



Teacher Resource

Focus Questions

As a class, discuss the stories featured in the episode of BTN Classroom and record the main points of the discussion. Students will then respond to the following focus questions.

Election Result

1. Who will become the 32nd Prime Minister of Australia?
2. Which party does he lead?
3. What do you know about the Prime Minister? Name three facts.
4. What happened in Peter Dutton's electorate of Dickson?
5. How did you feel about the election result? Explain your answer.

Conclave

1. The Pope is the leader of which church?
2. Where is Vatican City?
3. Conclave is the Latin word for what?
4. Describe the process of choosing a new Pope.
5. What does the black and white smoke mean during the process of electing a new Pope?

Welcome to Country

1. In your own words, explain what a Welcome to Country is.
2. What is an Acknowledgement of Country?
3. What controversy has there been around Welcome to Country ceremonies recently?
4. Have you ever seen a Welcome to Country? Describe the ceremony in your own words.
5. What questions do you have about the Welcome to Country story?

Flu Season

1. In pairs, discuss the BTN Flu Season story. Record the main points of your discussion
2. The flu is caused by a virus. True or false?
3. What are some symptoms of the flu?

EPISODE 11

6 May 2025

KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

CURRICULUM

English – Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

English – Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

English – Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

English – Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

4. What can people do to help reduce the risk of getting the flu?
5. Name three facts you learn watching the Flu Season story.

Viking Exhibition

1. Think of at least three words to describe Vikings.
2. Where did Vikings live in Europe?
3. What influence did Vikings have on England?
4. Describe the objects in the Viking exhibition at the SA Museum. What do they tell you about Vikings?
5. What was surprising about the BTN story?



Teacher Resource

Welcome to Country

Focus Questions

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

1. In your own words, explain what is a Welcome to Country is.
2. What is an Acknowledgement of Country?
3. What controversy has there been around Welcome to Country ceremonies recently?
4. Have you ever seen a Welcome to Country? Describe the ceremony in your own words.
5. What questions do you have about the Welcome to Country story?

Activity: Class Discussion

After watching the BTN Welcome to Country story hold a class discussion, using the following questions to guide discussion:

- What is a Welcome to Country?
- Who can perform a Welcome to Country?
- Have you ever seen a Welcome to Country ceremony?
- What do you know about the traditional owners of the land where you live?
- How do you say welcome in the Indigenous language local to your area?



Further investigation:

- What are some differences between Welcome to Country and Acknowledgement of Country? When would each be used and why?
- How do ceremonies like Welcome to Country reflect Indigenous peoples' connection to the land?

EPISODE 11

6 May 2025

KEY LEARNING

Students will learn more about Welcome to Country ceremonies and the traditional custodians of the land where students live.

CURRICULUM

Geography - Year 3

The ways First Nations Australians in different parts of Australia are interconnected with Country/Place.

History – Year 3

The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area.

History – Year 4

The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place.

Activity: Vocabulary

Students will brainstorm a list of key words that relate to Welcome to Country. Here are some words to get them started.

WELCOME TO COUNTRY	TRADITIONAL OWNERS	ACKNOWLEDGEMENT OF COUNTRY
CEREMONY	ELDER	FIRST NATIONS

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Local Indigenous Languages

Who are the traditional custodians of the land where you live and what languages do they speak?

Students will learn more about their local Indigenous languages by exploring the [Gambay – First Languages Map](#). Enter the place they live to find out the Indigenous languages in their area. Many of the Indigenous languages have videos or resources to support students to learn more about the language.



Activity: 50 Words Project

Learn words in your local Indigenous language! The [50 Words Project](#) provides words in Indigenous languages. Use the map to search the local language and learn 50 words. All words have audio recordings provided by language speakers.

Further Learning - Invite an Indigenous language speaker to your school to learn more about the local languages.



Activity: Learn First Languages through song

The [Marrin Gamu song](#) was created to introduce people to the diversity of Australia's first languages. The song incorporates words from several different Indigenous language groups within Australia. Follow the instructions to get involved in creating and sharing your song.

