



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.

Australia-China Relationship

1. What was the main point of the BTN story?
2. China is Australia's most important trading partner. True or false?
3. What Australian goods did China impose tariffs on?
 - a. Barley
 - b. Wine
 - c. Lobster
 - d. All the above
4. Describe Australia's relationship with China in recent years.
5. What do you understand more clearly since watching the BTN story?

ADHD Report

1. How many people in Australia have ADHD?
 - a. 1 in 20
 - b. 1 in 50
 - c. 1 in 100
2. How does Lacey's mum describe ADHD?
3. Respond to the following statement: ADHD can be like having a superpower.
4. What did a recent report about ADHD recommend?
5. Name three things you learnt about ADHD watching the BTN story.

Phone Detox

1. Briefly explain the challenge the kids and Cale were involved in.
2. How much time were they allowed on their phones each day?
3. Research shows that only about _____ percent of interactions with our phone are prompted by notifications.
4. How did Thomas, Emma and Olive go with the digital detox challenge?
5. What was surprising about this story?

EPISODE 32

14th November 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.

Young Mayors

1. What was the main point of the BTN story?
2. Who do the young mayors work alongside:
 - a. Local Government
 - b. State Government
 - c. Federal Government
3. What issues are important to the young mayors in the BTN story?
4. Why is it important for young people to have a voice in the community?
5. If you could be the mayor of your town, what would you do?

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

Rewilding Zebra Sharks

1. What is rewilding?
2. What contributed to the decline of zebra sharks in Indonesia?
3. How might the rewilding of zebra sharks help the marine ecosystem?
4. Give examples of other animals that have been rewilded.
5. What did you learn watching this story?

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



Teacher Resource

Young Mayors Program

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 was the main point of the BTN story?
2. Who do the young mayors work alongside:
 - a. Local Government
 - b. State Government
 - c. Federal Government
3. What issues are important to the young mayors in the BTN story?
4. Why is it important for young people to have a voice in the community?
5. If you could be the mayor of your town, what would you do?

Activity: Class Discussion

Before watching the BTN story facilitate a class discussion asking students the following question.

If you could be the mayor of your town, what would you do?

In pairs, students will brainstorm what they would do if they were mayor, recording their ideas on a piece of paper. Ask some volunteers in the class to share what they would do if they were mayor.

After watching the BTN Young Mayors Program story, hold a class discussion using the following discussion starters.

- What do mayors do?
- What issues are important to you?
- Complete the following sentence. It is important that young people's voices are heard because...
- How can young people get their voice heard about issues they care about?
- Think of three questions you have about the BTN story.



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KEY LEARNING

Students will explore what their priorities would be if they were mayor. Students will explore ways of becoming more active and engaged citizens.

CURRICULUM

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

The key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives.

HASS – Years 5 and 6

Work in groups to generate responses to issues and challenges.

HASS – Year 6

Reflect on learning to propose personal and/or collective action in response to an issue or challenge and predict the probable effects.

HASS – Year 7

Collaborate to generate alternatives in response to an issue or challenge and compare the potential costs and benefits of each.

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action.

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Young Mayors Program story. The glossary will help inform students while working through the activities in this resource. Below are some words to get them started.

| | | |
|--------------------------|---------|-----------------------------|
| LOCAL GOVERNMENT | MAYOR | REPRESENTATIVE DEMOCRACY |
| ENGAGED & ACTIVE CITIZEN | COUNCIL | PRIORITIES |

Further activities for students:

- Choose one word/term from your glossary. Find a definition for the word and explore its meaning in more detail. Explain the meaning of the word or term to your classmates. Use examples to help explain the word's meaning.
- Visit the Parliamentary Education Office (PEO) for a [glossary](#) to browse or search the meanings of key parliamentary terms.

Activity: If I were Mayor...

