STUDENT NOTES: junior journo COMPETITION

Terms 2-3, 2020
WIN
$100 book voucher from Fremantle Press

Choose from the story options below and have a go at writing your own!

**KEEP WATCH**
Write a Q&A about a young person achieving at state or national level in sports or the arts.

**SPOT ON**
Survey your friends and let us know what they think.

**THE BUZZ**
What are kids up to these days? What are kids interested in?

**MAKE IT**
Write instructions for some cool craft ideas.

**THE WORD**
Review a book that you think everyone should read.

**HOW? WHAT? WHO?**
How does it work? or What is? or Who is? Choose a topic and share some interesting facts.

**MIND GAMES**
Create three puzzles, including one crossword.

Entries close September 11

Provide us with pictures you want to include. A selection of the best entries will be published in ED! Magazine in The West Australian in October.

Teacher notes, submission guidelines and competition rules can be found online at:
mediaeducation.com.au/competitions

Supported by:
The West Australian  ED!  media education  FREMANTLE PRESS fremantlepress.com.au
## Sample articles from ED! Magazine

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COMPETITION INFORMATION

Prizes
The judges will select a range of winners from each competition category, who will each receive a $100 book voucher from Fremantle Press. Winners will be chosen on creativity and originality.

Winning students might also have entry published in a special edition of *The West Australian*’s ED! Magazine.

How to enter
Students must read the student notes for their chosen ED! section, and follow their guidelines (see Appendix 1).

To be valid, entries must be:
- the student’s own original work.
- written according to the style of the ED! columns as outlined in the student and teacher notes.
- submitted with all required elements at the time of entry
- images must be scanned at minimum of 300 dpi

Please note that entries must be submitted online, via the competition website.

Entries close Friday September 11.

Competition rules
- To enter the *junior journo competition*, entrants must upload their artwork at https://mediaeducation.com.au/competitions/, within the promotional period. Entries must be scanned and uploaded via this website. No alternative methods of entry will be accepted.
- Entrants must include details such as to reasonably identify themselves (including name, school, email address, phone number) so that they may be contacted if they are chosen as a winner.
- Image file names must be in the following format:
  - SCHOOL NAME-YEAR LEVEL-Student NAME-UNIQUE NUMBER
  - Eg. BunburyPS-Yr5-RobertSmith-1.jpg
- Multiple unique entries from individual students will be accepted.
- No joint entries will be accepted.

Please refer to the full Terms and Conditions on the competition website for further information.

Photography
Please note the following points in regards to photography:
- All photographs must be in focus and have good lighting.
- If photographs are taken for the students by someone else, that person must be credited as the photographer.
- All photographs must have the name of the subject or a title. They may include a short caption.
- Permission to publish must be sought for all photographs taken of people. Parental permission is required if the subject is under 18 years of age.
- Prior to interviews, gain permission for an interviewee to be quoted either in person or under a general term; eg. a member of the cast, the person who called the police, a lifeguard.
Tips for writing for ED! columns
Keep Watch –

an interview with a rising star

Thousands of kids take part in sporting or performing arts activities outside school and many are achieving great things at state, national and even international level.

How do they cope with the demands of such high level performance? What motivates them? Who inspires them? What are their dreams for the future?

Here’s your chance to find out what it feels like to be a reporter interviewing a celebrity! Find a local hero and spend a while finding out what makes him/her tick. The word count for the interview is between 250 and 350 words.

Finding a subject
You may already know of someone but if not, ask your parents or teacher to suggest clubs / organisations where you may find a willing candidate. Let him/her know that if you win this competition, he/she will be featured in the special junior journo edition of ED! Magazine. Who could refuse such great publicity?

Preparing interview questions
A great interviewer is one that asks great questions. Readers will want to know how he/she arrived at their current level, who helped him/her and what he/she hopes to achieve in the future. They will also be interested in the person behind the activity. Phrase your questions so your subject gives you this information.

You will also need some ‘basic information’ including name, age and achievement to date.

Conducting the interview
It is best to conduct the interview where you can also take photographs of the subject performing. Will you record the interview manually or electronically? If electronically, make sure that all your equipment works and is fully charged. Bring all leads with you, just in case! Remember to take the name of anyone you interview and get his/her permission to record and quote him/her in your article.

Taking the photograph
You need permission for any photographs taken and, if someone takes the photos for you, you must include his/her name. All photographs submitted to the competition must be in focus so make sure your camera and photography skills are capable of taking moving shots. If in doubt, take a still shot.

Reviewing the responses
Review the responses as soon as possible while the interview is still fresh in your mind. Type all answers just as they were given. Edit them for spelling and grammar. Write any abbreviations in full.

Writing the article
Write the lead paragraph introducing the subject and stating his/her current achievements. Order the questions/answers from the most to least informative and select which ones to keep or discard. Write a catchy title to draw the reader’s eyes to the article.

Keep Watch checklist
Please make sure you include everything that is required:

- Your name
- Your school year
- 250 – 350 words
- Photograph of subject
Spot On – five different answers to the same question

Here’s an opportunity to give five of your friends the chance to have their say and either offer their opinion about a world event or give a response to a specific survey question. It’s up to you to choose the question but each response must be between 30 and 60 words.

Choosing the question
Think of a topic that your friends and fellow students would be interested in. It could be a current ‘hot topic’ in the news, an exciting event occurring locally, nationally or internationally or something related to the entertainment industry. Ask a question that requires thought and will give lots of different answers and explanations for them.

Asking the question
You can only include five people in your entry, but you need to ask several people the question so you can choose the five best responses. What would be the best way to record their answers?

Reviewing the responses
Read through each response. Put aside any you are sure you won’t use. Look at the rest carefully and choose the best five.

Taking the photographs
When the five responses have been selected, take a head and shoulders shot of each person.