- Watch the song and translate it into your local Indigenous language.
- Learn the song in your local language.
- Record a film clip of your song.
- Upload the video.



Activity: Learning our First Words on Country

Listen to the diverse languages, stories and Countries of Indigenous Australia in these [Little Yarns](#) audio resources. Teachers can check out the [educators notes](#) for ideas to get the most out of the Little Yarns podcast series.



Activity: This Place

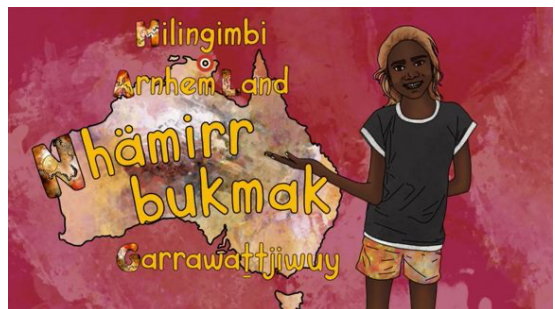
Around Australia, many places are known by their Aboriginal and Torres Strait Islander names. Indigenous communities share the stories behind place names of their country in the [This Place](#) series. Do you know the meaning of the place names where you live?



Activity: Good Mornings

How would you greet someone in the language of the land on which you live? In these ABC Education videos, children from around Australia encourage you to join them as they share greetings in their Indigenous languages.

Meet Garrawattjiwuy and learn how to say hello in the local language in Arnhem Land. [Link to iView videos](#)



Activity: Recognise and Celebrate Indigenous Culture

Discuss with students, ways they can recognise and celebrate Aboriginal and Torres Strait Islander culture in their class or school. Some ideas are:



Have you held a Welcome to or Acknowledgement of Country at your school? Find out what the difference is between the two and why they are important in showing respect to and understanding First Nations people. Visit [Reconciliation Australia](#) for more info. [Read this ABC article](#) to find out why an Acknowledgement of Country is important (and advice on how to give one).



Create a bush food trail/Indigenous garden in your school. Find out if you have an Indigenous food trail near your school that you could visit for inspiration and to learn about Indigenous plants local to your area. Meet some kids in BTN's [Bush Tucker Garden](#) story to learn about growing traditional Aussie foods and cooking them as well.



Celebrate Aboriginal and Torres Strait Islander women who've made a difference and inspired others. Choose an Indigenous woman who inspires you and research in more detail. Share your findings with the class. Watch this BTN [NAIDOC Indigenous Women](#) story to learn more.



Learn more about the dreaming trails in your local area. Use the internet to find out if there are any dreaming trails in your area that explain the creation theories of the traditional owners of the land. Meet Rookie Reporter Tyrone in this [BTN story](#) to tell you what the river means to his people - the Ngarrindjeri.

Activity: BTN Welcome to Country

Watch the [BTN Welcome to Country story](#) and hear from rookie reporter Tiyana who helps to explain what a Welcome to Country ceremony is. Here are some questions for students to respond to:

- What is the language of Tiyana's family and people?
- Describe how Tiyana does a Welcome to Country.
- What does Tiyana wear during a Welcome to Country?
- What is an Acknowledgement of Country?
- How does Tiyana feel when she performs a Welcome to Country?



Useful Websites

- [Welcome to Country](#) – BTN
- [Welcome to and Acknowledgement of Country](#) – Reconciliation Australia



Teacher Resource

Viking Exhibition

Focus Questions

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

1. Think of at least three words to describe Vikings.
2. Where did Vikings live in Europe?
3. What influence did Vikings have on England?
4. Describe the objects in the Viking exhibition at the SA Museum. What do they tell you about Vikings?
5. What was surprising about the BTN story?

Activity: Class Discussion

Before watching

Before watching the BTN Viking Exhibition story students will discuss in small groups what they already know about Vikings and the Viking age.

- What do you already know about Vikings? Record your ideas on a mind map.
- When did Vikings exist?
- Where did Vikings live?
- What did people living in the Viking Age look like?
- How did they live their lives?
- What mysteries or myths have you heard about the Vikings?



What do you know about Vikings?