In this activity students will explore what their priorities would be if they were the mayor of their council and come up with a list of their top three priorities. During this activity students will practise communication, decision-making and public speaking skills. Hold a brainstorming session as a class to make a list of priorities and issues that mayors focus on in their job. Below are some suggestions to get you started.

| | | | |
|---------------|-----------|-------------------|----------------|
| Housing | Education | Buildings & Roads | Environment |
| Mental Health | Jobs | Community | Transportation |

In small groups (4-5 students per group), students will discuss their individual priorities and come up with a list of their top three priorities as a group. Each group should appoint a spokesperson to present their priorities to the whole class. Each group's spokesperson will share their group's top priorities with the class.

Further Investigation

- Were there common themes across the different groups?
- What impact do you think your priorities would have on the community?
- Create a poster that outlines your vision and priorities if you were mayor.

Reflection

- How did this activity make you feel?
- What surprised you when completing the activity?

- Write a short paragraph reflecting on why you believe it is important for all individuals to have a voice in society. Having the right to voice allows people to participate in decision-making, share their experiences, and advocate for change.

Activity: Representative Democracy

In Australia we have something called a representative democracy, which means that citizens choose representatives to make decisions on their behalf. They're our members of parliament, senators, and mayors. It's their responsibility to keep in touch with their voters and make sure their voices are heard on either a national, state, or local level. Learn more about what a [representative democracy](#) is on the PEO website.

Three Levels of Government

Students will investigate the three levels of government in Australia and the responsibilities of each. Watch the Parliamentary Education Office [Introduction to the three Levels of Government](#) video and the BTN [Levels of Government](#) story to learn more about how the levels of government in Australia work.

Additional Resources

Students can test their knowledge of the three levels of government in Australia with this PEO [game](#). After watching the PEO's video, explore the three levels of government—federal, state, and local—with this PEO [classroom activity](#).



Students will investigate who represents them and their views on a local and school community level. Students will use the following to guide them throughout their investigation.

Who represents you in your local council?

Find out which council your school is in and who represents you and your school community.

- Visit the website of your council to do more research and find out who represents you and your school.
- Find more information about the council that your school is situated. On a map locate your school and draw the boundary of your council area.
- What are the responsibilities of local government? Give three examples. For example, local road maintenance, garbage collection, building regulations and land subdivisions, public health, and recreation facilities such as swimming pools.
- Learn more about the mayor of the council and create a profile.
 - Who is your mayor? What is their name and title?
 - What does a mayor do? Make a list of their roles and responsibilities.
 - How do you become a mayor?

Invite the mayor of your council to visit your school to talk about their role and responsibilities.

Alternatively, organise a class excursion to visit your mayor where they work. Prepare a list of questions with your students in advance that they would like to ask the mayor.

Who represents you in your school community?

What makes your school a democratic community?

- Who makes decisions at your school? Give examples.
- What decisions do you make personally?
- How do your school representatives know what you want?
- Who represents you on the School Representative Council (SRC)? Consider joining your school SRC.
- How important is it for us to have good representatives that make decisions on our behalf?
- How can teachers, students and parents have a say in what happens in your school community?

Activity – Active Citizenship

Ask students to brainstorm ideas on the whiteboard about what it means to be an active engaged citizen. Encourage them to think about actions that individuals can take to make a positive impact on their communities.

Individually or in pairs students will discuss and respond to the following questions.

- What issues are important to you in your community?
- How can individuals contribute to positive change in these areas? Think of big and small actions.

Below are some ways that students can become more active and engaged citizens.

Join your SRC

Would you like to have a greater say in your school community? Nominate yourself for your School Representative Council.

Write a letter

Would you like to see an improvement in your local community? Write a letter to the mayor of your council asking for change.

Petition

Would you like to raise awareness about an issue in your school, local community or in parliament? Get involved and have your say by starting a petition.

Run a Class Poll

What's important to your school community? Conduct a poll in your class or whole school to learn more about your community's needs and opinions.

