



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.

### TikTok Ban

1. Why is the US government looking to ban TikTok?
2. Which other social media platform went through a similar questioning process about data safety?
3. The US government thinks TikTok could give information about its users to the \_\_\_\_\_ Communist Party.
4. What does TikTok say about where and how the data is stored?
5. Do you agree with banning an app because of who owns it? Give reasons for your answer.

### Loot Box Reforms

1. What are loot boxes in video games?
2. Loot boxes use a technique called \_\_\_\_\_ rewarding.
3. Studies have found that gamers who buy loot boxes are up to two times more likely to gamble in real life. True or false?
4. What classification does the government want for games that feature loot boxes? What classification does the government want for social casinos?
5. Do you think changing the classifications for games that feature gambling is a good idea? Give reasons for your answer.

### Global Water Crisis

1. What is water scarcity?
2. What proportion of the world's population experience water scarcity?
3. What factors have impacted people accessing clean water over the past few decades?
4. What water issues does Australia face?
5. What action is being planned by the UN to address the water scarcity problem?

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

#### EPISODE 9

4th April 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.

## Thylacine Extinction

1. In which year did the last known thylacine die in a Hobart zoo?
2. What caused the thylacine to become extinct?
  - a. Habitat loss
  - b. Disease
  - c. Hunting
  - d. All of the above.
3. Finish the following sentence: A group of scientists have said thylacines may have lived until...
4. Which animal was declared extinct then rediscovered years later?
5. Name three facts you learnt watching the BTN Thylacine Extinction story.

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

## Competitive Cheerleading

1. In your own words, describe cheerleading.
2. Cheerleading is not a sport. True or false?
3. What skills do you need to be a cheerleader?
4. Where is the upcoming cheerleading competition being held?
5. How has your thinking about cheerleading changed since watching the BTN story?



Teacher Resource

# Global Water Crisis

## 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. What is water scarcity?
2. What proportion of the world's population experience water scarcity?
3. What factors have impacted people accessing clean water over the past few decades?
4. What water issues does Australia face?
5. What action is being planned by the UN to address the water scarcity problem?

## Activity: Personal Response

After watching the Global Water Crisis story students will respond to the following:

- What did you SEE in this story?
- What did this story make you WONDER?
- How did this story make you FEEL?
- Think of three questions you have about the BTN story.

## Activity: Class Discussion

Discuss the BTN Global Water Crisis story as a class. Ask students to record what they learnt about the water crisis. What questions do they have? Use the following questions to help guide discussion:

- Where do you get your water from?
- How do you know your water is safe and clean to drink?
- Why do we need clean water?
- When we talk about 'water scarcity', what does this mean?

Do your students have any other questions about the story? Discuss as a class.



### EPISODE 9

4<sup>th</sup> April 2023

#### KEY LEARNING

Students will learn more about water scarcity and how it impacts people.

#### CURRICULUM

##### Geography – Year 7

Classification of environmental resources and the forms that water takes as a resource.

The way that flows of water connects places as it moves through the environment and the way this affects places.

##### HASS – Year 4

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

##### HASS – Year 5

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others.

##### HASS – Year 5 & 6

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

##### HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

## Activity: KWLH Organiser

Discuss the information raised in the BTN Global Water Crisis story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

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

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- Where in the world is water scarcity an issue? Highlight on a world map.
- Why is there a global water crisis? List the factors that contribute to water scarcity.
- Choose one continent where water scarcity is an issue. What are the causes and effects of water scarcity in this area?
- How much water do we use in Australia? Find out how much water is used yearly in each of the following: household, manufacturing, agriculture, and mining. Create a pie chart to highlight your findings.
- How does a water crisis affect people?
- Who do you think should be responsible for addressing the problem of water scarcity? List some of the responsibilities of individuals, communities, and the government.
- *Water is a limited resource.* What does this mean? Explain what this means using your own words.

## Activity: Understanding water

Watch these BTN videos to help students understand more about water related issues.