After watching

Students will respond to one or more of the following questions after watching the BTN story:

- What did you learn from the BTN story?
- What SURPRISED you about what you saw in the story?
- Think of three questions you have about the story.
- What more do you want to learn about Vikings and the Viking Age?



EPISODE 11

6 May 2025

KEY LEARNING

Students will develop their historical knowledge and understanding of the Viking Age.

CURRICULUM

HASS – Year 5/6

Locate and collect relevant information and data from primary sources and secondary sources.

HASS – Year 7

Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources.

History – Year 8

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society.

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade.

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion.

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson.

Activity: Glossary

Students will watch the BTN Viking Exhibition story and summarise the story in their own words. Students will watch the story again and listen carefully, circling each of the following words as they hear them and recording any unfamiliar words.

VIKING AGE	NORSEMAN	SEAFARERS
SAXON	SCANDINAVIA	HISTORIAN

Ask students to write what they think is the meaning of each word (including unfamiliar words). Further activities for students:

- Study the etymology of the word *Viking*. What does the word Viking mean and where does it come from?
- What are [Viking runes](#)? Create your name using the Viking's runic alphabet. Write a message about Vikings using Viking runes. Ask a classmate to decipher your message.
- Who were the Jarls, Karls and Thralls? Describe them and their place in the Viking social hierarchy.

Activity: Inquiry Research

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

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

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

- How did the climate and geography of Scandinavia shape Viking society and way of life?
- What was the Viking social structure? Explore the roles of the three main classes – the Jarls, Karls and Thralls.
- What were the cultural practices of the Vikings?
- What are some myths about Vikings? How have these myths been created? Give examples.
- What role did significant individuals have in the expansion of the Viking settlement? Choose an individual to research in depth.
- What were the reasons for the decline of Viking culture?

Activity: Source Analysis

Students will analyse a collection of primary sources associated with the life and history of the Vikings. They will choose one of the following primary sources from the SA Museum “Treasures of the Viking Age” exhibition and write an analysis of the object. Refer to this SA Museum [education resource](#) for a range of primary sources. To learn more about the Galloway Hoard watch this SA Museum [animation](#) (YouTube).



The Galloway Hoard animation
(Source: [SA Museum](#))

Source Analysis – Inquiry questions

- How do you know it’s a primary source? Give one reason.
- What category of source does this object belong to? (For example, is it an artefact, a document).
- Describe the object. What is it made from? What symbols or patterns do you notice?
- What do you think the markings on the object are?
- What is the purpose of the object?
- What is the objects origin?
- What do these objects tell you about how the Vikings lived and what they believed?
- How is the object useful to historians?
- Write 2 questions that could help guide further research into this object and its history?



Treasures of the Viking Age
(Source: [SA Museum](#))



Treasures of the Viking Age
(Source: [SA Museum](#))



Treasures of the Viking Age
(Source: [SA Museum](#))



Treasures of the Viking Age
(Source: [SA Museum](#))

Activity: Act Like an Historian

Provide your students with the opportunity to think and act as historians. Students will investigate in more depth some questions they have about the Viking Age. Students can take notes as they watch the BTN Viking Exhibition story or download the transcript after watching the story to guide them through the activity. Students will use the following as a guide, or students can write their own inquiry question.

- Write a summary about Vikings, which answers the 5 W's – Who, What, Where, When and Why?
- Create a timeline highlighting key events during the Viking Age. Include a title, date, and description for each event.
- Find one primary source and one secondary source which helps you understand more about the Viking age. Respond to the questions below for each source you find. Share and compare your findings with your classmates.

- What is it?
- Who wrote it or made it?
- When was it written or made?
- Where was it written or made?
- How was it written or made?
- Why was it written or made?
- What evidence does this source contribute to my research?

Activity: Historical Exploration

After watching the BTN Viking Exhibition story ask students to think about what they found interesting, or what they are curious about. In pairs, students will work together to try and uncover more about the Vikings and the Viking age.

Students can use the steps below to guide them as they uncover the mystery of the Viking age.

