



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.

Productivity Summit

1. What did the BTN story explain?
2. What is productivity?
3. Give examples of ways productivity can be increased.
4. Recently, productivity in Australia has _____.
5. What ideas were suggested at the summit for boosting productivity in Australia?

Ukraine Peace Talks

1. Why did some world leaders meet at the White House in the US recently?
2. How long has the war between Russia and Ukraine been going on for?
3. Who is the president of Ukraine?
4. Which countries are Ukraine's allies? Name two.
5. What percentage of Ukraine is now controlled by Russia?

New Words

1. Name at least two words that were added to the Cambridge Dictionary recently.
2. Language changes for different reasons. Give an example of one.
3. Give an example of a new word that was made up to describe something that didn't exist before.
4. What impact has social media had on language changing?
5. What was surprising about this story?

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

Ngiyampaa Dictionary

1. About how many people can speak Ngiyampaa?
2. Who inspired Mikayla to keep her family's language alive?

EPISODE 24

26 August 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.

3. What is she doing to help preserve Ngiyampaa?
4. What has happened to lots of Indigenous languages since colonisation?
5. Why is it important to preserve First Nation's languages?

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

Audio Descriptions

1. What are audio descriptions?
2. How do they help blind and vision impaired people?
3. Why did Reece contact BTN?
4. How does technology help Reece?
5. How did this story make you feel?



Teacher Resource

New Words

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. Name at least two words that were added to the Cambridge Dictionary recently.
2. Language changes for different reasons. Give an example of one.
3. Give an example of a new word that was made up to describe something that didn't exist before.
4. What impact has social media had on language changing?
5. What was surprising about this story?

Activity: Inquiry

Discuss the BTN New Words story as a class and ask students to pose questions about new words and the evolution of the English language. Students can complete the following KWLH organiser to explore their knowledge and consider what they would like to know and learn.

What I know	What I want to know	What I learnt

Students can develop their own key questions to investigate or respond to one or more of the questions below.

- Who decides what words go in an English dictionary?
- Where do words come from?
- Why does language change over time?
- Why do we have to make up new words?
- Why do the meanings of some words change over time?
- What words come from other languages?
- What is compounding in English language?
- What is a linguist?

EPISODE 24

26 August 2025

KEY LEARNING

Students will explore the evolution of the English language.

CURRICULUM

English – Year 5

Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words.

Explore less common plurals and understand how a suffix changes the meaning or grammatical form of a word.

English – Year 6

Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.

English – Year 7

Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them.

Activity: New Vocabulary

After watching the BTN New Words story students will make a list of the new words that have been added to the Cambridge Dictionary in 2025.

BROLIGARCHY	SKIBIDI	DELULU
TRADWIFE	LEWK	INSPO

Ask students if they use any of the new words in their everyday conversation. Students will respond to one or more of the following:

- What do you think the meaning is of each of the new words? Swap your definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.
- Think of situations when you would use these phrases and put into a sentence.
- Create an illustrated dictionary of the new words.
- Add words and their definitions to your list that have come from other languages, for example, tsunami, doppelganger and déjà vu.
- Explore a word in the English dictionary that has multiple meanings.
- What is the difference between a linguist, a lexicographer and an etymologist?

Activity: Invent a Word

Challenge students to invent their own word which they would like introduced into the English language. Students will invent a word they believe we need or is missing from the English language. Students will then try to get their classmates to use the word with the aim to get the word to 'stick' and become a part of their everyday language. Encourage students to have fun inventing their new words!

Students will experiment with grammar to invent their new word. To invent a new word, students can:

- Change a noun into a verb.
- Change a verb into an adjective.
- Connect two words together.
- Add a prefix or suffix.
- Make up a word which is completely original!

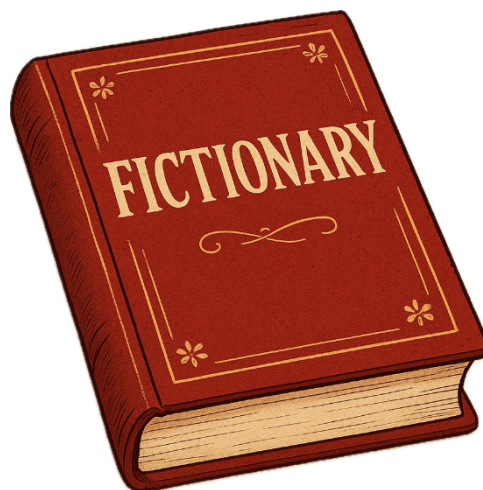
Students will share their invented words with the class and create a class dictionary which contains all of their words and meanings. Students will find a creative way to use as many of the new words as they can, for example a word search or a rap.

Reflection

- How successful were you in getting your classmates to use your new word? Hold a class poll to see which word was most popular.
- What did you enjoy about this activity?

Activity: Fictionary Game

In small groups, students will play the game “fictionary”. Fictionary is a fun game where players try to trick each other with fake definitions of real words.



What you will need to play the game

- A dictionary or list of unusual words
- Paper and pens for each student
- 4-10 players.