[BTN Murray-Darling Wetlands](#)



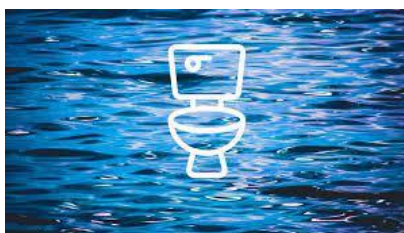
[BTN Darling River Fish Deaths](#)



[BTN Drought Kids](#)



[BTN Bottled Vs Tap Water](#)



[BTN Where does toilet water go?](#)



[BTN Handwashing](#)

## Activity: Science Investigation

### Class Discussion

Facilitate a class discussion to find out what your students already know about where water comes from, how it is accessed and where it goes after we use it. Use one or more of these questions to get the discussion started:

- How do you use water? Think about how water is used at school, at home and in the community.
- Where does water come from (list the different sources)?
- What are some natural and man-made systems associated with water?
- Where is our water cleaned and stored?
- How do you know your water is safe and clean to drink?
- What are some ways to use water responsibly?

### School Investigation

Provide your students with the opportunity to investigate water use around their school. Working individually or in small groups, students will use the following to guide them during their investigation.

- Investigate how water is used in and around your school. Walk around your school and identify where water is accessed and used (for example, taps, garden hoses or sprinklers, toilets, sinks, water fountains, pools, drinking fountain, dishwasher, water tanks).
- Write down as much information as you can about what you discover. Consider taking photographs or drawing a simple map of your school which highlights where water can be found and is accessed. Ask your principal if they can provide a copy of a detailed plan of your school which shows plumbing, water tanks and water access points.
- What did you discover during your exploration? Is water at your school being used responsibly or irresponsibly? How can water be used more sustainably at your school? Make suggestions.
- Write a report on the discoveries you made during the investigation. Include the following in your report: photos, labelled diagram, and a map.

### Excursion

If possible, students will plan an excursion to a sewage treatment plant or desalination plant. Alternatively, go on a [virtual tour](#) (Western Treatment Plant, Victoria). Use the following framework to guide your students, before, during and after the excursion.

#### Before

- What do you think the plant will look like? How big do you think it will be? Find it on a satellite map.
- Where is it? How far is it from your school?
- What do I want to learn? Make a list of 5 questions to ask during the excursion.
- What do I need to take with me? For example, a notepad, pencil, sketch pad, ruler, and camera.

#### During

Record as much as you can during the excursion. What do you see, think, and wonder? Ask questions during the excursion.

#### After

- What did you learn?
- Name and explain one step in the water treatment process.
- What happens to the water after it leaves the plant?

## 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.

### Celebrate

Think of a way that your class or school can get involved and celebrate [World Water Day](#) or [World Water Week](#). Find a water expert to talk at your school.

### Dreaming stories

What Aboriginal Dreaming stories teach us about the importance of water? Choose one to research in more detail and present your findings in an interesting way.

### Cycle of water!

Create a diagram demonstrating the cycle of water (incl. condensation, runoff, precipitation, and evaporation). Investigate and explain each step of the cycle.

### Dirty water project

Experiment with different materials to turn dirty water into clean water. Materials: dirt, water, rocks, cotton balls, cup, kitty litter, coffee filter and a plastic bottle cut in half. What worked well and what didn't work?

## Useful Websites

- [World Water Crisis](#) – BTN Newsbreak
- [Just over one-in-four global citizens lack clean drinking water, almost half lack basic sanitation, UN says](#) – ABC News
- [Cape Town Water Crisis](#) – BTN
- [Global Issues: Water](#) – United Nations
- [Are we running out of clean water?](#) – TEDEd
- [5 TEDEd lessons about water](#) – TEDEd
- [Fresh water scarcity: An introduction to the problem](#) – TEDEd
- [Where does toilet water go?](#) – BTN
- [Water Facts](#) – United Nations



Teacher Resource

# Thylacine Extinction

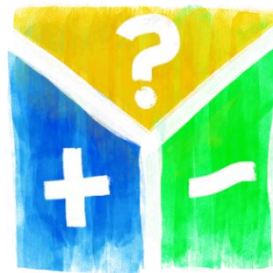
## Focus Questions

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

1. In which year did the last known thylacine die in a Hobart zoo?
2. What caused the thylacine to become extinct?
  - a. Habitat loss
  - b. Disease
  - c. Hunting
  - d. All of the above.
3. Finish the following sentence: A group of scientists have said thylacines may have lived until...
4. Which animal was declared extinct then rediscovered years later?
5. Name three facts you learnt watching the BTN Thylacine Extinction story.

