



Teacher Resource

Focus Questions

Census 2021

1. Which ancient society created the Census?
 - a. Ancient Rome
 - b. Ancient Egypt
 - c. Ancient Greece
2. How often is a Census held in Australia?
3. How do people complete the Census?
4. What is the purpose of a Census?
5. The Census is compulsory. True or false?
6. What topics are covered in the Census? Name two.
7. Why is the Census important for Australians?
8. Who is in charge of running the Census in Australia?
9. What happened to the Census website in 2016?
10. Name three facts you learnt watching the BTN story.

Check out the [Census 2021](#) resource on the Teachers page.

Olympic Rights

1. Discuss the BTN Olympic Rights story in pairs. Record the main points of your discussion.
2. You can only watch the 2020 Olympic Games on Channel 7. True or false?
3. Which organisation did Channel 7 make a deal with to get broadcasting rights to the 2016 Olympics, the 2018 Winter Olympics and the 2020 Olympics?
4. How much did Channel 7 pay for the rights?
5. Why is it seen as an investment?
6. How do commercial TV stations make money?
7. How many minutes of Olympics Games vision can the ABC use per day?
8. The ABC is allowed to use images from the Olympic Games. True or false?
9. Who has the broadcasting rights to the Olympics Games in the UK?
10. What questions do you have about the story?

Women's Sports Uniform Debate

1. What was the main point of the BTN story?
2. Why was the Norwegian women's beach handball team fined recently?
3. How did the women's Norwegian team respond to the fine?

EPISODE 21

3rd August 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. Which singer offered to pay their fine?
5. Which women's team from Germany wore full body suits instead of the usual uniform while competing at the Tokyo Olympics?
 - a. Diving
 - b. Gymnastics
 - c. Swimming
6. What did Women's sport uniforms look like in the late 1800s?
7. Which sports women have caused controversy over the outfit they have worn? Name one.
8. What do you think about the issues raised in the BTN story? Discuss in pairs.
9. What did you learn watching the BTN story?
10. What was surprising about this story?

Skateboarding Heroes

1. Summarise the BTN Skateboarding Heroes story.
2. When was skateboarding added as a sport to the Olympic Games?
3. What do Bohdi and Jasmine love about skateboarding?
4. When did skateboarding originate?
5. Who were the first to start skateboarding?
 - a. Cyclists
 - b. Surfers
 - c. Swimmers
6. Why did people in California start using their swimming pools as skate ramps in the 1970s?
7. What skills do skateboarders need?
8. How did people feel about skateboarding being added as an Olympic sport?
9. How old were the skateboarders that won medals at the Tokyo Olympics?
10. How did this story make you feel?

School Recycling Campaign

1. Retell the BTN story using your own words.
2. What environmental initiatives do the students have at Kangaroo Inn Area School? Name one.
3. How did the kids work out how much they were throwing out each day?
4. How many kilos of paper and cardboard did the school send to landfill every week?
5. Who did the kids write a letter to about the issue?
 - a. Council
 - b. Principal
 - c. Prime Minister
6. How long did it take for the school to get a recycling bin?
7. What other recycling initiative has the school started?
8. How do they reward the kids who do good recycling?
9. What did you like about this story?
10. Illustrate an aspect of the BTN story.

Check out the [School Recycling Campaign](#) resource on the Teachers page.



Teacher Resource

Census 2021

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. Which ancient society created the Census?
 - a. Ancient Rome
 - b. Ancient Egypt
 - c. Ancient Greece
2. How often is a Census held in Australia?
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7. Why is the Census important for Australians?
8. Who is in charge of running the Census in Australia?
9. What happened to the Census website in 2016?
10. Name three facts you learnt watching the BTN story.

Activity: Class Discussion

Discuss the BTN Census 2021 story as a class. Record what students know about the census on a mind map. What questions do they have about statistics? Use the following questions to help guide the discussion.

- What is a census?
- Write a class definition for the word CENSUS. Use these words in your definition: snapshot, survey, questions, population, data.
- How often is a census held in Australia?
- Why do we have a census?
- Do you think it's important to have census? Why or why not?