Useful Websites

- [Young Mayors program](#) – The Foundation for Young Australians
- [Three Levels of Government](#) – AEC
- [Levels of Government](#) – BTN
- [Three Levels of Government](#) – PEO
- [Start a Petition](#) – PEO



Teacher Resource

Rewilding Zebra Sharks

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 rewilding?
2. What contributed to the decline of zebra sharks in Indonesia?
3. How might the rewilding of zebra sharks help the marine ecosystem?
4. Give examples of other animals that have been rewilded.
5. What did you learn watching this story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Rewilding Zebra Sharks 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 story as a class. Ask students what they know about rewilding animals. Use the following questions as a guide:

- What is rewilding? Come up with a class definition.
- Why are zebra sharks being reintroduced in Indonesia?
- How are zebra sharks being rewilded?
- Give some examples of other animals that have been rewilded.
- What questions do you have about the story?



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KEY LEARNING

Students will learn more about what rewilding is and the benefits of reintroducing species into an ecosystem.

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

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: Glossary

Students develop a glossary of words about rewilding endangered species. Below are some words to get you started. Add words and meanings to your glossary as you come across unfamiliar words.

| | | |
|--------------|--------------|-----------|
| ENDANGERED | REWILDING | ECOSYSTEM |
| BIODIVERSITY | REINTRODUCED | HABITAT |

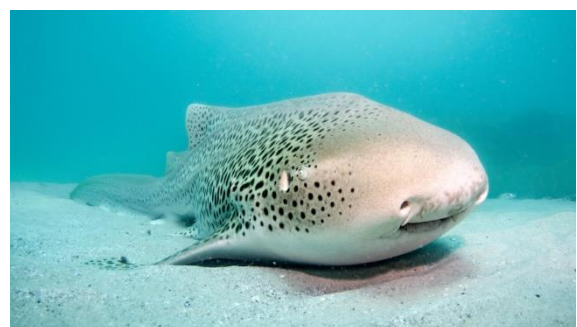
Activity: Research

Discuss the information raised in the BTN Rewilding Zebra Sharks 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.

- Why is it important to bring back native species to an ecosystem?
- Choose a rewilding success story to explore in more detail. Why was the species reintroduced?
- Can you think of a native species that could benefit from a rewilding project in your area? How might it help the environment?
- What are some potential challenges or risks involved in reintroducing a native species to an area?
- Why is it important to protect and conserve living things?
- What is biodiversity and why is it important?
- What is causing species loss? Explore issues such as habitat loss, introduced species, pollution, population growth and overharvesting/hunting.
- What happens when an animal becomes extinct? If one species in the food chain becomes extinct, how would it affect the rest of the chain? Choose an endangered species and explore its role in the food chain.



Activity: Species profile

Students will investigate the zebra shark or choose another endangered species to learn more about and create a profile.

Research

Students will research the following and then share their research findings with the class or create a display in the classroom. Students can use the Animal Profile at the end of this activity.

- Illustration or photo
- Name (common and scientific name)
- Conservation
- Appearance
- Adaptations
- Habitat – where would you find the species?
- Threats
- Unique features



Activity: Biodiversity in your local environment

Students will work together to help introduce a native animal species into their school yard. Ask them to consider the following:

- What kind of animals could you reintroduce into your school yard? For example, birds, bees, frogs, butterflies. Research the species native to your local area. Contact a ranger at a park near your school or the local council to learn more about the local species.
- Do you have the right type of habitat in your school yard for the native animal species to survive? Describe the climate and identify the plants in your school yard.
- What are some threats to the species that are caused by humans? How can you reduce these threats in your school yard?
- What materials and tools will you need to build the habitat or introduce new species to your area? Consider writing a guide or procedure manual.
- Build the habitat as a class and present the habitat to your school community. Teach students in other classes about the new habitat and involve them in caring for the new habitat.
- Prepare a map of the habitat which highlights key features. Include information labels in the habitat (for example, QR codes) for other students to learn more about the habitat and the biodiversity of your school yard. Include scientific information about the species.

