

Unit 1

Narrator: School is out and summer is here: time for sports, games and some fun. This group of kids in Pennsylvania have chosen an unusual kind of holiday. They love doing magic. Just for fun ... and in front of their friends.

Zach: Big performers are going to come out of this camp. And I look around and go, 'Well, which of us is going to take off? Who's it gonna be?'

Reed: How old are you, by the way?

Boy: Eleven.

Reed: I'm eighteen.

Narrator: They are excited to meet new friends who enjoy magic as much as they do.

Jonah: I'm Jonah Conlin and I started magic when I was nine.

Narrator: Like at school, they have classes every day. But these are more fun!

Jonah: Stage magic, with lighting and choreography and all that stuff – it really makes me happy.

Narrator: They also meet celebrity magicians like Darren Romeo. He went to Magic Camp when he was a teenager and is now a professional magician.

Darren: Well, thank you very much, that was very nice.

Narrator: Zach even has the chance to learn from Darren in a one-to-one class.

Darren: Nice.

Zach: My dreams are to have a big theatre show. I'd love to have my own show somewhere, where I could try out different ideas. 'Cause being a magician, I could do anything.

Narrator: Reed is very confident. And his act is very popular.

Staff: You guys, it's 12:30 – lights out!

Narrator: Before his final performance, he always practises with his closest friends from camp, who give him support and advice.

Narrator: The last day of camp is performance day. They have the chance to go on stage, with the other young magicians as their audience. It is fun, and great practice for the future.

Unit 2

Narrator: These young children are taking part in an experiment. The experiment looks at how children play with toys ... and how they play with technology like tablets and phones. First, the toys. How do the children behave? Some of them are playing together. They are talking to each other. It looks like they are having fun. But this girl is not happy. She asks for a tablet.

Girl: Can I go and get my iPad?

Woman: You want to go and get your iPad – don't you want to play?

Narrator: She plays with it on her own.

For the next part of the experiment children are given technology – laptops and tablets. They know how to use the devices. They don't talk to each other. Or play with each other. All their attention is on the tablets and laptops.

Finally the children choose – toys or technology? The result is clear.

Journalist: Oscar, do you want to play with some toys?

Oscar: No, thank you.

Journalist: Are you sure?

Oscar: No.

Journalist: Is that a 'no'?

Oscar: No thank you.

Narrator: Technology is a big part of our lives. We use it for school work, for fun, to talk to our friends and family. But are children using too much technology too young? And does that matter? These students from London remember using smartphones and tablets at the age of eight or nine. Younger children in their families are starting much earlier.

Student 1: My little brother is four – he's going to be five soon – and my little sister is three. They can just pick it up, open it up and then pick what movie they want to watch and open up the apps they want to use.

Student 2: I have a cousin who's one and a half and she's using the tablet ...

Journalist: Really?

Student 2: Yeah! She's, like, watching her little kid TV shows or playing with games.

Narrator: The teenagers balance their time *on* screen with time *off* screen doing activities like drama. But they worry about younger children. This girl's brother is four.

Student 1: He might lose the values of *not* using technology, of doing things naturally and stuff like that. So you have to have a balance, but I don't know if ... where we're heading we'll have the balance that he needs.

Narrator: But when children are very young they are still learning about balance.

The experiment is clear. Right now, the children in this group choose tech – not toys.

Unit 3

Narrator: It's the end of another school day for Oda and Lizzie, and for Duncan. But their school day was probably not like your school day. All three of them go to Gordonstoun. Hidden between the mountains and the sea in the north-east of Scotland, Gordonstoun is no ordinary school. Here, students have a strict timetable of academic lessons six days a week, but they also take part in many after-school activities.

Kelly: They don't want you just to leave with three As. They want you to develop as an individual, so you leave with all the characteristics that you should have for the wider world.

Narrator: The 'Community Service Programme' is a compulsory part of students' education at Gordonstoun. During their last two years, they must join one of 12 community services, from Coastguard Rescue, to first aid, to the fire service. Students learn valuable skills and help the local community. Sixteen-year-olds Oda and Lizzie are in year 12, and it's time for them to be a part of one of the services.

Lizzie: I've got the opportunity to be at Gordonstoun and I feel like I should use every chance I get to make myself a better person.

Narrator: They want to join the Mountain Rescue Team.

Oda: I think I'm ready now.

Narrator: Today, they began their training.

Trainer (Ibrahim): You see the clouds that are moving quite quickly so it's windy up top. What would we expect to happen as we go higher?