EPISODE 21

3rd August 2021

KEY LEARNING

Students will develop statistical skills and thinking. Students will conduct their own census in the classroom.

CURRICULUM

Mathematics – Year 4

Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values.

Evaluate the effectiveness of different displays in illustrating data features including variability.

Mathematics – Year 5

Pose questions and collect categorical or numerical data by observation or survey.

Describe and interpret different data sets in context.

Mathematics – Year 6

Interpret secondary data presented in digital media and elsewhere.

Mathematics – Year 7

Identify and investigate issues involving numerical data collected from primary and secondary sources.

Calculate mean, median, mode and range for sets of data.

Interpret these statistics in the context of data.

Activity: Understanding data

In this activity students will find examples of data, opinion polls, surveys and statistics that help us understand information in the world around us. Students will respond to the following:

- Look in the newspaper, on television or on the internet for news stories that include data and statistics. It may be an opinion poll, survey or census. Choose one example to focus on for this activity.
- How do you think the information was collected? Was the information collected face-to-face, on the telephone, online or through other traditional techniques?
- How is the information represented? For example, in a graph, diagram or percentage. Is it clear and simple to understand?
- Are there comparisons made about the data? Explain.
- How do these statistics help us understand the information?

Further learning – Inquiry question

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.

- What's the difference between categorical data and numerical data? Create a Venn diagram.
- How can increasing the sample size in a survey affect your results?
- How does the Australian Bureau of Statistics collect data for the census? Describe the method they use.
- What is a statistical question? (Variability in the data)
- When did the first census take place in Australia? Create a timeline highlighting the history of the census.

Activity: Warm-up game

As a class, play this warmup game “The Truth About Me” to get your students thinking about statistics. Refer to these [directions](#) to get started – you just need an open space and room for a circle.



Explain to your students that the aim of the game is to learn more about statistics. Use the directions provided to play the game and then use the reflection questions below to spark a discussion:

- What did you notice?
- Which statements made a lot of people move? Why do you think that is?
- What did you learn about your classmates?
- What did you learn about your class as a whole?

Play the game again, but this time nominate someone (it could be a student or the teacher) who can record the information that is shared by the class, collecting as much data as they can throughout the game.

- Which of the data is numerical?
- Which of the data is categorical?
- What was your sample size?
- How might changing the sample size effect your results?
- What are some different ways that the data could be displayed?
- What is the best way to represent the data you collected? Why?
- What assumptions or conclusions can you make about the data?
- Are your assumptions different to your classmates? Compare.
- Use the statistics taken from the game to tell a story about your class.

Activity: Statistical data investigation

Students will become statisticians and hold a census in their classroom. As a class discuss what you want to learn about the population of your class. Develop questions to investigate student's experiences, opinions and interests. As a class or in small groups, students will design a survey, collect data, sort the information, analyse the data and then communicate their findings. Students can use the following framework to help guide them through the activity.

FORMULATE QUESTIONS

What do you want to find out about your class? Make a list of questions that you want to ask. Remember that your questions need to be statistical questions.

Think about the type of data that you can get. See below for some ideas:

- How do you get to school? (E.g., walk, ride, drive).
- How many people are in your household?
- What is your favourite sport?
- What is your favourite food?
- How much screen time do you have daily?

Which of the questions are numerical or categorical?

What is your sample size?

What is the purpose of your investigation? Write a sentence explaining why the data is being collected and how it will be used.

COLLECT DATA

Survey the students in your class using the questions you have formulated. If you are collaborating assign different roles and responsibilities to each student.

- How will you collect the data?
- What will your census look like? (a paper form, digital)

- Design a form or simple table to record the information.
- Is your census anonymous? How will you respect privacy and protect confidentiality? For example, do not include your names on the census.

REPRESENT DATA

- Sort and enter the information you have gathered into an excel spreadsheet. Use mathematical equations like sum, percentage and averages in your spreadsheet.
- What is the best way to represent the data you have collected? Summarise the information you have gathered and create a graph (e.g., column graph, pie graph, line chart) using excel.
- Consider drawing a diagram or creating an infographic to highlight the survey results.