1. What are you curious about? Write down all the questions you have about Vikings.
2. Do as much research as you can to help answer some of your questions. 'Visit' a range of different places during your research phase, collecting as many clues as you can along the way. Possible places for research could include the library, a museum (real or virtual), or the internet.
3. Choose 1 or 2 significant pieces of evidence that you have collected during your research. Try and choose one primary source and one secondary source of information. Write a summary about each piece of information which answers the 5 W's – Who, What, Where, When and Why?
4. Consider interviewing an expert to learn more and take your research further.



Activity – Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Design

Design and create your own Viking shield or sword. What will it be made from? What shape will it be? What colour/s will it be? Include Viking runes in your design.

Children's Book

Write and illustrate a children's book or comic which is set during the Viking age. Alternatively, design the front cover of a book set during the Viking age.

True or False?

Create a true or false quiz about Vikings and test your classmates. Alternatively, create a word find or crossword.

Minecraft creation

Create a Viking building or structure using Minecraft. Make it as historically as accurate as you can.

Useful Websites

- [Treasures of the Viking Age](#) – SA Museum
- [Cameron's Viking Village](#) – BTN
- [Viking Myths](#) – BTN
- [Vikings](#) – BBC Bitesize
- [Who were the Vikings and where did they come from?](#) – BBC Bitesize
- [Vicious Vikings](#) – Horrible Histories
- [Follow the Vikings](#) – Council of Europe
- [10 Facts about the Vikings](#) – National Geographic Kids



Teacher Resource

BTN Transcript: Episode 11- 6/5/2025

Yaama. I'm Jack Evans, and you're watching BTN. Here's what's coming up. We're going to learn how the next Pope will be chosen, find out how we can protect ourselves from the flu, and bust some Viking myths.

Election Result

Reporter: Wren Gillett

INTRO: But first today, to the election. On the weekend, Australia went to vote for its next government, and Wren found out what happened.

WREN GILLETT, REPORTER: If you're anything like me, Saturday night went like this.

SASKIA MORTAROTTI: Ooh, scoot, scoot. What are we watching?

WREN: The 2025 Federal Election.

SASKIA: Oh.

On Saturday, millions of Aussies went to the polls, to vote for who they want to lead Australia for the next 3 years.

SASKIA: Ok, so who won?

ANTONY GREEN, ABC ELECTION ANALYST: This could be a big win for Labor, but it's certainly a win.

Yep, just half an hour after the last polls closed, the result was clear. The Labor Party's leader, Anthony Albanese, will become the 32nd Prime Minister of Australia, making him the first Aussie PM in more than 20 years to win two elections in a row.

ANTHONY ALBANESE, AUS PRIME MINISTER: Australians have chosen a majority Labor government.

SASKIA: Oh. Alright. Cool.

WREN: No, wait! There's so much more.

It wasn't just a win for Labor - it was a landslide. And for the Coalition, it was one of the worst results ever.

PETER DUTTON, OPPOSITION LEADER: We didn't do well enough during this campaign. That much is obvious tonight, and I accept full responsibility for that.

Opposition leader Peter Dutton lost in his own electorate. It's the first time that's ever happened to an Australian opposition leader. It leaves the Coalition without a leader and with only 39 seats in Parliament. While Labor has at least 85 seats.

SASKIA: What seats? Why do they need seats?

WREN: Seats in the Lower house, the House of Representatives?

It's where all the politicians who represent our electorates sit or stand, including the Prime Minister. In fact, to become Prime Minister, your party has to win the majority of the seats in this place, that is half plus one.

SASKIA: Who are they? They seem pretty happy.

WREN: They're what we call independents.

Independents are politicians who don't belong to any political party. They're important because they can help decide which laws get passed when no party has enough votes on its own, and this election, they did pretty well, winning 10 seats. The Greens on the other hand didn't have a great election, they lost a few seats, and as of Monday even the leader's wasn't guaranteed.

ADAM BANDT, GREENS LEADER: I'd obviously prefer to be standing in front of you here right now telling you many of those 1 to 4 seats that we returned in this parliament, but we're going to have to wait for those votes to be counted.

WREN: And we haven't even touched on the Senate.