Useful Websites

- [Zebra Shark](#) – Australian Museum
- [Zebra shark](#) – Marine Conservation
- [How a Sydney aquarium is helping endangered zebra sharks bounce back in Indonesia](#) – ABC News
- [ReShark and SEA LIFE Sydney's breeding program for endangered zebra sharks](#) – Sea Life Sydney

ANIMAL PROFILE

Scientific
Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features
or Interesting Facts

HABITAT

THREATS



Teacher Resource

BTN Transcript: Episode 32 – 14/11/2023

Hey. I'm Amelia Moseley and you're watching BTN. Thanks for hanging out with us again. Let's see what's coming up on today's show. We meet the young mayors of Wollongong, put our phones down for a digital detox and find out how Sydney Aquarium is helping this stripy sea animal.

Australia-China Relationship

Reporter: Joshua Langman

INTRO: All that soon, but first, you might have heard that our Prime Minister visited China recently to meet with President Xi Jinping. It was the first formal meeting between the two countries' leaders in seven years and here's Josh to tell you what was on the agenda.

JOSH LANGMAN, REPORTER: Thanks Amelia. That's right, I'm down here at Adelaide Zoo with giant pandas Wang Wang and Fu Ni who, just over a week ago, were the subject of major discussions between Australia's Prime Minister and Chinese President Xi Jinping. Now, that's a pretty big deal because...

Oh, uh, they weren't talking about pandas? Then what am I doing here?

Yeah, believe it or not, there were more important things than pandas on the agenda for Anthony Albanese and President Xi Jinping. Yeah, sorry Wang Wang and Fu Ni, we'll come back to you later.

Will you wake up? This is important.

But first, let's find out why this trip was such a big deal.

For a long time, Australia and China have been, well, different. We have different histories, different cultures, and different politics. But, about 50 years ago, our governments decided it would be a good idea to partner up, because not only were we quite close to each other, but it would also be good for our economies, and our security. Today, China is Australia's most important trading partner. They buy almost one third of all the goods we send out of Australia. And the relationship's important for China too, which uses a lot of our resources like iron ore, coal, and liquefied natural gas. But over time, things between Australia and China have become a bit rocky.

As we mentioned earlier, China has a pretty different political system. And over the past few decades, Australian politicians have been openly critical of some things, like China's treatment of minority groups, and its policies in Hong Kong and Taiwan. There's also been some tension over the South China Sea, an area of ocean that China says it owns, even though international law, and some of China's neighbours say that's not true. Our government has also been a little bit suspicious of Chinese companies in Australia and their impact on national security. And in early 2020, our government called for an independent investigation into the origin of COVID-19, and how China handled it.

PETER DUTTON, FORMER HOME AFFAIRS MINISTER: Where else did it start if it wasn't in Wuhan?

China wasn't happy, and their government decided to put some hefty taxes on exports of our goods to their country, including things like barley, wine, and lobster. Chinese authorities said it was because Australia was breaking trade rules by selling things too cheaply, a claim the Australian government denied.

So, yeah, you could say things have been a bit awkward. In fact, no prime minister has held formal talks with Xi Jinping since 2016. Until now.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: This was a point where the relationship moved forward.

Mr. Albanese says talks went pretty well trade-wise, although some say issues like human rights should've been higher on the priority list.

SIMON BIRMINGHAM, SHADOW FOREIGN MINISTER: This is a real test for Anthony Albanese. He needs to demonstrate strength and substance ahead of ceremony or symbolism.

Not so black and white, is it Wang Wang? Hey, wait a second, what has this got to do with pandas?