## Activity: Note taking

Students will practise their note-taking skills while watching the BTN Thylacine Extinction 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 BTN Thylacine Extinction story as a class. Create a class mind map with Tasmanian Tiger (Thylacine) in the middle. Use the following questions to guide discussion: Ask students to record what they know about Tassie tigers. What questions do they have? In small groups, ask students to brainstorm responses to the following questions:

- What is a thylacine?
- What did it look like?
- Why did the thylacine become extinct?
- When did the last known thylacine die?
- What words would you use to describe the thylacine?

### EPISODE 9

4<sup>th</sup> April 2023

### KEY LEARNING

Students will develop a deeper understanding of the Tasmanian tiger and why it became extinct.

### CURRICULUM

#### Science – Year 4

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

#### Science – Year 5

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

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.

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

#### Science – Year 7

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

## Activity: Glossary

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

THYLACINE	EXTINCT	PREDATOR
CARNIVOROUS	MARSUPIAL	HABITAT

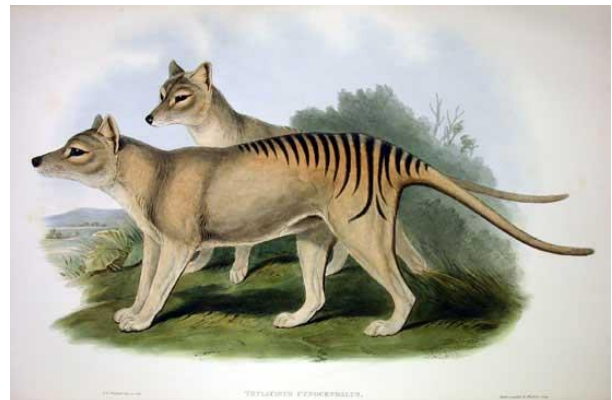
## Activity: Research project

Discuss the information raised in the BTN Thylacine Extinction story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

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

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

- Why did the Tasmanian tiger become extinct?
- What is the closest living animal to the Tasmanian tiger? What are the similarities?
- How was the Tasmanian environment suited to thylacines?
- Can we bring Tasmanian tigers back from extinction? Explain.
- What evidence is there that the thylacine is really extinct?
- What impact did European settlers have on the thylacine?
- What were the bounty systems for the thylacines?
- What can we learn from the extinction of the thylacine? Why is it important to learn about Australia's extinct fauna?
- How have views of the significance of the thylacine changed over time?





## Activity: Extinct Animal Profile

Students will research and write a profile of an extinct Australian animal. Here is the Australian government's [list of extinct animals](#) or the Australian Museum has an [extinct Australian animals list](#). Students can use the animal profile worksheet at the end of this activity to record their findings. Encourage students to use a range of sources to find their information.

### Research

Students will research and create a profile of an extinct Australian animal. Students can use the Animal Profile at the end of this activity to record their findings.

- Illustration or photo
- Scientific and common name
- Appearance
- Habitat
- Feeding and diet
- Behaviours and adaptations
- When did it become extinct (or last seen in the wild)?
- What were some of the causes of its extinction?
- What were the effects of its extinction? Did it have an impact on humans, plants, or other animals?



## 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.

### **Cloning Extinct Animals**

Investigate what animals are being considered for de-extinction through cloning? Present your research in a creative way.

### **Last known thylacine**

Watch [this video](#) that shows one of the last thylacines and write a summary of what you see.

### **Quiz**

Create a true or false quiz to test your classmate's knowledge about the thylacine.