INTERPRET DATA

- What do the statistics tell you about your classroom? Write a short paragraph explaining the results.
- How could you use the results from your census to benefit students, their families, and your school community? Make one decision based on the data. Present an argument to your teacher by using the data to support your views.
- If you conducted another survey using a different class, do you think the results would differ from your class data? Explain.
- Did you have a big enough sample size? If you surveyed the whole school how would this effect the results?

REFLECT

- What interesting things did the data tell you about your class?
- How could the results collected from this data help your school make better informed decisions?

Further activity

Make a time capsule which includes the data gathered from your classroom census. Future generations at your school, will be able to learn about the population of your class and then compare to their own.

Useful Websites

- [World Statistics Day](#) – BTN
- [Statistics](#) – ABC Education
- [Census Stats](#) – BTN
- [Census Changes](#) – BTN
- [Census](#) – BTN
- [Learn About the Census](#) – Australian Bureau of Statistics



Teacher Resource

School Recycling Campaign

Focus Questions

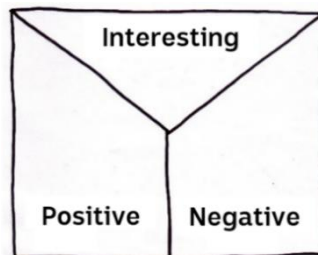
1. Retell the BTN story using your own words.
2. What environmental initiatives do the students have at Kangaroo Inn Area School? Name one.
3. How did the kids work out how much they were throwing out each day?
4. How many kilos of paper and cardboard did the school send to landfill every week?
5. Who did the kids write a letter to about the issue?
6. How long did it take for the school to get a recycling bin?
7. What other recycling initiative has the school started?
8. How do they reward the kids who do good recycling?
9. What did you like about this story?
10. Illustrate an aspect of the BTN story.

Activity: Note taking

Students will practise their note-taking skills while watching the BTN School Recycling Campaign 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

Have a class discussion about what your school already does to recycle. Use one or more of the following questions to guide your discussion:

- What impact does rubbish have on the environment? (*Landfill, increased greenhouse emissions, waterways become polluted, animals become tangled in or mistakenly eat rubbish found in the ocean*)
- Do you recycle at your school? What do you know about it?
- Do you know where the recycled materials end up and what they are used for?
- What questions do you have about recycling?

EPISODE 21

3rd August 2021

KEY LEARNING

Students will reflect on ways that recycling and waste is managed at their school and look at ways to improve their practices.

CURRICULUM

Geography – Year 4

The use and management of natural resources and waste, and the different views on how to do this sustainably.

HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

Science – Year 4

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

Science – Years 5 & 6

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

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN School Recycling Campaign story. Below are some words to get them started.

WASTE	LANDFILL	RECYCLE
CONTAMINANT	ORGANIC MATERIAL	E-WASTE

Activity: Recycling Research

After watching and discussing the BTN School Recycling Campaign 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>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>

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

- What can happen if non-recyclable materials are placed in the recycling bin? What problems can it cause?
- What is the recycling life-cycle?
- What things are made from recycled materials? Find images and write a caption for each.
- What happens when organic material ends up in landfill?
- Should there be incentives for people who reduce, reuse and recycle? What do you think the incentives should be?

Activity: Waste Hierarchy

The waste hierarchy is a guide to help minimise waste. Discuss with students the different elements of the waste hierarchy and what they mean. Brainstorm a list of actions or practices that can be done for each element to reduce the amount of rubbish going to landfill.

Rethink – think about what you are buying and consuming

Refuse – say no to unnecessary things (packaging etc.)

Reduce – the amount of material that will go to landfill

Reuse – many items can be reused or upcycled

Recycle – choose items that can be recycled

Compost – organic waste can be put into green waste bins or home compost bins

Landfill – send as little waste as possible to landfill



Source: [Wipe Out Waste](https://www.wipeoutwaste.org.au/)

More information about the waste hierarchy can be found at the [Wipe Out Waste website](https://www.wipeoutwaste.org.au/)

Activity: Recycling at school

Hold a class brainstorming session, asking students to think about all the different types of waste created at your school, for example:

- Paper
- Plastic – lunch wrappers, drink containers
- Food scraps
- Garden waste
- Electronic items – computers, tablets, printers
- Batteries
- Printer cartridges



Discuss with students what their school already does to reduce waste. For example, their school might have recycling programs, rubbish audits or clean up days. Does their school have an Environmental Management Plan? In small groups, ask students to brainstorm how their school could improve what it already does to reduce waste.

