

Unit 1

Narrator: Boys and girls *think* that they are very different to each other.

Riley: Men are better because they're stronger and they've got more jobs.

Kara: I think I would describe a girl as pretty, lipstick, dresses, love hearts.

Louis: A hairdresser is a girl job because ... it's a girl job!

Grace: I think a firefighter is for a boy because they need to hold up big ladders that are really heavy.

Narrator: But scientists agree that boys and girls' brains are exactly the same. Javid – who is a psychologist – believes that boys and girls only *think* they are different because they are *treated* differently. So, he is doing an experiment at a primary school in the UK. Javid is going to treat the boys and girls the same to see if it changes how they think about gender ... and the first thing they do is make some changes in the classroom. Later, Javid wants the children to think about what jobs are for men and what jobs are for women by inviting some people to school: a female car mechanic, a male ballet dancer, a female magician, and a male makeup artist. At first the boys thought being a makeup artist was a girls' job – but now they think it's cool.

Ronnie: I like it because a boy gets a chance to be a makeup artist, not always a girl.

Narrator: And the girls enjoy meeting a female mechanic.

Alexi: I think that it's really cool that it's a girl mechanic.

Narrator: Next, Javid uses a strength test machine to show the kids that, when they're young, girls are just as strong as boys. The girls do really well, which makes them feel good. Next, Javid is looking at the kids' toys. He thinks that the reason boys like blue and LEGO® – and girls like pink and princess dresses – is because their families give them those toys. So, he's giving the children some new, neutral-coloured toys to play with. The girls build robots – and the boys sew teddy bears. They all seem happy with the new toys. At the end of Javid's experiment the children do a test to see if their attitudes towards gender have changed. The results are surprising. The boys' behaviour has improved by 57% and the girls' self-confidence is now almost exactly the same as the boys'. Being treated equally has helped both boys and girls improve in different ways – something that they're all very happy about!

Lily: Boys and girls aren't different they're equal.

Louis: I've completely changed my opinion now because now I know boys and girls can do anything they want.

Unit 2

Narrator: London is one of the most diverse cities on earth. Over the years, people from 270 different countries have moved there. When young people who don't speak English first go to school in London – it can be confusing and scary. It's hard to communicate with people if you don't understand or speak the language. So, Nightingale Academy in North London is trying to make life easier for new students.

Student 1: Ciao!

Student 2: Salut!

Student 3: ¡Hola, buenas!

Narrator: The school is training some students, who speak two or more languages, to be interpreters. Konstantin is from Bulgaria, so his first language is ... Bulgarian! He lived in the country until 2015 – when his family moved to London. He has learned how to be an interpreter at Nightingale Academy and now he helps people like Rosita – a Bulgarian woman whose son is coming to the school. Konstantin helps Rosita in interviews with teachers and to fill in forms. Leonardo's first language is Portuguese. Portuguese is spoken in many different countries – including Brazil, Angola, Mozambique and of course ... Portugal! Leonardo is showing a new Portuguese student around the school to make her feel at home. It is really good for new students to be able to speak in their own language.

Leonardo: She feels safe.

Narrator: Helping new students makes the interpreters feel good too!

Konstantin: A lot of students who don't speak English sometimes get bullied, so you help them – you become friends with them and they don't feel lonely. It makes you feel like a hero.

Narrator: And learning how to be an interpreter can be very useful for the future. Interpreters are needed at organisations like the UN; for interviews with famous people; and even for big sports teams that have players from all over the world. Dagmara, who teaches the class for interpreters at Nightingale Academy, agrees. She believes that the skills her students are learning will be very useful in the future.

Dagmara: They gain confidence as well – they have to talk to people, they have to know how to talk to people. It has to be professional. So, they learn a lot of new skills.

Narrator: Doing the course has made the students better at speaking and listening in *lots* of different situations – not just as interpreters. And their new communication skills will be really useful for work – as well as for school.

Unit 3

Narrator: In New York city an exciting new competition is taking place. These high school students have been challenged to create a new app. The best idea wins a \$5000 prize. The students taking part are hard-working and ambitious – like Brandon.

Brandon: I want to make the new Facebook, and that's what I'm going to do.