SASKIA: Do we have to?

WREN: YES.

As well as voting for the lower house, Aussies voted for half of the Senators. But counting on those votes doesn't even start until the lower house is finalised, and while we have a clear result, there's still a few seats up in the air. So, we could have many more days of election excitement to go.

SASKIA: Okay, that really wasn't as boring as I thought it would be.

WREN: Seeeeee.

SASKIA: Low bar Wren, low bar. Pass the popcorn.

News Quiz

Australia isn't the only country that's just had an election. Do you know which country just elected this guy, Mark Carney, as it's Prime Minister? It's Canada. Prime Minister Carney led the Liberal Party of Canada to victory after taking over the leadership former Prime Minister Justin Trudeau.

The world has marked 50 years since the end of which war? Is it the Korean War, Vietnam or World War 2? It's been 50 years since the end of the Vietnam War. Australia and the US were amongst six countries who fought alongside the South Vietnamese army against the North Vietnam, a communist state that was backed by China and the USSR. North Vietnam won the war, which was long, expensive and controversial.

Can you name the famous Australian portrait prize that will be handed out this week? It's the Archibald. While we can't tell you the winner yet, we do know that this painting by Abdul Abdullah won the packing room prize, which is chosen by the people who unpack the paintings.

And what type of animal was caught on South Australia's Kangaroo Island after more than 500 days in the wild? Was it a sheep, a dog or a guinea pig? It was a dog. Valerie the dachshund went missing while on holidays with her owners a year and half ago. They couldn't find her and had to go home but then she was spotted alive and well in the wild starting a mammoth effort to catch her and send her home.

Conclave

Reporter: Saskia Mortarotti

INTRO: Now to another election that's about to take place in Vatican City. But this one is a bit different. It's called a conclave and it's where cardinals will choose a new Pope. Sas found out more.

SASKIA MORTAROTTI, REPORTER: Welcome to Vatican City. Home to the Sistine Chapel, St Peter's Basilica, these well-dressed guards, and, of course, the Pope. The Pope is the head of the Catholic Church, and to the world's billion or so Catholics, he's a really important person.

STUDENT: A pope is one of the Catholic leaders, that lead the world and help people follow Jesus' steps.

STUDENT: The role of being a Pope is very hard, and very few people get to do it.

STUDENT: They help everyone go closer to God and inspire others to do better.

Which is why all eyes will be on this place over the next few days or weeks, as a new Pope is elected. Now this is no ordinary election. Choosing a Pope is a complicated process that's steeped in tradition. It's called a conclave. That's Latin for locked room. And it's called that because the people voting for the Pope will literally be locked in and kept away from the outside world while they make a decision. That could take days, or maybe even longer. In fact, in the 13th century, there was a conclave that lasted for nearly 3 years. Hopefully it won't take that long. And these are the people who will be voting. They're Cardinals, which are senior church leaders appointed by Popes.

They come from all over the world. There's even one from Australia, Mykola Bychok, who happens to be the youngest Cardinal at the age of 45. All up there are 252 Cardinals, but only the ones under 80 are allowed to vote, leaving 135. Once the cardinals start the conclave, they're sworn to secrecy, and, we won't get to see what goes on, but we do know a bit about what happens. On the first day there will be a special mass in the morning, and, in the afternoon the Cardinals will be locked in the Sistine Chapel, where they will cast their first vote, writing a name on a special ballot paper. Now, in theory, they could vote for any baptised Catholic male. But, in reality, it's nearly always one of the Cardinals in the room.

To be elected Pope, that Cardinal needs two-thirds of the votes. If that doesn't happen the ballots are burnt along with a special chemical that makes black smoke, meaning there's no new Pope yet. The next day, there are two votes in the morning and two in the afternoon, and that process continues until a new Pope is elected. When that happens the ballots are burnt with a different chemical that makes white smoke. Whoever the new pope is, he'll have big shoes to fill. Pope Francis was loved and respected by many. For his humility, concern for the poor, and, for his efforts to modernise the church.

PERSON: He's changed the whole style of being a Pope.