- Make a list of new ways that your school could reduce the amount of waste it creates and new ways that you can deal with the waste it creates.
- Share and compare your ideas with the class.
- Choose 1 of your ideas to present to your SRC or the school leadership team.

Here are some suggestions:

- Hold a zero-waste day
- Hold your own school's clean-up day
- Start a school compost or worm farm
- Audit rubbish created in one day
- Nude food days
- Contact your local council or other schools in your area to find out what they are doing to reduce waste.

Students will reflect on the activity and respond to the following:

- How can you reduce the amount of waste produced at your school?
- Should there be incentives for people who reduce, reuse and recycle?
- What did this challenge help you understand?
- Do you think you will change your recycling habits? If so, how?
- Should there be incentives for people who reduce, reuse and recycle?

Further Investigations

- How can consumers be persuaded to make better buying and recycling decisions? Come up with a list of incentives that you think would make a difference.
- Investigate other initiatives that help reduce the amount of rubbish going to landfill. For example, banning plastic bags in supermarkets. What states/territories in Australia have already banned plastic bags in supermarkets? How does this initiative help the environment?

Activity: Reduce your waste

Do your part to make a change and challenge yourself by having a 'waste-free lunch' or 'nude food' for a day or a week.

- Think of ways that you can avoid or reduce the amount of packaging you use. For example, putting food in reusable containers instead of disposable bags, and avoiding pre-packaged food.
- What can you do to take action?
 - Reduce the amount of packaging
 - Buy food that has little or no packaging (wherever possible)
 - Buy food in bulk and put into reusable containers
 - Write to food companies asking them to reduce the amount of packaging or change to environmentally friendly packaging.

BTN Waste and Recycling stories

This collection of BTN stories focuses on recycling and waste management.



[Recycling Solution](#)



[War on Waste School](#)



[Worm Wee](#)



[Composting Awareness](#)



[Bin Audit](#)



[Landfill](#)

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.

Worm Farm

Wondering what to do with the organic waste produced at your school? Set up a worm farm! Check out the [BTN Worm Wee](#) story to find out how to set one up.

Upcycling

Have you ever turned your rubbish into treasure? Watch BTN's [Upcycling Kids](#) story then experiment with upcycling using recycled materials collected at home and at school.

Beeswax Wrappers

Make your own reusable beeswax food wrappers. Discuss the benefits of using beeswax wrappers instead of plastic wrap.

Get Composting!

Learn more about the benefits of composting. Watch the [BTN Composting Awareness](#) story. Start your own school compost. Here's [Kosta's guide to composting](#) to help.

Useful Websites

- [When it comes to helping the environment, living in a rural area can certainly be a disadvantage](#) – ABC News
- [Bin Audit](#) – BTN
- [Landfill](#) – BTN
- [Recycling Solution](#) - BTN
- [Recycling](#) – ABC Education
- [Curious Kids: What happens to your recycled rubbish?](#) – The Conversation
- [War on Waste Digibook](#) – ABC Education



Teacher Resource

BTN Transcript: Episode 21- 3/8/2021

Hey. I'm Amelia Moseley and you're watching BTN. Here's what's coming up. We tell you about the Olympics and why we can't show you the Olympics. Look at why women's sporting uniforms are in the spotlight and find out about one of the world's newest Olympic sports.

Census 2021

Reporter: Amelia Moseley

INTRO: But our first story today isn't about the Olympics, it's about another big event that'll be happening in Australia next week. In fact, it's the biggest event in the country um, statistically speaking. On the 10th of August all Aussies will be asked to contribute to the Census. Let's find out what that is and why it's important.

Since the days of ancient Rome government workers have been knocking on doors and asking questions to find out more about the people inside.

AMELIA: Hello there. Are you the only one in the house?

JOE: Uh, yeah.

AMELIA: Good, good alright. And are you a Roman man aged between 14 and 40 in good health?

JOE: Um, yeah.