Well, in the lead up to the visit, there was some talk about these guys. See, Wang Wang and Fu Ni here are actually rented from China in a deal that's due to expire next year. So, some were hoping this visit could wangle them some more time in SA. And while there was no guarantee they'll get to stick around, apparently pandas were briefly discussed.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: He reminded us of the fact that not all pandas are cute by relaying the Kung Fu Panda story as well.

For now, the Prime Minister has invited President Xi Jinping to visit us down under. And while China and Australia acknowledge they don't agree on everything, the hopes are that staying on good terms will mean good things for both countries and for these pandas. Josh Langman, BTN.

News Quiz

Which phone network stopped working last week, leaving about 10 million people without phone or mobile internet for hours? It was Optus. It had a big impact on a lot of people and businesses. It even interrupted Melbourne's trains.

The Hollywood actors strike is over. The Screen Actors Guild, who represents TV and movie actors, says it's reached an agreement with media companies to end the strike.

STRIKER: A feeling of joy and of triumph over adversity and not quitting.

When did the Hollywood actors strike start? Was it April, July or September? It started back in July and has had a big impact on the movie and tv industries.

What are these people queuing for? The new iPhone, Taylor Swift tickets or Black Friday sales? They were trying to get hold of Taylor Swift tickets after a new batch went on sale in Sydney and Melbourne for her Eras tour.

TAYLOR SWIFT FAN: I decided to stay overnight. It's definitely been an adventure, but I think, in the end, it will be worth it.

Can you name the new space telescope that took these amazing images of the cosmos? Is it Euclid, Newton or Archimedes? It's Euclid. It was launched in July and is now parked about one and a half million kays away from the Earth where it will spend the next six years building a 3D map of the universe.

ADHD Report

Rookie Reporter: Lacey

INTRO: Last week a special committee of Australian senators delivered a report on how people with ADHD are treated in Australia. It found that more needs to be done to support people with the condition. So, we asked Lacey from South Australia to tell us what it's like having ADHD. Take a look.

LACEY: Hi, I'm Lacey, I'm 9 years old and I'm going to the gym. It's a kid's gym for kids like me. I have something called ADHD. My brother Oaklan has it, even my dad has it. And I'm going to tell you all about it. ADHD stands for attention deficit hyperactivity disorder and it's really common in Australia. Around 1 in 20 people have it. People with ADHD might feel like they have lots of energy and find it hard to pay attention.

PAIGE, LACEY'S MUM: Having ADHD is like having a race car in your brain because your thoughts and your concentration is going so fast that putting that all together is really, really hard.

LACEY: You see, the brain is like a computer that helps control what the body does. There's parts for emotion, parts for learning and parts for our senses. People think ADHD can affect this part of brain, which is in charge of things like our behaviour, concentration, and memory. It can make it more difficult to do some things, like learning at school, doing homework and sometimes talking to people. It doesn't just affect kids. Heaps of adults have it too including some really famous people.

LACEY: I've got a special trick for this one.

Some people with ADHD take medication which can help them a lot. Exercising also helps too and hanging out at places like this.

LACEY: And it's not all bad. If you have ADHD it's just like your own superpower. People with ADHD can be really creative. And sometimes you can be really focused on things you love. My favourite thing to do is ariel. I get to flip upside down and show all my flexibility. But not everyone with ADHD is the same, and sometimes it can be hard to tell who has it.

PAIGE: I think people with ADHD often get judged by their peers, because they struggle to stay still. And they struggle to have control over what comes out of their mouth, they think something, and they do it or they say it straight away. And people might get offended by that.

LACEY: Recently there was a big report done on ADHD. It said we need to make it easier for people with ADHD to get support.

JORDON STEELE-JOHN, SENATOR FOR WA: We need to increase the knowledge of what ADHD actually is reducing the cost, bring down the wait time for assessment and to take a nationally, consistent approach.

LACEY: I hope I've helped you to understand more about what it's like to have ADHD.

LACEY: Show them our shirts what Mummy made. "Choose inclusion". What does yours say?