### **Did you know?**

Using the information in the BTN story and your own research, create a *Did You Know* fact sheet about the thylacine. Publish using [Canva](#)

## Activity: Indigenous People and the Thylacine

Students will explore Indigenous people's connection to the thylacine through Aboriginal rock paintings and Dreaming stories. Aboriginal rock paintings of thylacine-like animals have been found in the Northern Territory and the Kimberly region of Western Australia. Explore some of these images [here](#). Listen to Aunty Doris Stuart Kngwarreye [share a Dreaming story](#) of the Arrernte people from Mparntwe (Alice Springs) being guarded by Akngwelye, a thylacine.



*How the Tasmanian Tiger Got Its Stripes* is a Dreaming story of the Nuenonne people of Bruny Island off the coast of Tasmania. The book should be available in most libraries or to purchase.

## Activity: Thylacine Quiz

### 1. The Tasmanian tiger was a...

- A. Marsupial
- B. Monotreme
- C. Reptile

### 2. What does the word thylacine mean?

- A. Dog with stripes
- B. Dog-headed pouched-dog
- C. Tiger with pouch

### 3. Tasmanian tigers were?

- A. Herbivores
- B. Carnivores
- C. Omnivores

### 4. The thylacine is also known as the Tasmanian tiger and...

- A. Tasmanian wolf
- B. Tasmanian dingo
- C. Tasmanian dog

### 5. When did the last known thylacine die in a Hobart zoo?

- A. 1936
- B. 1946
- C. 1956

### 6. What was the name of the last known thylacine?

- A. James
- B. Thomas
- C. Benjamin

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

## Useful Websites

- [Thylacines may have survived later than scientists thought, new research suggests](#) – ABC News
- [Tassie Tiger Return](#) – BTN
- [Thylacine](#) – Australian Museum

# ANIMAL PROFILE

Scientific Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features or Interesting Facts

HABITAT

THREATS



Teacher Resource

# BTN Transcript: Episode 9- 4/4/2023

Yaama, I'm Jack and you're watching BTN. Here's what's coming up. Calls for stricter video game classifications, is the Tasmanian tiger still out there and Thomas gives competitive cheerleading a go.

## TikTok Ban

Reporter: Michelle Wakim

*INTRO: All that and more, but first, US lawmakers are moving forward with plans for a national TikTok ban. They're worried about data security and the app's possible links to the Chinese government. But Thousands of Americans, including some high profile users of the platform, are protesting against it. Here's Michelle.*

MR WALBERG, CONGRESSMAN: Do you expect this committee to believe you haven't already discussed this scenario with your team? And you should have an answer to this. Yes or no, I agree with the Communist Party.

MR BILIRAKIS, CONGRESSMAN: Mr Chew, yes or no, do you have full responsibility for your algorithms?

MR HUDSON, CONGRESSMAN: Mr Chew, does TikTok access the hoe Wi-Fi Network?

MICHELLE, REPORTER: Okay, so, these are some interesting questions.

The US government directed them at TikTok's CEO Shou Chew, a Singaporean businessman.

MICHELLE: This grilling, about TikTok's data security and safety, went on for 5 hours. But it's not the first time US politicians have tried to ban the app.

JAMAAL BOWMAN, US REPRESENTATIVE: Our first amendment gives us the right to speak freely.

Back in 2020, Donald Trump was keen to get rid of it, because he believed it was a threat to national security. Courts stopped this because there wasn't enough evidence to ban anything. Now, President Biden has threatened to do the same.

TIKTOK USER: See dozens of TikTok creators who have come here to oppose a potential TikTok ban.

MICHELLE: One of the reasons they're not happy, is because the US government doesn't seem to have the same problem with other social media platforms.

SHOU CHEW, TIKTOK CEO: With a lot of respect, American social companies don't have a good track record with data privacy and user security. I mean look at Facebook and Cambridge Analytica, just one example.

Yep, Facebook's American co-founder Mark Zuckerberg also went through a similar questioning process about data safety.

MR DURBIN, US SENATOR: Mr Zuckerberg, if you've messaged anybody this week would you share with us the names of the people you've messaged?

MARK ZUCKERBERG, CO-FOUNDER OF FACEBOOK: Senator, no. I would probably not choose to do that publicly here.