Narrator: Meanwhile, Duncan, who is in his last year at the school, has been made captain of Gordonstoun's fire service.

Duncan: My final year at Gordonstoun is really important to me. You kind of, like, realise, it's all coming to an end. It's all coming to an end and you want to make the absolute most of it.

Narrator: He has trained hard to get here.

Student: The fire service has definitely got the biggest, like, workload. Four hours every Wednesday – from two thirty 'til often five, sometimes six.

Narrator: Today the school crew were called out to help the local fire department with a fire at a farm. They spent seven hours at the farm, using the skills they learnt while training. Lizzie and Oda's training for the Mountain Rescue Team began with a lesson on determination. They also learnt practical skills ... and even had a little fun!

The fire crew did a great job, and only left when the fire was under control. It was a long day and the boys are tired, but they can be proud of their work. Lizzie and Oda still have a lot of work to do before they can be useful to the local Mountain Rescue Team – but today they took their first step.

Oda: I tried and I was kind of proud of myself that I did it.

Narrator: These activities are very important at Gordonstoun.

Housemaster (Philip Schonken): One of the core elements of our curriculum is service. That students are trained up to offer themselves as a service to the community.

Narrator: With this unusual programme, students learn skills for life ... and have a lot of fun.

Unit 4

Narrator: Welcome to the Teenage Market. It's run by teenagers for teenagers. Joe and Tom started the Teenage Market in their hometown of Stockport.

Joe: We created the Teenage Market because we loved the idea of giving young people a free platform to be creative and to also make some money at the same time.

Narrator: The market is open for business on Saturdays and Sundays, and Joe and Tom want it to happen all over the UK.

Tom: We really hope other towns feel inspired to run the Teenage Market.

Narrator: Young people can enjoy shopping – and selling. Like Lucy, who sells her own paintings there.

Lucy: Hi, I'm Lucy Shaw, I'm sixteen and I'm an artist.

Narrator: Painting is more than a hobby. At first, Lucy sold her art to friends and family.

Lucy: I started to realise how much I loved it and how much, actually, other people loved it.

Narrator: But at the market, she gets money for selling her paintings to people she doesn't know – and it feels good.

Lucy: Having people buy my work and own my work is probably the most rewarding thing about it.

Narrator: Matt also makes money at the market.

Matt: I'm fourteen years old and I run my own business called Crazy Face Urban Streetwear.

Narrator: His business is selling clothes he has designed. Selling to people at the market is exciting for Matt, too.

Matt: It's a really nice feeling just selling it to people – what you've designed – and knowing that it'll be in someone's house. It's quite a good feeling.

Narrator: Matt thinks that being here is better than selling his clothes on the internet.

Matt: The Teenage Market has really boosted my confidence, meeting people, instead of just selling it online. I like to meet people and, like, get talking to them about my own business.

Narrator: Christine makes and sells all kinds of things ... and she enjoys meeting people at the market too. When they add her on social media, they help to grow her business.

Christine: I've got my stall out there and I found that I got a lot of, like, Facebook adds and things like that as well from it, which was really helpful – to help spread the word of my stall.

Narrator: She makes all kinds of things that people can't find in the local shops.

Christine: I quite like to make things that are from retro video games as well. So I've got quite a few Pac-Mans, and Pokémon's and things like that. I'm trying to create things that are a bit unusual.

Narrator: By bringing young people with great ideas together, the market has created a new place of interest for everyone living in Stockport, as well as business opportunities for creative young people.
If the Teenage Market started in your town, what would you sell?

Unit 5

Narrator: People tell stories. People were telling stories at the very beginning of human history. And we are still telling stories today. We tell stories to teach lessons, stories to remember events, stories to entertain ... And since the very beginning, we wanted to make our stories as fun as possible. So we tried to bring them to life, making them real. When we look at the drawings humans made thousands of years ago, we learn about their lives. And we see how they chose to represent their lives – how they chose to explain, through images, the events that were important to them: like hunting, or rain-making rituals. Some of the images were very real, but they could never capture more than a single moment, frozen in time. And as time passing is central to storytelling, theatre was the next natural step.

More than two thousand years ago, theatre brought stories closer to people, making them more real. Many centuries later, in Shakespeare's time, theatre was still a popular way of telling stories. The actors, their clothes, the set and the props made people's experience of the stories more exciting. But live theatre has a limited audience, so people continued to look for other ways to tell stories. They needed moving images. Finally, cinema was invented.