PAIGE: "Disability not inability".

LACEY: Mine says, "Choose inclusion", and I've also got one that says "Be kind".

Phone Detox

Reporter: Cale Matthews

INTRO: How much time do you spend on your phone? For some of us it's quite a few hours a day. But studies have shown that cutting that back to just half an hour a day can improve our mental health. So, that's the challenge Cale gave himself and three students. Let's see how they went.

CALE MATTHEWS, REPORTER: Hello guinea pigs.

THOMAS: Hello.

Welcome, how are we?

THOMAS: We're good, we're good.

Um, what we might do first of all, is I want to check everyone's screen time, so we have like a baseline of where we're going from. Mine's around five and a half hours every day.

OLIVE: Two to three, I reckon. Just on the weekends.

EMMA: Mine is an hour and 56 minutes a day.

THOMAS: Mine is an hour and 22 minutes a day.

So, clearly mine's the worst. Not only is it the worst, it's more than three and a half hours above the Department of Health's daily recommendations of screen time, and that's just my phone. It's a problem I share with more than 80 percent of Aussies under 18.

Let's lay down some ground rules for how it's going to work. So, we'll start tomorrow morning. You're only allowed half an hour on your phone every day until we come back here next Thursday. Are we good?

THOMAS: We're good.

Right, in case you missed it, here is what we're doing. Tom, Emma, Olive, and I are all going to reduce our screen time to 30 minutes a day for the next week. Every day or so, we're going to record a video log and track how we're feeling. Recently, studies have come out that say limiting our social media and screen time use to 30 minutes a day, even just for a week can lead to significant improvements in wellbeing, feelings of loneliness, anxiety, and fear of missing out. So, let's see how we go.

THOMAS: I just left it on charge all day. So, I haven't really thought about using it that much.

OLIVE: I, I played a game with my family. It was fun. I feel a bit more connected to them as well.

I'm a little bit worried for the weekend and we'll see how I sleep tonight and see if that's made any difference but so far so good.

OLIVE: I found today more difficult than yesterday, because I was a lot more bored.

EMMA: I have finished all my time on my phone, which is really annoying because I was kind of just like responding to everyone, and then it ended up running out of time.

I care less about where my phone is throughout the day, which is cool. I may have slipped up a little bit on

Saturday.

EMMA: I actually instead of just sitting on my phone, I was encouraged to go and talk to people more, and actually made some new friends and networked a lot more.

OLIVE: I feel like I'm getting better sleep.

I did find myself today, like if I was feeling fatigued from work or something like that I would just subconsciously reach for my phone. Is there science in that?

Okay, turns out I'm right. A lot of us unconsciously reach for our phones. In fact, research shows that only about 10 percent of interactions with our phone are prompted by notification. The rest of the time we're picking it up just 'cause. We're also more likely to check our phones between different tasks. And on very busy days, we're more likely to check them to give our brains a break, so this must have been what I was feeling today.

EMMA: So, it is Wednesday afternoon, and I finished my screen time instead of being on my phone, I found other things to do, such as do like some schoolwork, um you know practice like other things like sport and extra activities.

OLIVE: I can kind of tell now that um, why people get so attached to needing to know every single piece of information.

THOMAS: I'm filming my final video diary today, not using my phone as much has actually made me think about like what I can do instead of using it. Probably using it less than like family time like watching TV, try to use my phone less then.

Cutting back on social media and screen time really drastically can be hard, so here are some quick tips to try and reduce it that worked for me. Move the apps off your home screen or you know, just delete them. You could spend an hour a week on a screen-free hobby like playing guitar. Leave your phone outside your bedroom when you sleep, or just keep it in your pocket when you see your friends.

Hello everyone, welcome back. You can say hello back.

THOMAS: Hello, hello, hello.

So, how do you think you went?

OLIVE: Oh yeah, I went pretty good. On the weekend I did want to have my phone all the time, I was really struggling with that.