AMELIA: No cholera? Dysentery? Plague? Anything like that?

JOE: Not that I know of no.

AMELIA: Good, alright. Well, here you go. You're off to war. Good luck.

JOE: Wait, what?

AMELIA: Oh, also you owe us 10 aureus in taxes.

JOE: Oh, man.

Yeah, that's basically how the Census began. It's a compulsory survey and counting of the population and while the ancient Romans used it to keep track of taxpayers and fit adult men who could go to war, these days it's all a bit different, thankfully. In Australia it happens every five years. It's a form that can be done online, or on paper.

AMELIA, REPORTER: The idea is to count everyone in the house on one night, but you do have to answer a whole bunch of questions like your age, gender, family size, education, religious beliefs, where you were born and the languages you speak. But what will all that info be used for?

Well, knowing about Australia's population can be really helpful. It shows how Australia's changed and grown over time and it gives governments a good idea of where funds are most needed, like schools, hospitals, aged care homes, roads and other infrastructure. For example, new playgrounds could be built in suburbs where there are shown to be more kids around. All of that data's also used in important studies which can help us understand where we're headed in the future.

AMELIA: But where does all the data go?

The Australian Bureau of Statistics, which is the organisation in charge of running the whole thing, says it's really careful with people's data and it collects and stores it safely so it can be used for future studies. There are worries about how the online survey will go this year though. Back in 2016, the Census website was taken down after being targeted by cyber-attacks. The ABS says it's built a new system since then and it's hopeful that it'll be, well, all systems go on the big night.

AMELIA: And what happens if people don't fill out the Census properly? Asking for a friend.

Well the ABS says people can be fined, and that this Census is especially important to do because it's our first one since the pandemic and our answers can help track how it's changing our lives.

TERESA DICKINSON, CENSUS MANAGER: People should care about the Census, because it's the chance for everyone in Australia to tell us their story, about what matters to them.

AMELIA: So, it's probably best not to put down that you were born in Antarctica or that your religious belief is Jedi. Something the ABS says it's seen many times before. Unless, of course, you are a real Jedi. But it's probably best to keep that to yourself anyway because it doesn't count.

News Quiz

Which two states came out of lockdown last week? It was South Australia and Victoria. It means shops are open and kids are back at school.

KID 1: I'm very excited that school is back on in person.

KID 2: Um we're excited to be coming back but also like the sleep-ins are really nice, so missing that.

But there are still a bunch of restrictions, like mandatory masks in many places and caps on public gatherings.

Do you know who this is? You New South Welsh people should have a pretty good idea. It's Premier Gladys Berejiklian and she had some not-so-great news for Greater Sydney.

GLADYS BEREJIKLIAN, NSW PREMIER: It was fairly obvious the way the numbers were going the last few days that it would've not been possible for us to come out of lockdown.

Yep, with COVID cases still really high, it's looking like you guys will be in lockdown until at least the end of August. South-East Queensland has also been sent into a snap lockdown by an outbreak of COVID and the state's famous Royal Show has been cancelled. What's the show known as? It's known as the Ekka.

Can you name this world-famous American gymnast who's pulled out of several Olympic events last week? It's Simone Biles. She said she needed to focus on her mental health.

Olympic Rights

Reporter: Jack Evans

INTRO: Now if you've been paying attention to BTN for the past couple of weeks. You'll know the 2020 Tokyo Olympics are well and truly underway. And if you've been looking closely, you might've noticed we haven't been showing much of the action and there's a good reason for that. Here's Jack to explain.

JACK: Yes, thank you Amelia and hi I'm Jack, BTN's unofficial, Official Olympics correspondent. It's been a busy week over in Tokyo so let's dive right in with swimming.

OTHER JACK: You can't show this.

JACK: Oh ok, well let's serve up some tennis then.

OTHER JACK: You can't show this.

JACK: How about rhythmic gymnastics?

OTHER JACK: You can't show this.

JACK: Basketball? Volleyball? Softball?

OTHER JACK: You can't show this.

JACK: Well, what can we show?

OTHER JACK: This.