Technology is always improving, and today storytellers can work with many different tools: They can create still images, put on live performances and use video in different ways. Virtual reality allows us to combine live experiences *and* video in a unique way – you can go swimming in real water and have virtual dolphins all around you!

Marijke Sjollema: It's such a great experience. And we wanted everyone in the world to be able to experience this.

Narrator: Virtual reality brings stories closer to real life – so close, it's becoming more difficult to know when something is real, and when it isn't.

Unit 6

Narrator: Travelling is a great adventure ...

Jordan: We're here.

Gwenyth: I'm still not sure that it's real yet.

Narrator: ... and this group of young people have just arrived in the Bahamas. For the next few weeks they will spend a holiday together, exploring the ocean as a diving team. They will visit different islands in the Caribbean sea – an adventure they will never forget. After practising their scuba diving skills in the Bahamas, the team is ready to visit the next island on their trip. They're going to the island of Aruba. They'll be exploring the sea here by submarine. They can use the submarine to go very deep under the water.

Steward: Ready? Are you ready?

Narrator: As the submarine goes deeper, the team sees a huge coral reef.

Boy: Look at all these fish ...

Koumbie: Oh is that a queen—?

Girl 2: It's not a stoplight parrotfish.

Girl 3: It's definitely the queen parrotfish.

Koumbie: Oh we just saw the queen parrotfish. And I think it might be the first time I've seen one.

Girl 4: It's different from being out scuba diving because you can actually talk to each other.

Jordan: Woah, look at that one!

Various children: Whoa, what is that? It's huge! Wow!

Joshua: The head was about that big, and I guess we were really lucky to see it because they're a night animal.

Narrator: The team saw coral reef in the Bahamas. But like many coral reef around the world, it was dying. By using a submarine, they can go deeper, and see coral that is full of life and colour.

Various children: Oh look, wow, a hawksbill turtle! Ooh! Where? I can see it! Wow!

Narrator: There is so much to see from the submarine, but the team needs to move on to the next adventure. They are going to the British Virgin Islands to take a boat in search of treasure.

Various children: There it is! Woah.

Joshua: Let's go, let's go, let's go, let's go.

Steward: How are you doing?

Girls: We're so excited!

Joshua: Man, this is huge!

Narrator: The journey on this boat is half of the fun! Finally, they reach Treasure Island. Many years ago, pirates kept treasure here inside the island caves. So the team will dive into the deepest cave to see what they can find. It's so dark, the team can't see without lights. They're surprised to find the caves are full of fish! The team is feeling brave for diving in the deep caves.

Koumbie: Yeah, but it was great because it wasn't small enough to be scary – like claustrophobic or anything – but it was small enough for it to actually have like a 'woah' factor.

Narrator: They are happy, even if they didn't find any pirate treasure! The trip has been an amazing learning experience.

Captain: Pull that piece of string.

Narrator: And there are still a lot of adventures to come.

Unit 7

Narrator: Freestyle football. What can you do with a football without touching it with your hands? It's popular around the world. But it's different from country to country. In South Africa, it's all about the music. The dancing. The beat. There are many different cultures in South Africa, and freestylers can connect with all of them through their music.

Oscar Derosmoriente: I believe that it makes us unique freestylers 'cause we include culture into freestyle. So we tend to do our own culture while juggling the ball. If there is a Zulu person watching in the crowd and then you do the Zulu dance, that person will love the sport and the culture at the same time.

Narrator: In Japan, it's all about the detail. It's about doing the trick just right, in perfect time. The ALEG-Re crew take it one step further and ... synchronise their moves. If it's hard for one person to get it right, doing it *together* makes it even harder.

Narrator: In Italy, European Champion Laura Biondo prefers different tricks to the guys.

Laura Biondo: Lately I've been trying to put a more feminine touch in what tricks are, you know, and, 'cause, some tricks for guys are easier 'cause maybe they have more strength.

Narrator: Laura may not be as strong as the guys, but she uses her gymnastics skills to create her tricks. These skills, together with her patience and dedication, have made her a champion.

Laura Biondo: Have patience – it takes a lot of time to learn a trick – and never give up.

Narrator: Meanwhile, in the UK, Abbas is looking towards the future of the sport.

Abbas Farid: In the past I tried to imagine, in five years' time what would freestyle look like? In ten years' time, what would it look like? I would think that a lot of guys would be doing a lot of acrobatic moves, they'll be doing all these flips and everything and then I thought to myself: 'Well, hold on, why can't I be that person?'