EMMA: After the 30 minutes, like you can't check your notifications and wondering who's snapped you or who texted you.

Did you have a more productive week?

THOMAS: I did. I got my homework done. I don't usually do my math homework.

EMMA: Didn't leave everything 'til the last minute.

Do you think it's changed you at all? Do you think you'll go back to normal screen time?

OLIVE: I think I will reduce my screen time a bit, but I'm gonna use it on the weekend.

THOMAS: I think I'd use it less like in the mornings and stuff because then I can be to school on time. Um, but I mean I'm gonna use it a bunch tonight, um 'cause like I'm gonna make the most of it.

Quiz

When was the first ever mobile phone call made? 1993, 1983 or 1973? It was way back in 1973. Motorola engineer Martin Cooper stood on a street in New York and rang his rival at AT&T to brag that his team had developed the first handheld cellular phone.

Young Mayors Program

Reporter: Jack Evans

INTRO: If you could be the mayor of your town or city, what would you do? Jack met a bunch of students who've had a chance to answer that question as part of the Australian Young Mayors program. Check it out.

Say hello to the newest council members of Wollongong. Yes, all 8 of them and none over the age of 17, Confused? Let me explain. It's all part of the Young Mayors program, which is run by the Foundation for Young Australians.

MOLLY WHELAN, FYA CEO: The idea actually came from the UK. So, in some of the local government areas in the UK, it's existed for 40 years. So, it's been it's been around for a long time, but it's never been to this country.

EMMA, YOUNG MAYOR: One of my amazing teachers at school actually found out about it, and I was like, Oh my God, yes. Like I want to get on this like this sounds like such an amazing experience. I want to be able to help young people like myself in my area.

There are 4 young mayor programs running across the country, where groups of 12 to 17 year olds have the chance to be part of a youth council with one taking on the title of Young Mayor. They then work alongside their local council for 12 months to implement projects and events as well as influence decisions that impact their community.

ABIGAIL, YOUNG MAYOR: I would really like to tackle mental health in schools, especially public schools. Because from my experience, there just hasn't been enough support and enough places or services that students can access.

Of course you aren't just born a mayor, oh no, we live in a representative democracy. Our political leaders are voted in by the people, which means an election.

SOPHIE, YOUNG MAYOR: So, for the election I'm feeling excited, but also there's a lot of great people with some really, really good points.

EMMA, YOUNG MAYOR: I'm definitely going to be engaging with my community a lot more in my area of Dapto and then also in the broader community. So, I'm going to try to do some events in Wollongong and just try and connect with people as much as I can.

ABIGAIL: I had a lot of my friends that were wearing my t-shirts everywhere and my buttons and all that sort of stuff, which was great. And people posting me on the Instagram story and their Facebook, and it was just, it was really lovely to see all the people that I know really just band together.

Last week, after months of campaigning, Wollongong held its first election and swore in its first 8 young council members.

ABIGAIL, YOUNG MAYOR: I'm pretty excited, I'm excited for what like our journey's gonna be.

The organisers and the actual Lord Mayor of Wollongong reckon that the program is a great opportunity for young people to have a voice in a place that young people typically don't.

GORDAN, LORD MAYOR WOLLONGONG: Every section of our community needs a voice and more specifically, in this case, young people. They bring a different perspective, a different outlook and a different set of priorities.

They say it's also a chance for young people to get a feel for Australia's democracy.

SOPHIE, YOUNG MAYOR: I was thinking like, this is really fun. Like what if I wanted to be like mayor when I'm older and I was like I enjoy this. It's like my type of thing.

EMMA, YOUNG MAYOR: The engagement from everyone was amazing. And just being able to speak and get my ideas across on certain things was a good opportunity.

CHRISTELLE, YOUNG MAYOR: I've learnt so much. I've learned about so many opportunities I can give to my peers, and so many other young people and even the future generations.

