for a lot of Aussies this time of year has a downside, the risk of bushfires. We've seen a few devastating

blazes recently. So, we decided to get some tips on how to be prepared and stay safe during fire season. Liv explains.

PERTH RESIDENTS: The wind coming off that fire going up the hill was so strong we could barely run against it. I've never been through anything like this before and it's just really overwhelming.

OLIVIA MASON, REPORTER: As a lot of Aussies know too well, bushfires are a terrifying and sometimes devastating thing to go through.

Just recently, we've seen some big fires, including the one in Perth which destroyed more than 80 homes and another in the Adelaide Hills just a week before. It's why it's so important to be prepared. This is the Trewartha family. They live in the hills outside of Adelaide where bushfires are a constant risk.

SARAH HARRIS, COUNTRY FIRE SERVICE: Hi.

AMY AND TOM: Hello.

SARAH: I'm Sarah from the Country Fire Service.

AMY AND TOM: I'm Amy and I'm Tom.

Today, we've asked an expert to check out their bushfire survival plan. Sarah says the first part of a bushfire survival plan is figuring out whether or not you're at risk.

TOM: Well, there's quite a lot of trees around our property. We've got a fair bit of land and lots of dry grass on some of our paddocks.

It's not just people who live in the bush that are at risk of fires, there's also a risk if you live close to grassy paddocks, coastal scrub or even in cities or towns where suburbs meet bush or grassland.

SARAH: So, what do you do to prepare for bushfire season around your home?

AMY: We pick up any bark or dead branches from around the house.

TOM: We're gonna put sprinklers around the roof.

AMY: We have a firefighting pump with firefighting hoses. So, if fires come near our house, it's gonna be a bit safer.

So far, so good. As well as preparing around their home, Amy and Tom spent some time thinking about what they'd need to do on a high fire risk day.

TOM: We'd pack a bag with special things like things you can't replace.

AMY: Make sure that the horses are in the safest paddock. And make sure that sheep are in the safest paddock too. Would you like to meet the horses?

SARAH: I'd love to. Oh, what are their names?

TOM: This is Opal. The little one down there is Toto, this big one here is Topaz, and then over there is Cherish.

SARAH: Oh wow. So, if you have to leave the property because a bushfire's coming, do you take the horses?

AMY: Yeah, we'd take the horses. We put them in the horse floats.

Sarah says it's important not to forget about pets when you're drawing up a fire plan and make sure you can quickly gather up the furry members of your family. These guys have also prepared an emergency kit.

TOM: These are downpipe plugs for the gutters, we've got some gloves, some leather gloves, a drink bottle to drink from.

AMY: In the backpack we have a first aid kit in case someone gets injured, a radio, battery-operated, a torch or two torches and then our pillowcases which we will pack with our favourite things.

Sarah says that writing down your plan is a really good idea, but you should also try to think of what you'd do in different situations.

SARAH: What if the fire comes in the middle of the night? What if a fire starts at 5am in the morning? What if everyone's at school? What if you're all separated? So, there's so many different scenarios about what might happen and that's why writing a bushfire survival plan can be hard work because you've got to think of all these things, but it is really worthwhile.

SARAH: Looks like you've worked really hard at your planning and preparation. And it feels like it's a really good family decision about what you do.

Sarah says there are resources online that can help you if you want to draw up a plan like these guys, and it's something we should all do if we live in a fire prone area to make the Aussie summer a little safer.

Ask a Reporter

If you want to know more about how to prepare for bushfires you can ask me live on Ask a Reporter. Head to our website for all of the details.

Mouse Plague

Reporter: Jack Evans

INTRO: Now to another sort of natural disaster which is having a big impact on Aussie farmers. It's a mouse plague. In fact, some reckon it's the worst mouse plague we've seen in a decade. Jack took a closer look at what's going on.

In Australia at the moment there are mice everywhere.

JACK: Ahhhhh.

AMELIA: Jack, stop screaming.

JACK: But this office is plagued with mice.

AMELIA: It's just one mouse. What are you looking at?