Narrator: Each student has 48 hours to invent a new app and prepare a presentation, or pitch. Emily is even thinking about apps in her sleep!

Emily: Before I went to bed I would put my clipboard next to my bed in case any inspiration came to me in the middle of the night.

Narrator: The next step is to pitch to the class – to convince the other students to join their team.

Emily: Technology is taking over the world.

Student 1: There are three key features.

Student 2: Just lock in your account.

Student 3: That's why my app is so amazing.

Narrator: There are three popular ideas. Rajesh's app – Mealr – encourages healthy eating by awarding digital badges when the user cooks and eats healthy meals. Brandon's idea – NYC loop – is an app to find out about fun events and activities for young people. Emily's idea – Empire Bash – offers futuristic multiplayer games that teach the history of New York. Next, mentors from big technology companies like Google help the teams to develop their ideas by teaching them skills like coding. Sometimes the mentors are quite tough on the students.

Rajesh: We had five mentors, each and every one of them attacked us, it's like, one by one.

Narrator: After months of hard work, it's finally time for the teams to present their ideas to the judges.

Presenter: The first finalist to present tonight is Mealr: please welcome Mealr to the stage.

Narrator: Emily's, Rajesh's and Brandon's teams finish second, third and fourth. As they discover, competition in the app-world is fierce. But this is just the start of their journey as tech entrepreneurs. And with this experience to build on, their world-beating apps could be just around the corner!

Unit 4

Narrator: Aerial ...

Ariel: My first national title – and it's my biggest trophy too.

Narrator: Michael ...

Franck Raharinosy: Michael has got a very unique style. And he attacks everything I mean he's really fun to watch.

Narrator: and Lily ...

Lily: I can't imagine, like, not playing table tennis.

Narrator: ... are all teenage table tennis champions. They represent the US in international table tennis tournaments. To be this good, this young, takes sacrifice ... from *all* the family. Aerial's dad has quit his job to coach Aerial full time.

Aerial: My dad's given up his job. I know that he can do so much right now but he's here with me. Now it's not just me but it's my entire family sacrificing for me. To be a champion in an individual sport like table tennis can be lonely.

Aerial: I sometimes wish table tennis was like a team sport. You know, you see on TV all the people on a team and you see when they win together, they're happy together – and they lose they're sad together. And that's when I realised table tennis is a lonely sport sometimes.

Narrator: For Lily, it's important to play table tennis *and* spend time with her friends. Her friends think it's an unusual sport, but they are impressed by her dedication to it.

Emily: I first met her in 6th grade. They were like, 'oh yeah, this is Lily and she plays table tennis.' And I was like, 'ok, that's kind of unusual'.

Narrator: Lily also wants to do really well at school.

Emily: She's always gone, and missing school and at practice, like seven days a week, and she's still in harder classes than me and gets better grades than me so I'm just like, I don't know how you do it.

Narrator: Michael is so dedicated to table tennis that he doesn't go to school – he studies from home – which gives him more time to train. Sometimes, Michael even travels to China to practise. The coaches there encourage their students to train for twelve hours a day. Even though Michael is one of the best players in the United States, he is average compared to the top Chinese players. Michael, Aerial, and Lily have made it to the top of their sport in the US through a combination of talent, sacrifice, mental toughness and supportive parents. If they keep improving, they may even be able win a medal at the Olympic Games – something that might inspire more young people in the US to play table tennis.

Unit 5

Narrator: Adverts, music videos, fashion shows and TV programmes – there are lots of opportunities for young people to step into the spotlight. But it's a competitive world – with lots of talented kids. If you want to make it big – you need to work really hard. Kyanne is thirteen. She's an actor, a model and a singer!

Kyanne: I want to do the singing, I want to do the West End, I want to do backing vocalists. But then I also want to be like an artist in myself because I play the guitar as well, so I could have an extra strength that makes me go a bit further.

Narrator: Kyanne and her mum are travelling two hundred miles to London to audition for a part in a music video.

Kyanne: It would be really lovely to get the job because it's a music video. It's quite nice to think that I could go in and wow them and hopefully I'm what they're looking for.

Narrator: The video is for an up and coming thirteen-year-old singer called Tyriek. Kyanne is nervous about the audition.