Spot On checklist
Please make sure you include everything that is required:

- Your name
- Your school year
- 30 – 60 words each
- 5 head and shoulders photographs
The Buzz – a news story about or of interest to children

You’ll need to keep your eyes and ears open to enter this competition. Like a regular reporter, you’ll need to sniff out a story that’s happening somewhere near you and be an ‘at the scene’ reporter, or you could write about something really cool that has happened recently such as a young person winning a state, national or international competition. The story must be about or of interest to readers of your age, and one that you would enjoy reading. The word count is between 300 and 400 words.

Reporting on the story
Reporting electronically allows you to talk as you go, describing the scene. It also makes it easier to conduct interviews. Remember to take the name of anyone you interview and get his/her permission to record and quote him/her in your article.

Find out the 5 Ws of the event: Who? What? Where? When? Why? You may be able to answer some questions yourself but for others you will need to interview people. You may receive different answers to the same questions. That could make a very interesting article!

Photographs
Take photos of the scene and of all individuals interviewed, asking permission for photographs to be taken and used, or ask those interviewed to send good quality photos to you (including the name of the photographer, and the photographer’s permission to use the photos).

Transcribing the report
Listen to your report a few times and then start to type it. Listen. Pause. Write. Repeat this until the whole report has been transcribed. Listen to the report again, at the same time reading your transcript. The two should be identical.

Writing the report
Decide how you want to present the information and which quotes to use. If you have used someone’s quote, include his/her photograph.

Write the first draft. Edit for layout, spelling and punctuation.

From all the information you have acquired about the event, write a lead paragraph to introduce the story. This is a general statement about the subject that draws the reader in to read the whole article.

Finally, conjure up a creative title that will cry out to the reader!

The Buzz checklist
Please make sure you include everything that is required:

- Your name
- Your school year
- 300 – 400 words
- Photograph of subject
- Additional photographs (max. of 2)
Make It – a crafty procedure for others to follow

Do you have any crafty ideas you would like to share with other ED! readers? Well, here’s your chance. The secret to writing a good procedure is to actually do the task as you write. The maximum word count is 300 words.

Materials
First of all, gather all the materials and tools you’ll need. Arrange items in the order they are first used. Record the materials in this order as dot points.

Instructions
Starting with a command verb, record and number each step as you complete it. You may wish to take some photographs along the way that will help to explain an instruction. Take several photographs of the finished item.

Testing the procedure
Ask someone to follow your instructions to make the item. Watch them carefully. You may realise that you have missed some small steps. Edit your procedure to include any missing steps.

Title
The title can be simply the name of the item being made.

Introductory sentence
Explain how, when, why and by whom the item could be used.

Make It checklist
Please make sure you include everything that is required:
- Your name
- Your school year
- Maximum of 300 words
- Photograph of finished product
- Additional photographs (max. of 2)
The Word – a book review to interest others

You must surely have read a really great book that you’d like others to try; or maybe, you’ve read a really terrible one that you’d want them to avoid! You can choose which type of book to review but remember, you need to justify your opinions.

A book review has three main parts: facts about the books, an outline of the story (taking care not to spoil any surprises), and a personal recommendation.

In a non-fiction book review, the outline of the story is replaced by an outline of the book’s contents and layout.

The book review must be between 150 and 200 words and you must include an image of the book’s cover.

Facts about the book
This is where you record the title, the author, and illustrator if appropriate, and the publisher. Do you know where to find details of the publisher? It’s somewhere at the front of the book!

You may also wish to include the genre; eg. fantasy, science-fiction, historical and style; eg. prose, poetry, graphic novel.

Outline of the story
You want to give a suggestion of the plot without giving away any secrets. Outline a little of the plot and name the role of the main characters. Make it sound exciting so the readers want to find out more. Use descriptive phrases to whet their literary appetites! End this part of the review with a question that can only be answered by reading the book.

Outline of contents and layout

There are many genres of non-fiction book, organised to suit the purpose, from dictionaries and telephone directories to atlases and encyclopaedia. How the information is organised affects how easily a person can access the information – its ‘user-friendliness’. Non-fiction books generally include a contents page which can be used to suggest examples of subjects to be included in the review.

Personal recommendation
Because we all love to read different genres, any book review with justified opinions will help someone decide whether or not to read a book, so take this part of the review seriously. You may have given reasons against a book, but for someone who enjoys that genre, those reasons may be what makes it the perfect book for him/her.

The Word checklist
Please make sure you include everything that is required:
- Your name
- Your school year
- 150 – 200 words
- The book’s cover image
Who? Where? What? – a research article on a person, place or thing

John Logie Baird, Iguazu Falls, the Large Hadron Collider – who, where, what are these people / things? You may or may not know the answers. You may not even be interested to find out, but if someone researched each one and wrote three interesting articles, you may change your mind!

Your challenge in Who is? / Where is? / What is? is to research and write an article of between 300 and 400 words on something your friends and fellow students would find interesting and enjoy reading.

Choosing a topic
Choose a topic that you are interested in. Your enthusiasm will shine through and help you write a better article. Brainstorm to create a chart of headings to give you a focus for your research.

Researching
Make notes under each heading which can be the sub-headings of the final article. Choose photographs and images to include in the article.

Writing the article
- Read the notes under each heading and rewrite as a number of cohesive sentences to form one or two paragraphs. Decide which sub-headings are the most important and re-order as necessary.
- Write a lead paragraph that draws the reader into the article, encouraging him/her to find out more.
- Use interesting factual language to create a short and snappy title.

Please make sure you include everything that is required:
- Your name
- Your school year
- 300 – 400 words
- Photographs (max. 3)
Mind Games – a selection of puzzles to challenge the brain

Everyone enjoys spending a little time testing their powers of logic and lateral thinking to solve a few puzzles. Your challenge is to write three of them! One must be a crossword but the other two can be of your choice. Remember to include the puzzle solutions with your entry, and that your clues / answers must be different for each type of puzzle.