Sport

The AFLW finals are underway and I'm not sure anyone saw this coming.

COMMENTATOR: This has been utter dominance.

North Melbourne have defeated reigning premiers Melbourne by 41 points in the AFLW qualifying final with the Kangaroos Tahlia Randall booting 3 goals.

COMMENTATOR: Celebration time for the Kangas.

Meanwhile in the other qualifying final, the Adelaide Crows lost in a nail biter to the Brisbane Lions, going down by two points.

COMMENTATOR: That is a brilliant goal.

It means the Crows will face the Sydney Swans next week while Geelong will take on Melbourne.

Over to the Cricket World Cup and Mitch Marsh has helped the Aussies to a dominating win against Bangladesh.

COMMENTATOR: It's just easy power.

The Aussie all-rounder whacked 177 runs from 132 balls on the way to a cruisy 8 wicket win.

COMMENTATOR: Lofted away over square leg.

And finally, a bit of pre-match entertainment. For a little bit of context this is the Fast 5 Netball Series where before each game teams run through a choreographed dance routine, obviously. When it came to

the actual netball the Aussie men went down in the final to New Zealand, while the Women made amends, defeating New Zealand by 12 goals. It's their second straight World Fast 5 Series title and means the Aussie women have won every international netball tournament in 2023. Not a bad year.

Rewilding Zebra Sharks

Reporter: Joshua Langman

INTRO: Finally, today let's head underwater to find out about the world's first rewilding program for one very cool species of marine animal. Here's Josh to tell you all about it.

JOSH LANGMAN, REPORTER: Alright, guess the animal. It's black, white and stripey. It's not a zebra. Yeah sorry, I'm actually talking about sharks. Zebra sharks.

LAURA SIMMONS, SEA LIFE AUSTRALIA REGIONAL CURATOR: When they're first hatched, zebra sharks have stripes. And this makes them look a little bit like a banded sea snake which we believe it helps to protect them when they're very, very young, very small, from predation.

We've got a pretty healthy number of these little guys down under, including here at SEA LIFE Aquarium in Sydney. But overseas, in other seas, it's a different story.

Zebra sharks actually used to be a pretty common sight in the waters around Raja Ampat, a group of Indonesian islands just north of Australia. But because of widespread fishing during the 1990s and early 2000s, their numbers dropped. Now, spotting one in the area is really rare.

LAURA SIMMONS, SEA LIFE AUSTRALIA REGIONAL CURATOR: Zebra sharks have become extirpated or almost extinct.

Enter, the StAR Project. It's bringing together 19 different countries from around the world to hopefully turn things around for zebra sharks. And experts here in Sydney are playing a big role in it, turning to a little something called rewilding.

Rewilding is about trying to help environments that have been harmed by human activity by letting nature do its thing. That could mean reintroducing species that have become extinct, like beavers in the UK, wolves in Yellowstone National Park, and even Tassie devils in New South Wales. And no, Chris Hemsworth's aren't native to this area. The StAR Project marks the first time rewilding has ever been done with sharks. But it's easier said than done.

SEA LIFE Aquarium Sydney has been hard at work breeding new zebra sharks. And once they spot an embryo wiggling around inside the eggs, they have to move fast, to get the eggs to Indonesia as quickly, and as comfortably, as possible, so they can adjust to local water temperatures.

LAURA SIMMONS, SEA LIFE AUSTRALIA REGIONAL CURATOR: By knowing that these areas are now protected from illegal fishing practices, we can safely know that when the animals are reestablished out into the wild, that they will be safe from this activity.

And experts reckon it could be replicated with other marine life too. So, it looks like there'll be a new chapter in the story for our finned friends.

Closer

Well, that's it for today. I hope you've enjoyed the show. We'll be back with more stories next week and in the meantime, you can jump on our website or check out BTN High and BTN Newsbreak. Have the best week and I'll see you soon, bye.