And Facebook was never banned.

MICHELLE: So, why is all the focus on TikTok?

Well, it's owned by ByteDance, a Chinese company. The US government thinks TikTok could give information about its users to the Chinese Communist Party.

MRS RODGERS, CONGRESSWOMAN: The Chinese Communist Party is able to use this as a tool to manipulate America as a whole. Your platform should be banned.

TikTok denies this and says since October all new user data is being stored in the US.

SHOU CHEW, TIKTOK CEO: The bottom line is this, American data, stored on American soil, by an American company, overseen by American personnel.

MICHELLE: Look, it's no secret that these two governments don't always get along. So, maybe the tension here isn't between the US and TikTok, but between the US and China. So, is it right to ban an app because of who owns it? Not every politician seems to think so.

ALEXANDRIA OCASIO-CORTEZ, US REPRESENTATIVE: Hey everyone, this is Rep. AOC.

Alexandria Ocasio-Cortez, who also goes by AOC, got on TikTok to talk about TikTok.

ALEXANDRIA OCASIO-CORTEZ, US REPRESENTATIVE: Do I believe TikTok should be banned? No. The United States has never before banned a social media company from existence.

AOC makes the argument that banning the app doesn't really address the core issue here, which she says is the fact social media companies have so much access to personal data without consequences.

ALEXANDRIA OCASIO-CORTEZ, US REPRESENTATIVE: In fact, the United States is one of the only developed nations in the world that has no significant data or privacy protection laws on the books.

Instead, she suggests the US should look to places like the European Union. It has heaps of regulations to protect individual users and restrict the amount of data that companies can collect. Here in Australia, the federal government is actually running an investigation into TikTok and its ability to collect data. And they've just announced that Australia will join the US, Canada, the UK and a number of other countries in banning the app on all government devices. But, unlike the 150 million TikTok users in the US, we don't have to worry about a complete ban coming to Australia. Well, not yet anyway.

## News Quiz

Who is this former US President? It's Donald Trump. He's been making headlines yet again after being indicted in New York last week. He's facing criminal charges. We don't know exactly what they are yet, but they're believed to relate to "hush money" payments made during his 2016 presidential campaign.

Elon Musk, Apple co-founder Steve Wozniak, and hundreds of other tech experts have signed a letter calling for something to be stopped. What are tech experts trying to halt? Is it mining for precious metals, crypto mining, or AI development? It's AI development. They say the race to develop AI systems is out of control and want to stop new learning. At least for now.

Take a look at this giant meatball. It's special for a few reasons, including that it was grown in a lab. But it also contains genetic information from an unusual animal. Which prehistoric creature has been used to make this meatball? Is it a crocodile, a woolly mammoth or a Komodo dragon? It's a woolly mammoth. The meatball's also got genetic info from the African elephant; its closest living relative. The creators haven't actually tasted it. I'm not sure why.

## Loot Box Reforms

Reporter: Jack Evans

*INTRO: The Australian government wants to introduce stricter classification rules around gambling in video games. They'll make it harder for young Aussies to access games that simulate gambling or use things like loot boxes. Take a look.*

KID 1: Yeah, I see them in ads, and they let you just tap it and play it.

KID 2: You can spend money, real money.

While some are more obvious than others, there are a lot of video games out there that involve some form of gambling. And now, the federal government wants to do something about it. It says those features aren't appropriate for kids and want stricter classifications for video games that contain them, whether or not they involve any real money. Just like films and TV shows, video games are given a classification before we see them. They help give us an idea for what's appropriate for different age groups. So, what sort of games could be impacted? For starters anything containing these, loot boxes.

KID 1: A loot box is something that contains prizes, but there's a chance that you might get a good prize or a bad prize.

KID 3: It feels really good when you get the awesome stuff. But when you get like the really low rarity stuff, you feel like you've lost like so much things.

Loot boxes have been a bit of a controversial topic in recent years. Sometimes they're earned through game play, but a lot of the time they can be bought using real money. And while some game developers, like Fortnite, have already started to phase out randomised loot boxes, there are still a whole heap of games that use them.