Crossword puzzle
- The crossword can have a maximum of eight clues. Make sure your answers are spelt correctly.
- Aim to create a compact puzzle in which many letters of each word are shared. Only use words with 3-7 letters.
- Examine puzzles in ED! Magazine to discover how the Across and Down clues are written and the squares numbered.
- Ask someone to test your puzzle and edit it if necessary.

Other puzzles
- The other two puzzles must fit within a maximum area of 10 x 12 cm.
- Each of the puzzles should have a unique set of no more than 10 clues /
- Look at past copies of ED! Magazine for puzzle ideas or find puzzles of your own to include. All questions and examples used must be your own suggestions and not copied from anywhere else.

Mind games
Please make sure that your students include everything that is required:
- Your name
- Your school year
- 1 crossword
- 2 other puzzles
- Solutions to all puzzles
Sample articles from ED! Magazine
Keep Watch –
an interview with a rising star

Creativity at play

By Gail Anthony

How did you get started in playwriting and theatre making?
I did a degree at Edith Cowan University in contemporary performance. I didn't love every thing about this degree but I learnt great lessons about working collaboratively, being bold, taking risks and going after what you need to succeed, rather than waiting for things to be handed to you.

What do you enjoy about it?
I enjoy working with talented, generous people who give everything they have to help you achieve your vision and bring to life whatever world and characters you have dreamt up at your computer.

What's the best gift you've ever received?
When my grandfather died I came home and my housemate had left a giant pumpkin outside my door. It was my grief pumpkin. For weeks we ate grief pumpkin soup, scones and risotto. It was strangely touching.

What talent do you wish you had?
I wish I was a polyglot.

If you could give words of encouragement to other young people, what would they be?
Work hard at something you love or believe in or can be proud of. Work really hard. And then in between working hard take lots of time for travel, friendship, love, learning, being creative and relaxing.

What has been your biggest hurdle in getting this far?
Everything in the arts is a hurdle. It's not an industry that makes things easy for you. It makes you work, often unpaid, until you don't know if you can do it any more. But if you keep going, keep asking for help, trying to learn and get better, it does get easier.

If you had the power to change one thing in the world, what would it be?
Borders.

Name something a coach taught you that you've never forgotten.
A director in Serbia (where I was doing a workshop in physical theatre) taught me that the only thing standing in your way is you. That your physical limitations are mostly mental and that if you push through them you can achieve amazing things.

How do you spend your spare time?
Usually when I'm not making theatre I'm at the theatre watching what other people have made.

What's your favourite CD?
Graceland by Paul Simon.

Be persistent and train hard

Alec Campbell, 15, was in the Combined Affiliated States Team U18 which played in the Australian Secondary School Rugby League Championships

What's your greatest ambition?
To play at a National Rugby Club.

What was your happiest moment?
Making the Combined Affiliated States Team.

What are you most proud of?
Being the youngest player selected to compete in the 2014 Combined Affiliated States competition.

What would you say to encourage other young people to achieve their goals?
Keep trying to do the thing that you really want, even if you are not the best, and one day you may surprise yourself.

What has been the biggest hurdle in getting this far in your sport?
Getting into rugby league at the age of 12 and knowing nothing about it, especially because I came from a non-sporting background.

Name something a coach taught you that you've never forgotten.
When sizing up my opponents and not feeling confident, don't think about it too much and do your job.

What three things are most precious to you?
My family, my health and my rugby league club.

How and when did you start in your sport?
My friend got me to play for his club in 2011.

How much time do you spend training?
I train four to five nights a week and twice during the day.

What's the best gift you've ever received?
A thousand dollars towards my rugby league fees.
Keep Watch –
an interview with a rising star

Abbie aims higher

WA trampoline gymnast Abbie Watts, 17, was Junior International Champion last year and finished sixth in the Youth Olympic Games in China in August.

What’s your greatest ambition? To compete at the Olympic Games.
What was your happiest moment? My happiest moment so far was being selected to represent Australia in the Youth Olympic Games in China this year.
What would you say to encourage other young people to achieve their goals? Anything is possible if you find the strength within yourself to achieve it. If you can dream it, you can do it.
What has been the biggest hurdle in getting this far in your sport? Finding the determination to get myself out of bed at five o’clock in the morning to train. Sometimes it’s harder than it sounds. Also, making sacrifices outside of trampoline, both with my school life and social life.

Name something a coach has taught you that you’ve never forgotten. The more you put in, the more you get out.
How and when did you start in your sport? I started artistic gymnastics when I was seven and continued until I was 10. One of my friends introduced me to trampoline gymnastics as a recreational sport and I immediately took it up competitively.
How much time do you spend training? I train seven times a week for around two hours a time.
How do you spend your spare time? In my spare time I catch up with friends, do some study for school and just relax.

Rosemary Roberts
Spot on – five different answers to the same question

WHAT IS THE BEST THING ABOUT BEING YOUR AGE?

JAMIE: If you do something naughty you can get away with it if you hit your elder sister or brother and they hit you back they get trusted. You get to go somewhere with the show because you are new bigger.

ALYSSA: The best thing about being 11 is that our muscles are in great shape and we can do activities a lot easier than adults. It is also easier for us to soak up knowledge.

FELIX: The best thing about being 11 is graduating to high school at the end of the year. You don’t have to pay teams or buy food and pay monies like adults.

BECK: The good thing about being 11 is that at school we can use better play equipment for activities and also cool science equipment. We don’t have to worry about looking after ourselves. We also don’t have to worry about getting a job and supporting ourselves.

EMILY: It’s good being 11 because you can stuff up being a kid too.