Kyanne's mum: What are you more nervous about singing or dancing?

Kyanne: Singing.

Kyanne's mum: Are you?

Kyanne: The top end of my voice has pretty much gone and most of the song's high so ...

Kyanne's mum: It'll be alright. I think it'll be fine.

Narrator: Auditions are nerve-wracking for the performers and their parents, but it is something they have to get used to.

Tyriek's manager: Can we have Kyanne please?

Narrator: Kyanne really impresses Tyriek and she gets the job.

Kyanne's mum: Are you pleased?

Kyanne: Yeah.

Narrator: Even when an audition goes well, you don't always get the job ... Tyriek thinks that you have to get used to people saying no.

Tyriek: People are gonna say no to you, so you just have to brush it off and go for the next one.

Narrator: The music video is being filmed in a school.

Kyanne: I've never, like, thought of being in a music video. It's like everything's coming to me so it's pretty cool actually.

Narrator: The filming goes well. Kyanne and her mum hope it will help her career.

Kyanne: Even if a few people know the song it'd be good – I'd take it as if I'd succeeded.

Narrator: Success like Kyanne's takes a lot of dedication from the whole family, ... and sometimes you have less time to do normal things – like spend time with friends. But, for lots of children that want to be famous, it's worth it, because they want their moment in the spotlight.

Unit 6

Narrator: The Bajau people live in the Philippines, in Asia.

Their lives are closely connected to the ocean. They travel everywhere by boat, their houses stand on stilts above the water, and they get almost all their food from the ocean. Bajau people sometimes even learn to swim before they learn to walk! Jimmy is a spear-fisherman. He goes out with his son every morning to fish for his family's dinner. The ocean is very important to Jimmy, as it is for all Bajau people.

Jimmy: The ocean is our home – our refuge. A good provider of our family's everyday needs. And it will always be our way of life.

Narrator: Jimmy dives down to the sea-bed and looks for fish that are hiding under the coral reef. He can hold his breath underwater for nearly five minutes while he hunts. When Jimmy finds a fish, he fires his spear. He is a very good fisherman – and he usually hits his target. Robin is also Bajau. He is only fifteen, but he has been spearfishing with his dad, Terry, for years.

Robin: My father taught me how to dive and spear gun fish. This is our legacy, and this is what I have inherited from my father.

Narrator: The Bajau way of life survives because knowledge of the ocean is passed down from generation to generation. Jimmy takes the fish he has caught home to his wife, who cooks it for the family dinner. Today they have fish *and* a special shellfish called 'taklobo'. The Bajau people live in harmony with nature. For Robin, like for all Bajau, the ocean is the most important thing in the world.

Robin: I love living on the sea. It provides us with everything we need.

Unit 7

Narrator: Sam Bleakley is a European champion surfer. He travels around the world searching for great places to surf. But Sam isn't only interested in surfing, he's also interested in the local people, their culture and their traditions. His first stop is in Ghana in West Africa. Surfing is not as popular in Ghana as it is in Australia or America, but there are some people who enjoy surfing the exciting Atlantic Ocean waves. Joshua is one of them. He started surfing when he was ten.

Joshua: I was ten years old. A guy came from Australia. So, he was surfing, and I said, 'Please can I try your board.'

Sam: And how did that feel that first time you stood on the board?

Joshua: I feel very comfortable. And all the people at the beach were very proud about it.

Narrator: Joshua is a keen Ghanaian-style dancer, and Sam believes that it is his dancing abilities that help make him a good surfer.

Sam: It's beautiful, I think there is a big relationship between surfing and dance so for me to meet a dancer who is also a surfer is great. And I think that you've got potential to become a really, really special surfer because of this relationship.

Joshua: Yes.

Narrator: Sam's next stop is Oman. Oman is very hot and has vast areas of desert. Although the waves are big here, local people have only just started surfing here. Hassan and Abdullah are both twelve years old and, like Joshua, they were inspired to start surfing when they saw some tourists doing it on their local beach.

Abdullah: I love swimming a lot. I saw somebody surfing and I loved it too. So, I started to join them.