JACK, REPORTER: Oh, okay. Loot boxes use a technique called intermittent rewarding which basically means letting you win at random intervals. It's very common in gambling games and can make you want to play something for longer because you never quite know when you're going to get your next win. Oh, Oh, I won.

KID 1: The games I play in, you have to play a lot to get those loot boxes to get some experience. And if you play a lot, you get extra rewards.

Studies have found that gamers who buy loot boxes are up to two times more likely to gamble in real life. So, the government wants any games that feature loot boxes to carry an M, or mature, rating, which means they're not appropriate for anyone under the age of 15. The other games the government wants to put stricter classifications on are these. They're called social casinos, they're free to play and you can't win real money from them. The government wants them to carry an 18+ rating, which would make them illegal for anyone under age to play them.

KID 3: I've seen them in ads. Sometimes my mom thinks she can win when she downloaded those games.

They look and sound similar to pokie machines, some are even made by the same companies that make pokies, and they say that only a really small percentage of kids are actually playing them anyway. But there are some studies that suggest that's not the case and that between 12 and 25 percent of young people are playing social casino games.

SALLY GAINSBURY, UNIVERSITY OF SYDNEY: We know that young people often change their age on social media platforms to gain access.

For a while now, there have been growing concerns about how easy it is for young people to access games that feature simulated gambling. Because studies have shown they can lead to them doing the real thing as they get older and the government says stricter classifications could go a long way towards helping that.

MICHELLE ROWLAND, MINISTER FOR COMMUNICATIONS: Research undertaken by my own department indicates that simulated gambling within games certainly does have a link between real world, online, and other harms.

KID 4: Kids can get really addicted to these games, and then they'll just ask their parents to buy more things.

KID 1: It can create a bad habit for when they grow up. And then when they grow up, though, we lose even more money because they have the freedom to spend it.

## Global Water Crisis

Reporter: Michelle Wakim

*INTRO: For the first time in almost 50 years the United Nations has held a big conference about water. 2 billion people around the world don't have access to safe drinking water and UN experts say now is the time to act if we want to stop this problem from getting worse. Here's Michelle.*

MICHELLE, REPORTER: Earth is known as the blue planet and all that blue stuff is water. There's 326 million trillion gallons of it, so you'd think they'd be enough to go around, right?

Well, 97 percent of water on earth is salty, so not something we can easily use. 2 percent is frozen freshwater and that leaves us with just 1 percent for all of humanity.

MICHELLE: As it turns out, this 1 percent isn't always looked after or available to everyone.

ANTÓNIO GUTERRES, UN SECRETARY GENERAL: Water is a human right, but water is in deep trouble.

Yeah, he's right, there is a problem here. Almost half of the world's population experiences something called water scarcity, which is when water becomes more difficult to access for at least one month a year. For some people, this can mean something as simple as hand washing just doesn't happen making them more likely to get sick. For others it means not having access to clean drinking water at all. In 2019 alone, it's estimated 1.5 million people around the world died because of unclean water or poor sanitation and hygiene.

Over the past few decades this problem has been getting worse because of a number of different factors, like our rising population. We've hit 8 billion people now. That's a lot of humans needing water to drink, grow food and maintain hygiene. With more people also comes more pollution, and, of course, there's climate change, which has led to more common and extreme droughts in some places and too much water



in others, which can actually cause the contamination of clean water.

MICHELLE: You might be thinking, 'this is an overseas problem, we're fine here in Australia' but, we actually have our own water crisis.

Australia is the driest inhabited continent on the planet and we use a lot of water, especially in our agriculture industry and our demand for water often outweighs how much we actually have available. It's led to towns, in many places across the country having long term water restrictions. And those extreme weather events we've experienced in Australia lately, like floods, can lead to long term problems in our waterways, like the millions of dead fish that have been floating down the Darling River recently.

MICHELLE: While this all sounds pretty negative, there's plenty we can do to fix the state of water.

This is why the UN held the water conference, so countries can come together and agree on a new Water Action Agenda. Billions of dollars will be going towards things like water conservation, improving water recycling technology, the restoration of ecosystems like wetlands, and of course stepping up the fight against climate change.