So, one mouse is kinda cute. But hundreds of thousands of mice, not so much.

RESIDENT: Mouse, mouse, mouse, mouse, mouse going up the wall. Mouse going round there. Argh, welcome to Australia.

Yep, it's a mouse plague.

RESIDENT: How good is a good plague?

Answer, not good at all. These rascally rodents are wreaking havoc and not just because they clearly don't follow road rules. Farmers in New South Wales, Queensland and South Australia, reckon hundreds of thousands of mice have invaded and are chowing down on crops.

ANGUS DALGISH, GRAIN GROWER: The field behind me here it could be anywhere up to, in the millions across this paddock, so it's just a numbers game.

So where did all the mice come from? Well originally, they came from England on the boats during colonisation. But the mouse plague is here because of the weather. Thanks to a wet winter and a wet summer there has been plenty of new growth, which just so happens to be a great food source for these hungry critters. Then there's the fact that mice breed really quickly. In one year, a female can have around 50 pups and those pups can start having their own pups after 4 to 7 weeks. So, you can see how quickly a few mice can become a plague.

Australia's had quite a few mouse plagues in the past. The worst was in 1993 when mice destroyed 96 million dollars' worth of crops, attacked pigs and chickens and damaged buildings. In most cases farmers have used poison to take them out. But that can be difficult and expensive, especially when you're talking about hundreds and thousands of the pests.

ANGUS DALGISH, GRAIN GROWER: We can bait for as long as we want really up until a certain point up until the crops get to a certain maturity and things like that, but it's essentially just a numbers game. Do you continue to bait knowing you're only going to knock out a small percentage of numbers at a time? Or do you hold and just watch the property get destroyed?

Some experts have come up with another possible solution. Owls. I said, owls. They love eating mice. So, Researchers have suggested placing nesting boxes in plagued areas to increase barn owl populations. Although other researchers reckon, we're gonna need a lot of owls to tackle the problem. In the meantime, Aussie farmers are doing what they can to fight these furry little pests.

Ocean Noise Pollution

Reporter: Jack Evans

INTRO: Now we're going to take a journey into the ocean where things are getting pretty noisy. A recent report found that noise pollution from human activities is having a big impact on marine life. Check it out.

When I want to chill out and clear my mind, I find listening to the sounds of the ocean to be very relaxing.

JACK: Oh, come on boat, move. A jet ski.

Okay, so maybe the ocean isn't as tranquil as I first thought and it's not just here from the shore, but in the deep blue too. In the past century humans have started making a real racket. There are ships and recreational boats, underwater vessels and machines that go ping. We bounce sounds around to look for ships and map the ocean floor and there's mining, drilling and even explosions. A new study's found that all of these sounds are having a big impact on ocean animals. To find out more I decided to go straight to an expert.

JACK: Flipper, Flipper? Flipper?

After realising Flipper probably couldn't hear me because of noise pollution, I decided to contact the next best thing.

JACK: Hi Christine.

CHRISTINE: Hello Jack.

Christine Erbe is the director of the centre for Marine Science and Technology at Curtin University in Perth and knows a thing or two about noise pollution in the ocean, in fact she helped with the study.

JACK: So, tell me, noise pollution. Why is it such a problem?

CHRISTINE: Humans are so visually based and the same with mammals on land, but underwater animals have learned to use sound instead. So, they listen.

You see sound travels faster and further in water than in air and it's really important to marine life. Whether it's fish singing love songs to attract a mate, shrimp that use sound to stun their prey or those who just want to catch up on all the underwater gossip. Plus, it can get pretty dark down there. So, some mammals use sound to see, well kinda. It's called sonar or echolocation. In the same way our eyes interpret light waves to build up a picture, dolphins and whales send out sounds and interpret the way they bounce back to understand the world around them. But all that human made noise pollution is getting in the way. Basically, marine creatures can't hear themselves think, let alone find a feed, a date or steer clear of the dinner plate.