Yep, when it comes to broadcasting the Olympics there are a bunch of really strict restrictions that restrict what we here at BTN, and well the ABC, can and can't show. Let me break it down. That's not what I meant. You see, while the world is in full on Olympic mode the only place to catch it in Australia is on Channel 7. Why? Well, that's because in order to be able to broadcast the games, you have to pay a lot of money to the International Olympic Committee.

Back in 2014 Channel 7 made a deal with the IOC to get exclusive access to show the 2016 Games in Rio, the 2018 Winter Games in PyeongChang and of course the Tokyo 2020 Games. All up that deal cost them around \$200 million. And while that might seem like a lot of money, because well duh it is, it's also seen as an investment. Because a lot of people tune in to watch the games which means lots of people watching ads, and ads are how commercial TV stations make money. As for the other stations, that don't have exclusive rights, reporting on the games can be well a little difficult.

JACK: Well surely, we can show something.

OTHER JACK: Oh yeah, well you can show something.

JACK: Oh, great.

OTHER JACK: Yeah, yeah, yeah, the ABC is allowed 3 minutes of vision per day with a limit of 30 seconds per event.

JACK: Great. I can work with that.

OTHER JACK: Oh but that's for like the whole ABC, so you know like BTN won't get any of that.

JACK: Oh.

OTHER JACK: But you can show some images of the games.

JACK: Is that all?

OTHER JACK: And again you're completely free to use this.

JACK: Oh no, no, no, no, no that's ok the images will be just fine.

The restrictions aren't just here in Australia, they apply to media companies right around the world. And it's caused a bit of a kerfuffle over in the UK. You see in the past the Olympic Games have been broadcast on the BBC, which is free to watch. But this year they were out bid by a pay TV company called Discovery. And while the BBC has done a deal with Discovery to stream some events, people have to pay to watch the full coverage and it's got a lot of people over there pretty annoyed.

There are a lot of people who reckon the IOC's rules and restrictions go too far, especially when taxpayers' money goes into sending a team to the Olympics. But the IOC says all the money it earns is well spent on sports programs around the world and on helping cities to host the Olympics. So, however, you get your Olympic fix, just remember that if it's on BTN.

OTHER JACK: We can't show this.

JACK: Wait, do we even have the rights to play this song?

OTHER JACK: I don't know?

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.

Quiz

Did you know the very first Olympic Games to be broadcast on TV were the 1936 Games in Berlin? They were beamed out to 41 countries across the planet. And yes, that is who you think it is. Adolf Hitler's Nazi party had just come to power in Germany, making these probably the most controversial Games in history.

Women's Sports Uniform Debate

Reporter: Amelia Moseley

INTRO: There's been a lot of talk recently about sports uniforms, specifically, women's sports uniforms. Norway's beach handball team made headlines when it was fined for wearing shorts on the sand instead of bikini bottoms, which made a lot of people angry. And it turns out there's been a lot of debate over the years about what female athletes are and aren't allowed to wear. Check it out.

If BTN history has shown us anything, it's that I'm probably not going to end up a sporting hero.

AMELIA: Take that Serena Williams.

Except maybe in my dreams.

AMELIA: That was a weird dream.

Luckily, there are lots of awesome women around the world who really are kicking goals, going the distance, taking it to the hoop, aceing it and all the rest. But lately, some athletes have been hitting headlines, not just because of their talent, but because of what they've been wearing. Or not wearing, really.

Recently this beach handball team from Norway, yes, beach handball, it's a thing, was fined thousands of dollars for wearing shorts instead of regulation bikini bottoms while competing at the European Championships. The Norwegian team said they should be allowed to wear shorts like the male players do.

NORWEGIAN BEACH HANDBALL PLAYER, JULIE ASPELUND BERG: It's important for us to not to feel uncomfortable when we're out there doing the sports we love. Everything else should not come in the way of what we do out there.

The fine made a lot of people angry including singer Pink who actually offered to pay for their fines. But they aren't the only athletes making news for swapping outfits lately. Germany's gymnastics team ditched the usual leotards for full-body suits while competing this year, including at the Tokyo Olympics.

GYMNAST, SARAH VOSS: We just want a free decision and everyone to be given the free possibility to wear what they want.