UNITED NATIONS: May we all be united by water action.

MICHELLE: Experts say, if we're responsible, that 1 percent of fresh water could be enough for everyone.

## Thylacine Extinction

Reporter: Jack Evans

*INTRO: A new study is challenging the extinction date of the Tasmanian tiger. Researchers say the marsupial may not have disappeared in the 1930s and could have survived well into the 1980s or even 2000s. But could it still be out there today?*

JACK, REPORTER: Right, all I have to do is find an animal that's been extinct for nearly 90 years. How hard can that be? Yoo hoo, Tasmanian tigers. There's one. Oh, it's just a rock.

While I might not be having much luck, there have been plenty of people over the years who claim to have spotted a Tasmanian tiger.

JACK: The Tasmanian tiger or thylacine, if you're scientifically inclined, once roamed Australia some 3000 years ago. By the time Europeans arrived they were only found in Tasmania. Which makes you wonder if that's the reason why they're called Tasmanian tigers.

But soon thylacines started disappearing in Tasmania, too. Because of things like habitat loss, disease and hunting. During the early 1900s Tassie tigers were seen as a bit of a pest and were thought to be a threat to farmers' sheep. By the 1930s this guy was the only one left. His name was Benjamin and he lived in Hobart Zoo where he died on the 7th of September 1936, when the species was declared extinct or so we thought.

JACK: Since then there have been thousands of reported sightings of Tasmanian tigers, which got a group of scientists wondering, was Benjamin really the last one or have there been others out there that are perhaps too shy to stay out long enough for anyone to confirm that yes, indeed, that is a Tasmanian tiger.

PROFESSOR BARRY BROOK, UNIVERSITY OF TASMANIA: There's always been discussion and debate as to whether that was truly the last thylacine or whether in fact they continued to persist in the wild and for how long.

This is Professor Barry Brook from the University of Tasmania, he's part of that group of scientists I just mentioned. They conducted a 5-year study looking at the 1237 sightings.

PROFESSOR BARRY BROOK, UNIVERSITY OF TASMANIA: We did that in an exhaustive way, looked through hundreds, even thousands of records and we had to essentially evaluate how plausible those sightings were.

Based on all the supposed sightings, he reckons there's actually a pretty good chance that the thylacine could have lived up into the 1980s and even the early 2000s.

JACK: Although there's really no certain way of proving that without any sort of physical evidence. Because while there might have been a whole bunch of people who say they saw one that doesn't necessarily mean they're true. Ooh, there's one. Oh, no it's not.

PROFESSOR BARRY BROOK, UNIVERSITY OF TASMANIA: We're not saying we've got the definite answer, we're saying here's all the evidence, here's our best guess and how to interpret it and this is what it suggests.

Professor Barry Brook also says there's a small chance Tassie tigers could still be around today hiding in remote parts of the Tasmanian forest. Because it's not completely unusual for a species to pop up again many years later after being declared extinct.

PROFESSOR BARRY BROOK, UNIVERSITY OF TASMANIA: One of the most famous examples in Australia is the night parrot which hadn't been seen for well over 80 years and then was rediscovered in the Australian desert and there's probably many others like that.

As for the Tassie tiger, well, who knows if there are any still out there.

JACK: Ooh, there's one. Oh, it's just a stick. I wonder if I'd be better looking for Tasmanian tigers in Tasmania.

## Sport

Max Verstappen has won a hectic Australian Grand Prix, which was stopped not once, not twice, but three times after some pretty epic crashes.

MAX VERSTAPPEN, FORMULA ONE DRIVER: It was a bit of a mess, but, yeah, we won, which of course is the most important.

Only 12 cars actually finished the race with Aussie driver Oscar Piastri ending up in 8th place, scoring his first F1 points.

Cricket Australia has announced a new pay deal for its men's and women's players. It includes a 66 percent pay increase in the women's league making them on average the highest-paid female players of team sports in Australia. Players on state and WBBL contracts will earn an average of \$150,000 a year from next season.