PERSON: He's appointed so many senior women into the church. It's a long-lasting legacy.

He is also known for bringing in more church leaders from all around the world. In fact, Pope Francis named 80% of the 135 cardinals who will be voting, and 82 of them are from outside of Europe. As for which Cardinal will be the next Pope, well, we'll have to wait and see.

STUDENT: It'd be cool if the Australian Cardinal would be the new Pope. He'd have a really long reign.

STUDENT: I really want Cardinal Matteo Zuppi to be elected because his main goal is to bring peace to the world.

STUDENT: I'm feeling really excited, but also a little bit curious 'cause I know...I want to know who the new pope is going to be. I'm wondering how long the conclave is going to take, and how long we're going to have to wait until we figure it out.

STUDENT: I'm hoping the new Pope will follow in Pope Francis' and Jesus' footsteps because Pope Francis was a huge advocate for making the Catholic church more inclusive.

Did You Know?

Did you know that Vatican City is the smallest country in the world. While it's only point 44 square kilometres and it's in the middle of Rome in Italy, it's actually an independent monarchy, ruled by the Pope. It's got its own railway; the official language is Latin and it's the only country in the world without a prison.

Welcome to Country

Reporter: Jack Evans

INTRO: In the lead up to the election there was a fair bit of debate about Welcome to Country. It's a ceremony performed by First Nations people as a sign of respect and reconciliation. But some of Australia's leaders say it's become too common. Let's find out more.

MAHLEAHA: I was at the Thunderbirds netball in the middle of the court, standing with my dad.

WELCOME TO COUNTRY CEREMONY: We stand here today as representatives of the Kurna people to welcome us all onto Country.

JACK EVANS, REPORTER: This is the first time Mahleaha performed a Welcome to Country with her dad Jack Buckskin.

MAHLEAHA: It was very nerve wracking at first, but now I'm fine like standing by myself without dad,

JACK BUCKSKIN, KAURNA LANGUAGE TEACHER: It is probably the proudest moment. Every opportunity I get to do it, when she comes along, one it's a teaching opportunity, it's sustainability, it's teaching her to be proud of who she is.

Jack and Mahleaha are Kurna and perform Welcome to Country ceremonies around the Adelaide area.

JACK BUCKSKIN: So a Welcome to Country is being invited into another person's country. For us, Aboriginal people, we have our own family clan groups, and if we're not in ours, we're a guest to somebody else's, and we're invited into that space. Traditional Owners are pretty much vouching for you and saying this person is okay to come into our country, we trust them, you should trust them, please look after them.

Welcome to Country ceremonies have become a common sight at all sorts of community events from soccer matches, concerts and important meetings. But they actually come from a tradition that dates back thousands of years.

KIRSTIE PARKER, CO-CHAIR RECONCILIATION AUSTRALIA: Our people have always welcomed others onto country. It's not something that is reserved for non-Aboriginal people. These welcomes were given to neighbouring groups, neighbouring tribal groups, who would walk across and spend time on other people's country.

Along with a formal Welcome to Country you may have come across an Acknowledgment of Country.

ACKNOWLEDGMENT OF COUNTRY: We would like to acknowledge that this assembly is being held on the traditional lands of the Kulin nation.

To perform a welcome to country you have to be a First Nations person with authority from your community. But anyone can perform an Acknowledgement of Country.

KIRSTIE PARKER: We see that respect when it's conveyed to us. It's important, and I think it builds a really strong basis for good relationships going forward.

But lately both Welcomes and Acknowledgments have been at the centre of a debate.

WELCOME TO COUNTRY: I'm here to welcome everybody to my father's country, beautiful Bunurong country.

Recently during an ANZAC ceremony a group of protestors, some of which are known to have extreme racist views, boo-ed Bunurong Elder Mark Brown when he was performing a Welcome to Country. The crowd drowned out the boos, while the hecklers were led away by police.

ANTHONY ALBANESE, PRIME MINISTER: This was an act of low cowardice on a day when we honour courage and sacrifice.

PETER DUTTON, FORMER LEADER OF THE OPPOSITION: They are a stain on our national fabric, and they are not part of the Australian culture.