WHAT IS SOMETHING YOU COULD TEACH OTHERS?

HEIDI: I would like to teach people to get along with animals especially if they’re not an animal person. I’m good with animals and it’s always nice to learn to get along with something or someone else.

ANN: I would teach others how to make an origami hamster which is a simple leaved hamster that can open its mouth when you pull its tail. It is very cool and complicated to make and I would teach them to make it step by step and demonstrate how to do it.

EDWIN: I would like to teach others how to overcome their fears because they feel scared but there is no reason to be scared. For example, if someone has a fear of rolling down small hills in the playground I would suggest starting from smaller hills and eventually moving up until they get to the big one.

NATASHA: I would teach others how to speak a different type of language for when they are traveling around the world. I can speak Serbian because it is spoken in Serbia and in surrounding countries. My family is from Serbia.

TRANG: I know how to do maths above my year level. I want to be a peer tutor and help my classmates when they struggle. I enjoy helping others with maths because it’s easy and fun.

WHICH WORLD RECORD WOULD YOU LIKE SET OR BREAK?

STEVEN: I would like to break the world record for the most exclamation marks put in a minute. I would need to get a set of exclamation marks to make and need someone to write and record it.

TAYLOR: I would like to set the world record for the most footballs pulled by a vehicle in a minute. I would need a vehicle and a football to make and need one at least four metres long.

RUBY: I would like to set the world record for putting the most Jenga blocks in a bag, ball, sounds easy and fun and doesn’t need much equipment.

ETHAN: I would like to set the world record for eating a kilogram of chocolate in a minute. I could get only one high five from people if I do it. It sounds hard but I would work hard at it and probably break the record.
The Buzz – a news story about or of interest to children

On track for Games

A Perth triathlete has the 2016 Rio Olympics in her sights

Jaz Hedgeland finished fourth at the ITU women’s world junior triathlon championships in London recently. The current joint female junior Australian No. 1 said competing in London had been invaluable and she looked forward to bettering her results at the junior world championships in Canada later this year.

“It was great racing internationally and you learn more quickly about racing,” the 18-year-old said.

“There were 71 athletes on the start line, the biggest field I have ever raced in. The day of the race was not a good one — it was raining and cold, the water temperature was 14°C but you had to accept it because the weather wasn’t changing anytime soon.

“The race was sprint distance so that includes a 750m swim, 20km bike ride and 5km run. I had the best swim I’ve ever had in a race so I was happy about that. We got on to the bikes and I was in the first pack and we rode through the rain and then it was on to the run.

“I got into the lead on the run but then I was passed by an American. Later in the run I was passed by two other athletes, which left me crossing the line in fourth, five seconds behind third and 30 seconds behind first. It was my toughest race to date.

“I wasn’t completely happy with fourth as I felt short of my goal for the race. I’m proud of what I achieved but I want to achieve more.”

Jaz, of Willowton, said she first started triathlons after seeing the event televised as part of the Athens Olympic Games coverage when she was eight.

She began participating in the sport the following year and represented WA in national races when she was 13.

While Jaz juggled university study with competing last year, this year she had chosen to focus full-time on triathlons, which included roughly 25 hours of training per week — and a start time of between 4:30am and 5am every day.

“I am ultimately focusing on long-term development and in the long term, I have goals for competing in the Olympics as most competitive athletes do,” she said.

“I would love to be a part of the Rio Olympics but time will tell!”
Life lessons at sea

Tackling the ocean for seven days while living on board a boat filled with strangers was no easy task but for 15-year-old Amelia Anthony it was the trip of a lifetime.

Amelia, currently in Year 11 at Denmark Senior High School, was one of 30 young people who set off on the Leeuwin Ocean Adventure Sail from Busselton to Fremantle in early last month.

Joining the trainee shipmates on board were 10 professional crew members because many trainees had little or no previous boating experience.

The trip of seven days and six nights along the WA coast was a test of communication skills and teamwork to make sure the boat stayed on track.

“On a ship that size there’s nothing you can do with just one person,” Amelia explained. “You’ve got to be able to rely on everyone around you.”

In a typical day on the ship, after being woken early morning by the rock’n’roll tunes of Queen or the Beatles, the trainee shipmates would enjoy a healthy breakfast and a quick rundown from the captain before beginning Happy Hour.

“It’s a bit ironic. Happy Hour is when we had to clean the entire ship,” Amelia said. “You were assigned a place and rotated day-to-day so you could clean it all. If you got accommodation you’d be cleaning the toilets and showers.”

Sleeping quarters in the ship were small and confined but Amelia said that allowed plenty of opportunity for her to make good friends with her roommates. Each cabin held six small, narrow beds side-by-side along the walls, with just two showers and two toilets to share between the cabins.

“The toilets were really quite small; you had your knees pressed up against the door when you were sitting down,” Amelia said.

The sail proved invaluable to Amelia and she would recommend it to others because she not only learnt the skills needed to sail a boat but also some life lessons she will carry into adulthood.

“It was a really good thing to help you come out of your shell. Living in confined spaces with strangers you’ve got to learn to be tolerant of other people and work with them even if you don’t particularly like them; you’ve just got to be open-minded.”

Amelia wrote in a special diary each day, her final entry included this reflection:

“By the end of the week all of us who had started out as complete strangers were completely comfortable living and working together, and there was a certain level of trust that really made us a team. On the ship everybody has to be able to rely on each other as the ship cannot be run by only one or even two people. Everyone is needed, which is why the Leeuwin is the perfect place for developing the teamwork skills that we will all inevitably need at some point in our lives.”
The Buzz – a news story about or of interest to children

Sense of space

Perth primary school students meet Australian NASA astronaut Andy Thomas

Glen Seiler’s Year 2/3 class at Edney Primary School in High Wycombe were excited to learn they had won the Explore Space competition organised by The West Australian’s Newspapers in Education department. Their prize was a morning at Perth Observatory with South Australian-born NASA astronaut Andy Thomas – the first Australian astronaut to work for NASA.