## Competitive Cheerleading

Rookie Reporter: Thomas Midena

*INTRO: Cheerleading's soon going to be an Olympic sport and here in Australia it's getting bigger all the time. Thomas met up with a talented team in Adelaide who are preparing to take their skills to Hawaii, and they even taught him a thing or two. Or, umm, at least, they tried.*

THOMAS, REPORTER: Did you know that cheerleading is one of the fastest growing sports in Australia?

CHEERLEADER: Well, yeah.

THOMAS: I bet you didn't.

CHEERLEADER: I did.

THOMAS: I bet you didn't even know it was a sport.

CHEERLEADER: Of course, it is.

THOMAS: How do you know all this?

CHEERLEADERS: We're cheerleaders.

Turns out it's true, these young athletes are all part of a competitive cheerleading team called Altitude.

THOMAS: Makes sense.

COACH: So, it is getting quite big in Australia now, and I think there's been a lot of presence of cheerleading in popular media. So, for example, there's been some Netflix shows that have featured cheer, there's YouTube channels, Instagram, and I think that's really helped to bring it alive and make more people aware of what it's all about.

THOMAS: What is cheerleading? How would you describe it to someone who doesn't know?

CHEERLEADER: Well, it's like, dance and like gymnastics and kind of like, not really, but kind of circus. And like, you kind of all like, join it all together.

COACH: Teams in all-star cheerleading usually learn a routine, it's about two and a half minutes in duration.

CHEERLEADER: There are two groups and they do a stunt and then I tumble through the middle of them.

COACH: And it will include some dance, some jumps, some tumbling, things like flips and cartwheels and that kind of thing. Has a large proportion of stunting, so, lifting people in the air, spinning them, throwing them, catching them, and pyramids as well, which is when we have multiple stunts coming together and making really complex structures.

CHEERLEADER: When you say you're a cheerleader, people think you're just on the sidelines, like cheering, cheering teams, like football teams on. But really, it's a massive teamwork sport and no pom poms required.

COACH: We have our own competitive teams, we compete against other competitive teams, it's very athletic, it's very heavily team based. So, it's quite different to a lot of the perceptions that people have about the sport.

The team are training hard at the moment ahead of a big international event.

THOMAS: How are you feeling about going to Hawaii?

CHEERLEADER: I'm nervous, but then also excited because I've never gone overseas before.

COACH: It's probably the first really large international competition that's been able to be held in Hawaii since COVID started. So, this is the kind of experience for us that we've been, you know, just itching to have the whole time we've been in existence, so we're really looking forward to being able to go.

THOMAS: I'm a bit flexible, so, do you think I could do it or?

CHEERLEADER: Yeah, I think you could do it.

COACH: Reckon you can do that?

THOMAS: Easy, yeah, that's fine. Oh, at the back? Okay, sure, yeah. I wasn't really watching properly before. Was it like? And then, legs'll go out. Okay. Crocodile? Okay. Down. Up. And the legs will go out. It'll happen, yeah. Just stretching.

COACH: Ready and five, six, seven. One, two, bend, three, four, five, six, seven.

THOMAS: Yeah, pretty good guys, yeah, what's next?

CHEERLEADER: I would say it'll take you some years to get, like, some skills, but I think you'll still be able to do it.

THOMAS: I'm one of the team. Alright, now we're talking.

CHEERLEADER: You are still pretty flexible.

THOMAS: Thank you. Pretty flexible. What was that last step again? I feel like I just missed something there.

COACHES: Five, six, seven, eight. One, two and three and four, five, seven, three, five, seven.

THOMAS: Oh, good job, guys. We nailed it.

COACH: It is by far, and I'm very biased, I know, but it is the most inclusive team-based sport I've ever come across. There is a place in the team for every single person. It doesn't matter how big or tall or short or small or whatever the skill set, there's always something that every individual can bring to the team.

## Closer

Thomas, I'm giving you an A for effort. Well, that's us done for another week and for this term. But before you go, don't forget to check out our website. You'll find heaps more stories and things to do. While you're there, make sure you also check out BTN High. Well, we'll be back before you know it. See you next term. Bye.