Narrator: Sam decides to learn about Omani culture by visiting some local Bedouin people. Bedouin are traditionally nomadic people, who live in the desert. Sam tries out local Bedouin customs – like how to wear their traditional headscarf and learns about their everyday lives. Sam loves to surf, and by travelling the world and sharing his passion with other people, he can learn more about other cultures and traditions.

Unit 8

Lily: Come in, come, welcome to the studio.

Narrator: This is Lily Hevesh – she has over 500 million YouTube views and nearly 2,000,000 subscribers. And she's built these impressive numbers ... with dominoes! Lily has created amazing things, like the largest domino tower in America – which took seven hours to build, contained over 3000 dominoes and was as tall as a giraffe! And though Lily enjoys building, the best part for her is watching the dominoes fall! Lily took up her unusual hobby at the age of ten, when she found an old set of dominoes at her grandparents' house.

Lily: These were the dominoes that I first started out with. A set of twenty-eight dominoes at my grandparent's house. *This* was it. This is where it all started.

Narrator: Then Lily looked on YouTube and was surprised to find lots of cool domino tricks. This inspired her to set up her own channel. The more views she got, the more tricks she did and the more dominoes she needed.

Lily: This is the area where I keep all of my dominoes and right now I have about 70,000. 70,000 dominoes! How did I even get this many?

Narrator: And that's not all – she has tracks, balls, cups, levers, pulleys, pipes – everything you could possibly need to create the most complex domino tricks in the world. This one is a two-minute series of chain reactions that goes *up* the stairs. To make it work Lily needed all of her equipment, her experience and the help of her friends. Today, Lily is the most popular domino artist on YouTube – she's given domino trick advice on movie sets to stars like Will Smith and she's a world record holder. Lily wants people to understand that as well as being a fun hobby, her tricks take weeks to plan and build, and should be seen as works of art. And, like any great artist, she would like her work to inspire other people ... and perhaps try domino art themselves.

Unit 9

Narrator: Twenty students from Mosslands school in Liverpool have an amazing opportunity. In twelve weeks' time they will take part in a debating competition with students from seven other UK schools. They'll need to make persuasive arguments in front of a large audience. The only problem is ... they don't have any experience of debating! Monica, who will coach the boys, thinks that learning how to debate could change their lives.

Monica: It teaches kids how to work together as a team. It teaches them how to stand up for themselves and that is so important. And learning how to do that as a child can absolutely change your life.

Narrator: Ellis is one of the boys in the debating class. He is shy, so it is hard for him to speak to people. Ellis finds the first class debate very difficult.

Ellis: Erm ... they are wrong becau ... they are wrong because it's an invasion of privacy of the human ... erm, human rights ... erm ... thank you ladies and gentlemen.

Narrator: Monica sees that Ellis is not very confident and speaks to him after class.

Monica: Your speech is good – you just need a little bit more confidence.

Ellis: Like ... nobody cares what I think.

Monica: Well you're looking at one person that does right here.

Narrator: Monica tries to improve Ellis's self-esteem, by encouraging him to speak more loudly.

Ellis: Broccoli.

Monica: I can't hear anything – you're going to have to talk louder. See this is the problem that we've got.

Narrator: And gradually his nervousness disappears.

Ellis: Hi my name is Ellis and I have a voice and I'm not afraid to use it!

Monica: Good – well done!

Narrator: After ten weeks of training there are eight students left. They will have a debate about the advantages and disadvantages of single sex schools.

Ramon: Boys and girls should be able to learn and converse together.

Boy 1: We completely disagree.

Boy 2: Younger people will get distracted and find it a lot harder to learn.

Narrator: Ellis is the final speaker.

Ellis: Do single sex schools work? The answer is yes. Thank you for listening.

Narrator: His speech is a great success, and he is chosen for the debate team. Ellis thinks that learning to debate has been a really positive experience.

Ellis: I do feel like I've changed cos I can speak louder, and I don't really care what anybody else thinks.

Narrator: The boys reach the semi-final of the big debating competition at the Houses of Parliament, before they are knocked out. Getting this far in the competition is a great success. But for all the boys, the best things about learning to debate are their new friendships, happy memories and, most importantly, the confidence to speak for themselves.