Year 2 students Stephanie Vueticich and Jaxson Withers discovered some interesting things at Perth Observatory and Dr Thomas shared some of his knowledge about NASA and space. “He worked on a space station for 141 days,” Jaxson said.

Space travel was exciting and could benefit our world, according to Stephanie who thought it would be cool to feel zero gravity. “It would feel different, like you were flying or even floating,” she said.

Jaxson suggested that one day we might build a rocket and go anywhere in space.

“We might find another star and (find) that aliens exist on a different planet,” he said. “I reckon there would be asteroids everywhere. You (might) see black holes and different suns, blue suns. If you found aliens who spoke English and all the other languages you could bring them back to Earth and we could have a new animal kind. If they could live longer than us and they didn’t get sunburnt then our planet could live longer because the aliens could last longer if the Earth gets too close to the sun.”

Jaxson was surprised by what he found at Perth Observatory. “I’ve never seen a telescope so big,” he said.

Stephanie was equally impressed.

“She said that some of the telescopes were 100 years old,” she said. “It was interesting to see how they took photos with the telescopes. It was very complicated and it took a whole day to develop the photo.”

Jaxson asked Dr Thomas what it felt like when he first arrived for his astronaut training at NASA.

“He told us it felt like a dream come true for him,” Jaxson said. Another student asked Dr Thomas how many models he made as a child.

“He told us he made a lot of model spaceships and had been interested in space since he was five years old,” Stephanie said.
Make It – a crafty procedure for others to follow

**Funky foam caterpillar**

**MATERIALS**
- 1 toothpick
- styrofoam balls: 1 bigger for the head, 8-10 smaller ones for the body (I used 4cm-diameter ball and 1.5cm-diameter balls)
- 2 pipe cleaners (any colour)
- acrylic paint in colour(s) of choice.
- craft or foam glue
- 2 googly eyes
- scissors

**INSTRUCTIONS**
1. Using the toothpick, pierce a hole through the centre of each of the small foam balls.
2. Gently thread the balls onto one of the pipe cleaners.
3. Use the toothpick to pierce a hole in the big ball but don’t go all the way through. Thread the end of the pipe cleaner with the small balls on it into the big ball to make the head of the caterpillar.
4. Twist the other end of the pipe cleaner to look like a tiny tail; it will hold the foam balls in place. (If the end of the pipe cleaner is too long, trim it 2cm from the last ball before twisting the tail).
5. Paint the caterpillar however you like.
6. When dry, glue the eyes on the head.
7. Cut the second pipe cleaner to about 10cm in length. Fold in half between the head and body balls so that it wraps around the other pipe cleaner to make the antennae.
Now you can bend and shape your caterpillar as you like.

**HINTS**
You can add legs using more pipe cleaners, add extra eyes to make a wormy alien creature or even add glitter to make a sparkly creation.
Make It – a crafty procedure for others to follow

**Rockin’ pets**

Grab some river stones from your backyard to create these colourful critters

**MATERIALS**
- White river stones (or any smooth stone)
- Lead pencil
- Paintbrush
- Yellow and black acrylic paint
- Wobbly plastic eyes (self-adhesive, sold at craft shops)
- Pipe cleaner
- Craft glue

**INSTRUCTIONS FOR BEE**

1. Choose a smooth river stone about 8cm long.
2. With a lead pencil draw the outline of your bee design, continuing your lines underneath the stone.
3. Paint yellow stripes on the stone’s upper surface. When they’re dry, paint your black stripes.
4. Once the top is dry, turn over and continue painting your yellow, then black stripes.

**TIP:**
Rock pets can brighten up your pot plants or garden at home.

5. Do a second coat if needed to ensure your colours are opaque (not see-through). Leave to dry.
6. Stick on eyes (if you can’t find self-adhesive eyes, use craft glue to attach).
7. Shape pipe cleaner to form two small wings.
8. Stick wings on to rock with craft glue, and leave to dry.
Make It – a crafty procedure for others to follow

Rainbow pompom garland

This colourful creation can be used to hang for a special occasion, decorate your Christmas tree or add colour to your bedroom wall.

Judith Willings

MATERIALS
- 2m fine string, thin enough to thread through a needle (I used silver to add more sparkle).
- 1 large needle
- Approximately 40 pompoms of varying size and colour. (Most art and craft stores stock big bags of them).

INSTRUCTIONS
1. Make a loop at one end of the string and tie a knot. This loop will be used to hold pompoms in place but also to hang one end of the garland when you’ve finished. (I used about 15cm of the string to do this.)
2. On the other end, carefully thread string through the needle about 10cm, just long enough to hold in place as you are threading the pompoms. (Ask an adult for help if this is tricky.)
3. Slowly thread pompoms on to the string with the needle. Try to aim the needle through close to the centre of the pompon, being careful of fingers. Remember to vary the colour and size of pompoms to make a nice pattern.
4. Leave a gap of about 5cm between each pompom as you thread. (You could leave less gap but you will need more pompoms.)
5. Keep threading until you reach about 15cm from the end of the string, close to the needle. Unthread the needle. Make a loop at the end of the string and tie a knot (as you did at the start). Now you have two loops so your garland is ready to hang.

Q: How do you organise a space party?  
A: You planet.
The Word – a book review to interest others

FOUR CHILDREN AND IT
By Jacqueline Wilson, Penguin Group, $15
This is a fantastic book, especially if you have read and enjoyed Five Children and It because it is a modern-day version of it. It’s about four children called Rosalind, Smash, Robbie and Maudie. Rosalind is the eldest, Robbie is her younger brother and Smash is their stepsister and she is not happy about it. Then there is Maudie. Maudie is the baby of the family — everyone loves Maudie. They find a Psammead — a magical creature with the power to grant wishes and Rosalind discovers the characters in her book were real because this is the same Psammead. They choose all sorts of wishes, some crazy, some dangerous, and most fun!