It's not the first time there's been a discussion around what women wear while playing sport. In fact, this conversation goes way back. For a really long time, women playing sport wasn't very common. In fact, it was discouraged.

AMELIA, REPORTER: But in the late 1800s, some wealthier women were permitted to participate in games such as lawn tennis. Of course, their outfit had to be suitably "feminine", "modest" and "designed to attract a potential husband". You know, as opposed to something that would actually help them play the sport better. Anyway, back to it.

Yes, corsets and full-length dresses wouldn't have been the easiest thing to move around in. Still, when women were allowed to compete, they competed in all sorts of not very sporty outfits and managed to make it work. They even won Olympic medals in them.

But over the years attitudes started to change with the help of some brave trailblazers like French tennis legend Suzanne Lenglen who outraged many people with this, umm, "scandalous" outfit at Wimbledon in 1919. Or even Serena Williams who caused a stir when she became the first person to wear a bodysuit instead of a skirt at the French Open in 2018.

Today most sports uniforms are made for performance and women have way more freedom. But some sports still have different uniforms for men and women. A lot of that comes down to tradition and some are happy to keep things as they are. But others say women should have more choice to wear what they feel comfortable in. And some say that should go, not just for sporting legends, but also for kids dreaming of one day being on the world stage.

KATIE BRENNAN, AFLW PLAYER: Having those options is the biggest thing for girls particularly in all ages of sport.

STUDENT 1: I wouldn't really want to play sport if I had a skirt or white pants or maybe a tight top.

STUDENT 2: Just something that's well fitting for not only yourself but for everyone to feel comfortable and motivated to play sport in.

Skateboarding Heroes

Reporter: Natasha Thiele

INTRO: Let's stick with the sporting theme now and jump into one of the newest Olympic sports, skateboarding. Tash caught up with some up-and-coming skaters to see what's it like watching their heroes on the Olympic stage. Check it out.

Bohdi and Jasmine love to skateboard.

JASMINE: I like the good community and I like making friends, but I also like how it's really fun.

BODHI: I kind of got into it because back in the day my dad used to skate around a lot. Skateboarding's hard but I reckon anyone that puts their mind to it they can easily do it.

And you know what? Right now, is an exciting time to be a skater.

JASMINE: I was very excited to watch the Olympics because there was skateboarding.

But before we get to that, let's have a quick look back at the history of skateboarding. The origins of skateboarding can actually be traced here, to surfers in the 1940s and 50s. They wanted a way to practice when there weren't waves, so someone had the bright idea of putting wheels on a wooden board so you could surf, kinda on land. At first people would ride around on footpaths and carparks. Then in the 70s, there was a terrible drought in southern California. People had to empty their swimming pools, which became the first ever skating ramps. From there the sport took off.

WOMAN IN 1970S: It takes an almost perfect sense of balance, strong nerves and a smooth sloping surface. It might look easy, but it requires a great deal of strength and control.

Boards became more sophisticated.

MAN IN 1970S: Some kids think timber is the best and some kids think flex is the best.

And more skate parks started popping up. Competitions got big and pro skaters became superstars.

BEAU HINGE, MENTOR: Now it's become a lot more mainstream, so a lot more people skateboard. As you can see here, how many people are actually using the skate park themselves, whether they're on skateboards or scooters or BMX's but you see a lot more skateboards. A lot more people are doing it, picking up and giving it a shot and loving it.

But the biggest thing to happen in skating for a long time is the Olympics. Not every skater was thrilled about seeing their sport in such a mainstream competition, after all skating has traditionally been seen as a sport for rebels and free spirits. But for a lot of skaters, it's really inspiring to see the best of the best compete in front of the world including some of the youngest Olympians ever.

JASMINE: We've had two 13-year-olds on the podium and a 16-year-old which inspires me a lot because they're really young and I'm 13 in three years which is probably when the Olympics is going again and they were competing against a 34-year-old.

BODHI: It was really good to watch young people win medals.

Sadly, not all of Australia's Skateboarding team could make the Games this year. Back in May, two Aussies and a coach tested positive to COVID at an Olympic qualifying event in the US. But for these guys it's the chance of a lifetime and for the rest of Australia's top skaters, well there's always 2024, 2028 or even Brisbane 2032.