But while the protestors were condemned by both sides of politics, afterwards the then Opposition leader suggested that ANZAC day wasn't the time for a welcome to country.

PETER DUTTON: My read of our Vets would be that they don't want it on that day.

The RSL has spoken out in support of Welcome to Country. But Mr Dutton, along with other politicians and commentators, said that Welcome to Country had become too common in Australia.

PETER DUTTON: There is a sense across the community that it's over done.

During his election campaign he and Shadow Indigenous Affairs Minister, Jacinta Price, said if they were elected they would cut federal funding for Welcome to Country ceremonies.

JACINTA NAMPIJINPA PRICE, SHADOW MINISTER FOR INDIGENOUS AFFAIRS: I don't believe that we should be spending \$450,000 a term on Welcome to Country.

Some called the customs divisive and said that it isn't right to welcome Australians to their own country. But Kristie says that's not the point of a Welcome to Country. She says it's an opportunity to educate all Aussies about the land they're on and an invitation to move forward together.

KIRSTIE PARKER: it takes nothing away from any other person. Paying respect to someone doesn't cost a cent.

Flu Season

Reporter: Saskia Mortarotti

INTRO: As you might have noticed, the weather is starting to get colder and that means flu season is on the way. In fact, experts say it's already started and it's earlier than usual. And they're asking people to do what they can to fight the flu. Here's Sas.

NARRATOR: In the cold, dark, winter season. A mucus-inducing menace lurks.

CIVILIAN: Oh no. It's the flu.

NARRATOR: But luckily there are ways to fight off this virulent virus.

FLU FIGHTER: Look out flu. Your infecting days are over.

FLU: Ahh.

SASKIA MORTAROTTI, REPORTER: Yeah, it's time to get out the hand sanitiser and practice that social distancing because flu season is here. The flu, short for influenza, is a virus. Its symptoms start off pretty similar to a common cold. I'm talking temperature, sore throat, runny nose and headaches. But unlike your common cold, which usually settles down after a few days, the flu can be serious. Particularly if you're very young, very old, or have a medical problem.

NICOLA SPURRIER, CHIEF PUBLIC HEALTH OFFICER, SA HEALTH: The flu is not just something that is minor and then passes off, it is something that can actually do a lot of damage.

Flu season takes place in our colder months, so around May to September. That's because our immunity drops in the cold weather, and, people spend more time indoors, where viruses spread more easily. But for the past few years cases of the flu have started popping up even earlier. More than 48,000 cases of influenza have already been reported in Australia this year, which is up from around 30,000 this time last year. So, experts say we need to get ready now.

CHRIS PICTON, MINISTER FOR HEALTH AND WELLBEING: We're really encouraging people to talk to their doctor or their pharmacist, come forward and get that flu vaccine and protect themselves this winter.

Yep. Vaccinations are an important weapon for fighting the flu. Vaccines work by introducing your body to an inactive form of a virus, which teaches our immune systems how to fight it. So, when the real things come along, your body knows what to do. A lot of effort goes into creating the flu vaccine every year. That's because there are different strains of influenza, and those strains can mutate or change as they travel around the world. So, scientists study which forms of flu are the most common and make vaccines to fight them.

Not everyone can get a vaccine, but there are other ways to protect yourself from the flu. Like washing your hands. You can catch the flu by touching contaminated surfaces or people, so it's important to practice good hygiene. It can also spread through airborne droplets of the spit or mucus. So, it's important cover your mouth when you cough or sneeze or even wear a mask. And, if you are sick, make sure you stay home and get better. And, that way we can work together to win the fight against the flu.

FLU: I'll be back next year. Mwahaha.

Did You Know?

Did you know the word Influenza comes from the Latin word for 'influence', and that's because some Medieval Europeans thought epidemics like the flu were influenced by the stars.

Sport

Oscar Piastri has won the Miami Grand Prix. The Aussie McLaren driver has had an amazing season with three back-to-back wins, and four in total.

COMMENTATOR: As Oscar Piastri wins the Miami Grand Prix.

So naturally afterwards, he hit the griddy to celebrate.