As well as finding the Psammead, Rosalind learns more about her grumpy stepsister and finds the good side of her. She finds out about how Smash’s dad never emails her, and how all Alice, Smash’s mum, cares about is Maudie. This is a heartwarming tale which anyone can love.

FINALLY
By Wendy Mass, Scholastic, $13
This book is the second book in the Willow Falls Collection and is just as intriguing and funny, if not more, than the first book, 11 Birthdays.
Rory is tremendously excited about her 12th birthday and has an extremely long list of things she is allowed to do such as get her own phone, get her ears pierced and even get contact lenses. When she does finally turn 12, is it all that she expects?
Rory’s dreams turn into nightmares with a wild rabbit known as Kyle R, allergic reactions and losing precious privileges.
Rory gets really mad when her perfectly laid plans go wrong and she thinks it has something to do with the mysterious old lady Angela D’Angelo. Her friends, Amanda and Leo, have recently had an encounter with Angela D’Angelo, and, feeling the pain that Rory is going through, try to help her out as much as they possibly can. Will Rory finally get what she wants?
This book is very adventurous and I would recommend it for 9-12-year-olds.
What? –
a research article on a thing

What is? The Great Barrier Reef
Heather Zubek

Watery magic
One of the seven wonders of the natural world, it is the only living thing on Earth that is visible from space.

MARINE WONDERLAND
Made up of billions of tiny coral polyps, Queensland’s Great Barrier Reef is home to many plants and animals. There are more than 1600 different species of tropical fish, 200 types of birds and 30 types of reptiles, including sea turtles and giant clams believed to have been living longer than 120 years.

The reef is a breeding ground for humpback whales and the natural habitat for dugongs and green sea turtles.

The area was listed as a World Heritage site by UNESCO in 1981 because of its natural beauty and environmental importance, and has been described as one of the seven wonders of the natural world. It is also the only living thing on Earth visible from space.

FAST FACTS
- The reef lies almost parallel to Queensland’s coast from the tip of Cape York to the coastal town of Bundaberg.
- It runs between 15-150km off shore and is between 60-250km wide.
- Its average depth is 35m while on outer reefs it can be more than 2000m deep.
- There have been more than 1600 shipwrecks in the area.

THREATS
One of the greatest threats to the reef’s long-term health is climate change, which affects the temperature of the ocean and frequency of severe weather. Warmer ocean water increases coral bleaching, which leads to more chance of disease. Severe weather from cyclones and flooding damage coral reefs through destructive winds and pollution.

During heavy rainfall in northern Queensland, flooded rivers pollute the reef with their run-off. Much of this contains contaminants such as pesticides, fertilisers and other toxins. The pollutants create the perfect breeding ground for the crown-of-thorns starfish, which preys on hard coral polyps and can consume up to 65cm of living coral reef in one year.

TOURISM
It is estimated the Great Barrier Reef generates more than $5 billion from at least two million visitors each year. With boat tours, underwater observatories, helicopter flights, scuba diving, floating pontoons and net enclosures, authorities are concerned that humans could overtake climate change as the greatest threat to the World Heritage site.


What? – a research article on a thing

Music in a mini package

Their happy sound, portability and the fact ukuleles can be played by people of different levels of ability have seen a boost to their popularity in recent years.

MINI GUITARS

Ukuleles are small, stringed musical instruments played by plucking. Most have four strings but some have six or eight. Strings in early versions were made of catgut, like early tennis racquet strings, but now they are usually nylon.

The instruments are normally made of wood although some are plastic or other materials. Ukuleles are best known for their part in Hawaiian music and usually accompany the traditional hula dance.

PORTUGUESE UKE

Small guitars and wooden box instruments have been used in many countries since the 15th century.

It is thought that the ukuleles we know today originated in Hawaii in 1879 when the Rosario, a ship carrying immigrants from the Portuguese island of Madeira, arrived in Honolulu.

People were leaving Madeira because of poverty and famine and some came to Hawaii where workers were needed in the sugar plantations.

The Madeirans brought their traditional little four-string guitars called machetes which they enjoyed playing and singing along to.

One of them, Manuel Nunes, started making ukuleles in 1880 and continued to do so for the next 40 years. The instrument's popularity spread through the Hawaiian islands and in just 10 years was considered to be the national instrument of Hawaii.

ISLAND MUSIC

It is thought the ukulele, also known as the uke, gets its name from the Hawaiian language, with uke meaning “radiator” and lye meaning “jumping”.

The popularity of ukuleles in Hawaii was helped by the fact that King David Kalakaua and his sister, who became Queen Liliuokalani, were fans of the instrument, playing and composing songs for it based on traditional Hawaiian music.

Ukuleles:

- Became popular on mainland US in the early 1900s when Hawaiian musicians started visiting.
- Lost popularity in the early 1930s and were often seen as a joke.
- Hit pop music charts in 1968 with Tiny Tim's single Tip toe Through the Tulips.
- Are played by many current stars, including Bruno Mars, Zac Efron and Taylor Swift.
- Have many fans now, with festivals held around the world and groups of people getting together locally to play.

Small guitars: Most ukuleles are made of wood. Today, they are popular worldwide. Picture: Getty Images
Who? – a research article on a person

Who was? William Dawes
Kaitlin Shawcross

Early communication

A British Royal Marines officer formed a special bond with the Aboriginal people of Sydney and made some of the first written recordings of any indigenous language

JOURNEY TO AUSTRALIA
Born in England in 1762, William Dawes joined the marines as a teenager and, after being wounded in action, he applied to sail with the First Fleet to Australia. He was accepted on board as astronomer, engineer and surveyor.