BEAU HINGE: We have the right people in the right places and I think in the future, we'll smash it.

And who knows, maybe you'll see these guys up on the Olympic podium one day.

BOHDI: Yeah I'm trying to work hard to get to the Olympics.

JASMINE: In about like a few years, maybe not the next Olympics but maybe the one after.

Quiz

What's the term used for someone who skates or surfs with their right foot forward? Is it nollie, goofy or fakie? It's goofy. While no-one knows for sure there's a theory it's from this old Disney movie which shows Goofy surfing with his right foot forward.

Sport

Aussie Olympian Emma McKeon has become our greatest Olympian ever. She won 2 gold medals on the weekend taking her all time tally to 11. Meanwhile, Aussie BMX star Logan Martin has taken out the very first men's freestyle gold medal. In running, Italy's Lamont Marcell Jacobs has stunned the world winning the men's hundred metre final and while we can't show you the race. We can show you his family celebrating.

Meanwhile Jamaica has swept the women's 100 metre final taking the gold, silver and bronze. And it was all about the moustaches and the sunglasses in the high jump final. Aussie Brandon Starc finished in 5th, cheered on by his famous cricketing brother Mitch and the rest of the team.

At the top, Qatar's Mutaz Barshim and Italy's Gianmarco Tamberi actually decided to share the gold medal. They both cleared 2 metres 37 but fell short on 239, so the pair shook hands and said yeah let's just call it a draw, now that's the Olympic spirit.

School Recycling Program

Reporter: Jack Evans

INTRO: Now to a story about recycling. It's something a lot of schools are really good at but imagine if your school couldn't get a recycling bin. Well, you're about to meet some students from rural South Australia who've been fighting for two years to get on their council's recycling route. Here's Jack.

When you look around this school, you'd probably think what don't they have here? There's a veggie patch, a solar powered fish farm, whatever that is. There's even a vineyard. But up until recently there was something Kangaroo Inn Area School didn't have, a recycling bin. Yeah, it might seem a little odd. But because of how far away this little school is from its nearest town, it's been left off the council's recycling route.

TOM, TEACHER: Not being able to recycle is like seeing the beach without being able to go swimming. It sucks.

So how do you solve a problem like no recycling bin? Well, first the students here did an investigation to find out how much they were throwing out each day.

LANA: We collected all the rubbish from school. We told the cleaners to keep all the rubbish inside the classrooms and we found that each day there was 17.6 kilos of paper and cardboard going straight to landfill. And there was also 2.3 of the single use plastics, and 4.6 of compostables.

When you add that up, it's about 100 kilos of paper and cardboard that was destined for landfill every week. So, they decided to write a letter to their council.

ELLI: It went from just, we're not happy with our recycling, because we didn't have any. So, we wrote a letter to the council told them that we didn't have any recycling and went from there.

It took nearly 2 years, but finally these guys got a recycling bin.

ELLI: I was pretty nervous. Because we weren't sure if we were going to get recycling or not.

LANA: It was a sigh of relief; we'd actually made a change and it was great to hear that people were actually listening to what we had to say.

The good work doesn't stop there. These guys have also set up a centre for locals to drop off their 10 cent recyclables. Which will help to pay for the new bin, as well as school excursions. Oh, and they've also introduced a traffic light bin system in the school to help younger students sort their waste properly.

ELLI: We gather about 10 bins from around the school and most of them are pretty full. We've given brownies to people who do good recycling. So, if they have a bit of plastic in their recycling, we won't give them the brownies because that is not good enough. So, that keeps everyone on their toes.

Oh, is that what they mean by brownie points? These guys say they're really proud their hard work has paid off and they hope it inspires their younger peers and other kids to speak up for what they care about.

LANA: We're the young generation, and the older generation is the one that's making all these laws, and we don't have a say in it. So, we've started speaking up, and it's been really good to have that change.

Closer

Great work guys. Well, that's it for now, but we'll be back with more news for you next week. Until then, you can jump online to check out more stories, special episodes and teacher resources. Don't forget you can also watch Newsbreak every weeknight, plus if you're 13 or over, you can subscribe to our YouTube channel. Stay safe and have a really good week. Bye.