Narrator: So Abbas began using moves from other sports like freestyle running, martial arts and gymnastics.

Narrator: Personal abilities and cultural experience help these athletes build their own style. But despite their differences, football freestylers around the world have a lot in common, and a lot they can learn from one another.

Unit 8

Narrator: Mountains are one of the Earth's last wild spaces. They are impressive ... and beautiful. When people want to get away from everyday life in towns and cities and get closer to nature, they often go to the mountains. So many people are going to some mountain areas to relax that they can become as crowded as towns or cities. Tourism puts pressure on mountain environments and has changed some of them forever.

There are some interesting ideas from around the world that are good for visitors *and* nature. Nepal is a small country but it is home to the Himalayas – the highest mountains in the world. Here an ecotourism project has been a great success with visitors. They get close to big birds of prey like vultures.

Scott: We need to feed him during the flight. And we need you to prepare some food. Try and take one piece of meat at a time – you've got lots of food in there.

Narrator: Then tourists can fly with the vultures. It's a unique experience. This new activity has been given a new name – parahawking. There aren't many vultures left in Nepal. The parahawking project has brought new birds back to the mountains. It is a good result for tourists and for wildlife.

Narrator: On the other side of the world, in the Rocky Mountains in Canada, another project is also bringing animals back to mountain areas. Inside these boxes are wild North American buffalo. The buffalo, also called bison, have travelled for many hundreds of kilometres to reach their new home in the mountains. There have been no buffalo in this area for over a hundred years. They were all hunted. Now this small group will be free to live in the Rocky Mountains again. It is also important for local people. The buffalo were a part of their lives and culture.

Henry Holloway: It makes us feel good and makes us feel part of us has returned back to the country.

Narrator: This is a new project for the area and the bison might be a surprise for some visitors.

Karsten Heuer: If you're walking or biking along a trail and you come around the corner and there's a group of bison there you may want to consider (about) turning around or coming up with another route plan! To what extent are we as humans willing to make room for wildness?

Narrator: But wild places, like mountains, are better when they are wild – so these projects are good for everyone.

Unit 9

Narrator: Space travel. The ultimate adventure. If you go into space, you will see and do amazing things. If you go into space you will also eat terrible food. Astronauts must eat in 'zero gravity'. Space food has to last for a long time. There is nothing fresh like a sandwich or an apple. Astronauts can get very bored of space food.

Heston Blumenthal is a celebrity chef. He wants to improve space food. His challenge is to make a special meal for the British astronaut, Tim Peake. Tim will eat the meal on the International Space Station.

Heston Blumenthal: These explorers, like Tim – they have got to get good food.

Narrator: To start, Heston tries normal space food. He chooses pasta with cheese. It comes in a tin.

Heston Blumenthal: It's like baby food. You can make that food taste a lot better, an awful lot better.

Narrator: Heston wants to know what it is like to eat without gravity. He can't travel into space to do this ... but he can fly in a special plane. The passengers feel weightless, just like in space. Heston has twenty seconds for his test.

Heston Blumenthal: I didn't realise that actually it's not that easy.

Narrator: Back home Heston gets to work. His space food must not weigh too much, must be easy to eat in zero gravity ... and most of all it must taste good. Heston decides to cook beef for Tim Peake's special dinner.

Heston Blumenthal: Some potatoes, some of these mushrooms ...

Narrator: He prepares the food in a tin to keep it safe on its journey into space.

Heston Blumenthal: Here is what I hope will be the most luxurious food ever served in space.

Narrator: As the dinner makes its journey to the Space Station, Heston travels to Germany.

Woman: Welcome to Mission Control.

Narrator: It's almost time for Tim's dinner.

Heston Blumenthal: Hi Tim, how are you?

Tim Peake: Hello Heston, it's great to hear you. I am doing fantastic, thanks.

Heston Blumenthal: Dressed for dinner. Fantastic. Just have a little taste of that.

Tim Peake: That tastes fantastic, Heston. You know, the flavours are absolutely wonderful.

Heston Blumenthal: That's fantastic. I am so pleased and just ... yeah, I'm very relieved.

Space station: Station, this is Houston ACR. Thank you, that concludes our event. Thank you, European Space Agency.

Heston Blumenthal: Whew! Wh-houston!

Narrator: Heston's dinner shows that food for astronauts does not have to taste bad. Maybe one day we will travel much further in space – to Mars, perhaps. And if astronauts are away from Earth for years, they will certainly need healthy and tasty food!