After arriving in 1788, Dawes built his own observatory – the first in the southern hemisphere – in a hut on what is now Dawes’ Point under the south pylon of the Sydney Harbour Bridge. Dawes made many useful observations about astronomy in Sydney.

A SPECIAL FRIENDSHIP
Dawes took an interest in the language and culture of Aboriginais and was the first European to make detailed written records of an Australian language. In addition to recording words, he wrote down snippets of conversation that gave insight into the culture, society, personalities and feelings of Aboriginal people he knew.

With a 15-year-old indigenous girl, Palyeyparrarn, helped Dawes understand the Aboriginal language of Sydney.

Palyeyparrarn frequently visited Dawes’ hut, where they would teach each other their own languages. Some of their conversations were recorded in notebooks, which are kept today by an archives and special collections library in London. Go to williamdawes.org to see notebook pages.

Dawes was the first European to be recorded as defending Aboriginal rights.

ABORIGINAL ADVOCATE
When Governor Arthur Phillip’s gamekeeper was killed, Dawes and other marines were ordered to capture and kill some Aboriginal men. Dawes refused but, after being arrested for disobedience, he agreed to take part in the expedition.

They failed to find any of the men they were after. Dawes later said he wished he had never agreed to be part of it. Dawes refused to apologise to Phillip and was sent back to England.

Sydney’s Bangarra Dance Theatre’s performance Palyeyparrarn explores the friendship between William Dawes and Palyeyparrarn through dance. Recommended for ages 12 and older, it will be performed at the State Theatre Centre of WA from July 30 to August 2. For details go to premier.ticketek.com.au.

WIN!
For a chance to win one of three double passes to Palyeyparrarn, write your name, age and address on the back of an envelope marked Bangarra and send to EDI at the address on page 3 by Monday, when winners will be drawn at random. Prices will be mailed. Employees of The West Australian and their immediate families are ineligible to enter.
Who? –
a research article on a person

Who was? Cleopatra
Sally-Anne Jones

Clever and beloved

At only 17, Cleopatra became the queen of ancient Egypt — but who was she and how did she become one of the most famous women rulers of all time?

Cleopatra is believed to have been born in 69 BC, when powerful Roman rulers were taking over land all around the world and creating a vast empire. While Egypt was an ally of Rome, it was the last of the Mediterranean nations to be overtaken and Cleopatra was determined to keep Egypt under her control.

Although she was descended from Greek kings and queens, Cleopatra loved her Egyptian birthplace and even spoke the local dialect, which was rare in her family. Her people loved her and she helped keep her country strong by strengthening its economy through trade. She spoke nine languages and was good at maths, which was important when dealing with merchants in places as far away as India and Arabia.

CARPET RIDE
When the Roman emperor Julius Caesar visited Egypt to check out its potential, the wily Cleopatra got herself smuggled into his apartment — rolled up in a carpet. She was so intelligent and charming that he fell in love with her and dropped his designs to annex her country, backing her as its ruler instead.

DRESSED TO IMPRESS
After Caesar was assassinated by his Roman rivals, she had plans for the next Roman emperor, Mark Antony. She wanted to impress him on their first meeting because she hoped that by continuing the alliance, she would prevent Rome taking away her country’s independence. She got dressed in all her best finery and was rowed towards him in a boat with silver oars and purple sails.

He fell in love with her too but when his troops were defeated in an ongoing power struggle and he was told — falsely — that Cleopatra was dead, he killed himself. Hearing of his death, Cleopatra also committed suicide by getting an Egyptian cobra, or asp, to bite her on the arm. She couldn’t bear the thought of her Egypt, which she ruled for 21 years, falling into Roman hands.

Cleopatra and Mark Antony were buried together in 30 BC somewhere near Alexandria in Egypt but archaeologists still haven’t found their grave.
Where? –
a research article on a place

Where is? The Great Ocean Road

Scenic route a tourist drawcard

Pat Tighe travelled along one of the most spectacular coastlines in Australia

The Great Ocean Road winds 243km along Victoria’s rugged southern coast between Torquay and Allansford, near Warrnambool. The scenic route, which attracts many tourists, travels along cliff tops, beside beaches, across rivers and through rainforests.

The stretch between Lorne and Apollo Bay is considered to be the most picturesque, with steep cliffs towering above Bass Strait. Travellers often sight koalas in tall trees near Kennett River.

WAR MEMORIAL

The road was built between 1919 and 1932 by soldiers returning from World War I as a memorial to those killed in that war. Before then the sparsely populated areas were accessible only by boat or bush track.

Construction, done mainly with basic tools and explosives, was dangerous work, especially near sheer cliffs. Several workers were killed on the job. Initially, there was only one lane and travelers paid a toll.

STACKS OF STACKS

The Southern Ocean has gouged the limestone and sandstone cliffs along the coast over many years, creating some famous landmarks, many in the Port Campbell National Park. These include:

- Twelve Apostles, a group of limestone stacks just off the shore. They were formed as the ocean eroded the limestone to form caves in the cliffs, which then became arches that eventually collapsed, leaving rock stacks up to 45m high. Despite the name there have only ever been nine stacks. In 2005, one collapsed, leaving eight.

- London Arch (sometimes referred to as London Bridge), a natural arch formed by wave erosion. Originally it formed a double-span natural bridge but, in 1990, the arch closer to the shore collapsed, leaving two tourists stranded on the outer part until they were rescued by helicopter.

- Loch Ard Gorge, named after a ship which ran aground nearby in 1878, on route from England to Melbourne. Only two of the 54 passengers and crew survived.