CHRISTINE: So if you have some whales, let's say a male whale singing in order to attract females, and it might try to reach females of hundreds of metres or kilometres, or much further, but now if you put busy shipping lanes, sort of nearby, then you're going to interfere with that communication you've sort of masked the song of the whale, and so the females will not be able to hear it.

So what can we do? Well, I tried yelling at everyone to stop.

JACK: Oi, stop making all that noise.

But I think that just added to the problem. Christine reckons we're better off looking at quieter solutions.

CHRISTINE: So, there are certainly efforts to find solutions to make ships quieter. With other matters, for example, for exploration offshore, minerals, mining, offshore oil and gas, they are also alternative technologies, which are being developed to make these processes quieter.

So hopefully we'll find a way to keep it quiet for these guys and I can get back to zen-ing out to this and not this.

Did You Know?

Did you know that mulloway can be as noisy as a rock concert? Researchers have recorded them making calls during spawning that exceed 172 decibels and they're not the only noisy fish. There are more than 700 species which call and sing to each other as part of complex social behaviour.

Sport

Melbourne's 5-day lockdown has thrown a spanner into the works at the Aussie Open. No spectators allowed. But the show must go on. Ash Barty kept the Aussie hopes alive with a win over Ekatarina Alexandrova. While Serena Williams progressed to the quarter finals after beating Aryna Sabalenka, 6-4, 2-6, 6-4. And so did Naomi Osaka making an incredible Open comeback by knocking Garbine Muguruza out of the tournament. And not sure if this is Alex De Minaur or the Flash. Seriously, look at him go. Alright, I know that's sped up. But still, his super-speed wasn't enough against Fabio Fognini who won in straight sets and seemed pretty happy about it. Is that happiness? I don't know.

In the AFLW, the Fremantle Dockers have done it again, winning their 10th straight match. The Crows were under pressure from the start, as the Dockers got on top after an even first quarter. Two goals each to Gemma Houghton and Ashley Sharp guided Fremantle to a five-goal win and back to the top of the ladder sitting equal with Melbourne who took down the Roos in their third straight win.

Thanks guys and remember if you want your school to be featured on BTN you can send us a shoutout. Check the website for details.

Young Cemetery Volunteer

Rookie Reporter: TJ

INTRO: Finally, today you're about to meet a 12-year-old from Tweed Heads in New South Wales who's been awarded for her volunteer work. But the place she volunteers at might surprise you. TJ looks after graves at a cemetery. Let's find out what she's been up to.

TJ KLEEMAN: Hi BTN, I'm TJ, I'm 12 years old, and I've been cleaning graves ever since I was four years old.

It all began when I moved to Tweed, and I was really scared of the thought there was a cemetery behind my house, because ghosts and that. And then my mum was like, how about we go up there? Let's check it out. And then when we're up there, my mum was like, how about we start cleaning them, and then it just turned to me cleaning them and now, I love what I do. And I just want to do it forever. I like cleaning the graves because it makes my heart feel great. And it's just wonderful.

So how I clean the grave is I go up there and I just see what I'm dealing with. Then get the flowers, the old flowers and just put it, put them in the bin, then if there's leaves on it just take that off. And then put soap on it, give it a scrub and then wipe it down with the towel and then it's clean. I want more people to do community service because it makes you feel great. And I want you guys to feel how great it feels as well. The award that I won was the Young Achiever in Community Service. I got nominated for the award from my mum because she saw how much I love doing something. I love what I do, and I want to do it forever and ever.

Cleaning the graves has changed the way that I feel about the cemetery. I used to be really scared of it. And now I'm not. When I'm up there, it's really peaceful. What job I want to do when I get older is to work for the Tweed Shire Council to like, run all the cemeteries. And it's my dream job. To do something for the community is a great feeling. And I really want you guys to feel how great it feels as well. Thanks, BTN, for having me, I had a really great time. Bye.

Closer

Way to go TJ. Well, that's it for another week of BTN, but you can always head to our website to check out more stories or specials. We've also got new episodes of BTN Newsbreak every weeknight and if you're 13

or over you can subscribe to our YouTube Channel for even more. Thanks for watching. I'll catch you next week. Bye.