Aryna Sabalenka is also celebrating after winning the Madrid Open. She defeated Coco Gauff 6-3 7-6. It's the third time she's won the event and the 20th title of her career.

And finally, if you happened to see a giant caterpillar or Mario jogging through your city on the weekend, there's a good reason. More than 300,000 people all around the world took part in Wings for Life. It's the world's biggest running event and it raises money for research into curing spinal cord injury. Japan's Jo Fukuda set a distance record of 71.67km for the men's and Germany's Esther Pfeiffer won the women's title, running a total of 59.03km.

Vikings

Reporter: Wren Gillett

INTRO: Finally, today, we're going to travel back in time and across the world to learn more about the Vikings. Wren went to see an exhibition of Viking treasures that's helping to bust some myths about who they were and what they did.

Thanks to pop culture, this is the image you might have of Vikings.

WREN GILLETT, REPORTER: Axe-wielding, dragon-taming, horn-wearing warriors who pillaged their way across Europe, and fought for their place in Valhalla. So, what parts of this picture are accurate?

STEPHEN ZAGALA, SA MUSEUM: None of them.

WREN: None of them!? Not even the helmet? Okay.

To find out a bit more about who the Vikings actually were, I've come to the Museum of South Australia to see a real Viking hoard and meet a real Viking expert.

STEPHEN: They were navigators. They were inventors. They were innovators. They were an incredibly creative people.

WREN: A lot more than just fighters.

STEPHEN: Yeah, they weren't just blood thirsty brutes. They were cultured people.

Okay, well let's get our facts straight then. The people we know as Vikings lived here in Scandinavia in Northern Europe, more than a thousand years ago, they were mainly farmers and fisherman. But in Scandinavia, summers are short, and winters are long. So to make ends meet during the colder months, they took to the sea to look for people and places they could raid. Or in their language, go Viking.

STEPHEN: It's a verb originally in Norse. I think that to go a Viking was to go a pirating or to go exploring. They built amazing boats and developed great seafaring technologies. The ability to navigate in the open

sea is also something that they're reputed to have been able to do with special sun stones that allowed them to look at the sun in a cloudy sky and locate its position.

The Vikings travelled as far as North America, Russia, and the Mediterranean. And in 793 a group of Viking landed at this island called Lindisfarne in what's now England. It was the site of Monastery, which the Vikings raided, stealing gold, silver, and food, which they took back home with them. After that more Vikings arrived in the British Isles, beginning what we now know as the Viking Age.

STEPHEN: They raided, they pillaged, but they also settled over those, those few 100 years, establishing new communities.

The Vikings had a huge influence on England, there was even a Viking king for a little while. And quite a bit of old Norse, the language of the Vikings, made its way into the English language.

WREN: Like some days of the week. Did you know Tuesday is named after the Norse god Tyr, Friday is the day of Friggs, Wednesday comes from Odin's Day, and Thursday is the day of THOR. There's also words like egg, cake, window, ugly, muck, skull, knife and DIE.

Okay, while these Scandinavians were definitely known for their fighting skills, they were also super creative.

STEPHEN: Nothing speaks more strongly to how sophisticated the Viking Age people were than these intricately produced brooches.

WREN: Yeah, they weren't made with axes.

STEPHEN: No, that's right, they were craftspeople, and they loved beautiful things.

This collection of Viking treasure was discovered in 2014, in South West Scotland, and this is the first time it's travelled outside the UK.

WREN: Well, what a wonderful snapshot into history.

STEPHEN: Well, history is full of mysteries and new finds like this suddenly illuminate the world that we thought we knew, but they're like lightning strikes suddenly everything becomes illuminated for a little moment. But it shouldn't stop us from digging further and looking for new answers to how we got to where we are today.

WREN: Because there is still so much more to learn.

STEPHEN: Absolutely.

Closer

Well, that's all we have for you today, but we'll be back next week with more. And if that's too long to wait, you can check out more stories online. There are also specials, quizzes, resources for your teachers and, of course, BTN High and Newsbreak. Have a great week, and I'll see you next time. Bye!