ROCKY COAST

There are about 640 shipwrecks along what is known as the Shipwreck Coast, between Cape Otway and Port Fairy. Early Australian explorer Matthew Flinders said of it: “I have seldom seen a more fearful section of coastline”. Early Aboriginal people knew this shore well and had cut steps down the sheer cliffs to access food.
Where? –

a research article on a place

Where is? Machu Picchu
Pat Tighe

ROYAL INCAN ESTATE

On a high ridge in the Andes mountains of Peru, towering over the Urubamba River flowing through the valley below, are ruins of an ancient Inca city

INCAN RUINS
The settlement, Machu Picchu, was built about 1450 during the time of the Incan Empire in western South America. About 10,000 people lived there before it was abandoned just over a century later after Spanish explorers and soldiers (conquistadors) came to Peru, virtually wiping out the Inca civilisation. However it is not thought that the Spanish reached Machu Picchu and it’s possible the residents were wiped out by a smallpox epidemic.
There were more than 150 stone structures, including temples, palaces, houses and public baths. Many archaeologists now believe that Machu Picchu could have been a royal estate for Incan leaders.

SURPRISE CITY
While exploring in the Urubamba Valley in 1911, American historian Hiram Bingham and his team met a farmer who told them about some ruins at the top of a nearby mountain. It turned out to be Machu Picchu, an amazing city of stone which was overgrown with vegetation.
Only locals and some missionaries and explorers had known of its existence.
Bingham then brought news of the ruins to the outside world and his team excavated many artefacts including mummies, statues and jewellery, which were sent back to the US. They have only recently been returned to Peru.

MAN POWER
It is believed the Incans did not use animals, iron tools, or the wheel to construct the buildings, walls, terraces and stairways. Hundreds of men pushed huge blocks of stone up the steep mountainside, then the blocks were carved very precisely so they fitted together without using any type of mortar.
The workers built many terraces to give the structures stability on the mountain and to use for growing food. They also designed a water system to supply the population and to prevent flooding after heavy rain.
The city appears to have included a farming zone, a residential neighbourhood, a royal district and a sacred area.

MANY VISITORS
Machu Picchu is Peru’s most visited attraction. Some tourists travel by train from the city of Cusco while others walk the ancient Inca Trail which takes a few days. Many buildings have been reconstructed to give tourists a better idea of what the structures originally looked like.

Grazing: Alpaca near Machu Picchu. Picture: Katherine Fleming

Good fit: Stones sit perfectly without mortar.
Mind Games – a selection of puzzles to challenge the brain

GUESS THE GROUP

Kaylee Martin

Match the animal to its correct group.
1. A murder of _______ dogs
2. A pack of _______ whales
3. A pod of _______ fish
4. A school of _______ chickens
5. A flock of _______ crows
6. A swarm of _______ goats
7. A herd of _______ flies

GO GLOBAL: ITALIAN

Gail Anthony

Fit the Italian words on to the grid
3 letters
PER (for)
ZIO (uncle)
4 letters
PERA (pear)
SOLE (sun)
5 letters
BELLO (beautiful)
GATTO (cat)
6 letters
GELATO (ice-cream)
TAVOLO (table)

QUICK CROSSWORD

Gail Anthony

ACROSS
2. French 'yes' (3)
3. Started, commenced (5)
4. Paris' __ Tower (6)
6. Robber (5)
8. Pancake topping: maple ___ (5)

DOWN
1. Big (4)
3. Honey insect (3)
5. Organ of sight (3)
7. Solid, firm (4)
Mind Games – a selection of puzzles to challenge the brain

QUICK CROSSWORD

Gail Anthony

ACROSS
3. Stringed instrument (5)
5. Body of water surrounded by land (4)
6. Feline (3)
8. Tell (3)

DOWN
1. Arm jewellery (6)
2. Soaks up liquid (7)
4. Anagram of ‘tame’ (4)
7. Had some food (3)

Q: Why did half a chicken cross the road?
A: To get to his other side.

GO GLOBAL: INDONESIAN

Gail Anthony

The numbers below relate to the order of letters in the alphabet, so 1 = A, 2 = B, 3 = C, and so on. Use the number code to spell the Indonesian equivalents of the English words.

1. 13 9 5
2. 13 5 18 1 8
3. 19 13 19 9 19
4. 11 1 18 20 21 16 15 19
5. 19 9 11 1 20 7 9 7 9

NOODLES
SAUSAGE
(2 WORDS) POSTCARD
(2 WORDS) TOOTHBRUSH

Q: Where do books like to sleep?
A: Under their covers.

TRICKY TILES

Kaylee Martin

Fit the letter tiles on to the grid to spell the name of an animal in each row.

RR IT SP
L RE Y MO
RA E T FE
TU US WA
ID BB ER
NK RK EY

Q: How did the barber win the race?
A: He knew a short cut.
Mind Games – a selection of puzzles to challenge the brain

GO GLOBAL
Andrea Karashe
Have you heard of the Japanese kuro (black) burger? What do you think they use to make it black? Choose two answers.
1. Liquorice
2. Soy sauce
3. Squid ink
4. Ground black sesame seeds
5. Charcoal
6. Blackberries
7. Seaweed
8. Black food colouring

Q. Why did the banana go to the doctor? A. Because it was not peeling well.

Q. What did the leopard say after eating its owner? A. Man, that hit the spot.

Which is the odd one out?
1. Amanda Bynes, Taylor Swift, Delta Goodrem, Katy Perry
2. Dobby, Rue, Dumbledore, Ginny Weasley
3. New York, Canberra, Tokyo, Berlin

QUICK CROSSWORD
ACROSS
1. Baby cow (4)
5. Room used for cooking (7)
6. Meal eaten around midday (5)
7. Snitch (4)

DOWN
1. The son of your aunt is your ___ (6)
2. Good fortune (4)
3. Not fat (4)
4. Mark left when wound heals (4)