How to play the game

- Choose a Dictionary Master for the first round. They will choose an unusual or obscure word from the dictionary that no one is likely to know.
- The Dictionary Master writes down the real definition on a piece of paper and announces the word and spelling of the word.
- Every other player will then write down a made-up definition for that, that sounds believable. They will give their definitions to the Dictionary Master.
- The Dictionary Master will shuffle the made-up definitions with the real one.
- The Dictionary Master reads all the definitions in random order without saying which is correct.
- Each player (not including the Dictionary Master) votes for the definition they think is the real definition (but they can't vote for their own definition).
- Scoring – 1 point if you guess the real definition, 1 point for each player who picks your fake definition. The Dictionary Master doesn't score that round.
- For each round a new Dictionary Master is chosen.

Below is an example

Word: *Cacophony*

Correct definition

- *a mix of loud and unpleasant sounds happening all at once*

Fictional definitions

- *a rare tropical fruit that tastes like chocolate cookies*
- *the scientific term for the rumbling noise your stomach makes when it's hungry*
- *an ancient Egyptian type of music which features the xylophone*

Useful Websites

- [New Dictionary Words](#) – BTN Newsbreak
- [Delulu, tradwife and skibidi all enter the Cambridge Dictionary](#) – ABC News
- [New Dictionary Words 2017](#) – BTN
- [The evolution of English language](#) – ABC Education
- [Where did English come from?](#) – TEDEd
- [How did English evolve?](#) – TEDEd
- [Word of the Year 2023](#) – BTN Newsbreak
- [Word of the Year 2024](#) – BTN Newsbreak
- [Should schools ban slag?](#) – BTN Newsbreak
- [Why does language change over time?](#) – BBC Bitesize



Teacher Resource

Ngiyampaa Dictionary

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. About how many people can speak Ngiyampaa?
2. Who inspired Mikayla to keep her family's language alive?
3. What is she doing to help preserve Ngiyampaa?
4. What has happened to lots of Indigenous languages since colonisation?
5. Why is it important to preserve First Nation's languages?

Activity: Class Discussion

After watching the BTN Ngiyampaa Dictionary story hold a class discussion, using the following questions to start the discussion:

- What language/s do you speak? Write a list of all the languages students speak in your class.
- What do you know about First Nations languages? Brainstorm in pairs or small groups and report back to the class.
- What Indigenous language/s are spoken where you live?
- What has happened to many First Nations languages since European colonisation?
- Why is maintaining First Nations languages important?
- What are the benefits of learning a First Nations language?
- Who are the traditional custodians of the land in your local area?



Further learning

Invite a First Nations language speaker to your school to learn more about the local languages.

EPISODE 24

26 August 2025

KEY LEARNING

Students will learn more about the local Indigenous languages where they live and the importance of maintaining them.

CURRICULUM

HASS – Year 4

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

HASS – Year 5

The impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment

English – Year 5

Identify aspects of literacy texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors.

Activity: Local Indigenous Languages

Students will learn more about their local First Nations languages by exploring the [Gambay – First Languages Map](#). As a class or in small groups, students can investigate the following:

- On the Gambay map type in the area where your school is situated.
- What is the local Indigenous language in your area?
- Do your own research to learn more about the local language. Find out the local language words for hello and goodbye.
- Look for stories by Aboriginal and Torres Strait Islander peoples valuing their oral traditions. Can you find stories told through dance, song and other art forms as well as through text?



Many of the languages have videos or resources to support students to learn more about the language. Here are the [Teachers Notes](#) to support teachers.

Activity: 50 Words Project

Learn words in your local Indigenous language! The [50 Words Project](#) provides words in Indigenous languages and includes audio provided by a language speaker. Use the map to search the local language and learn 50 words. Here are the [Learning Materials](#) to support teachers.



Further Learning

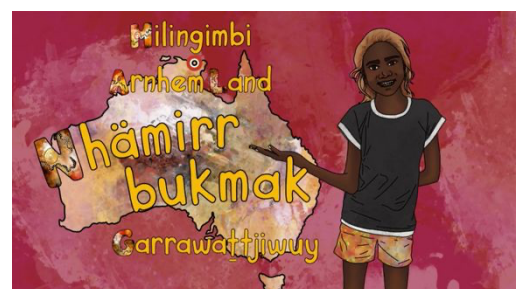
Invite an Indigenous language speaker to your school to learn more about the local languages.

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.

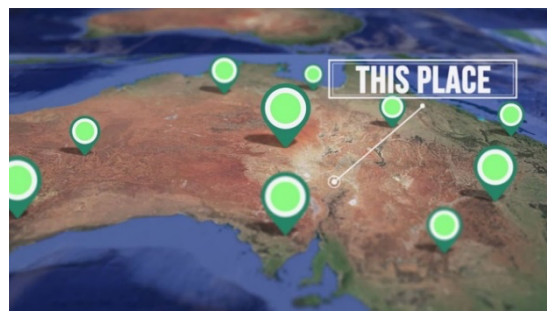
Meet Garrawattjiwuy and learn how to say hello in the local language in Arnhem Land.

[Link to iView videos](#)



Activity: 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?



Students can explore the place names where they live using the [Gambay interactive map](#).

Check out [ABC Education's English resources](#) that explore Aboriginal and Torres Strait Islander culture. Learn about language conventions while discovering various Australian Indigenous languages and cultures.

BTN First Nations Language Stories

Students can watch one or more of the BTN stories below to learn more about Indigenous languages.



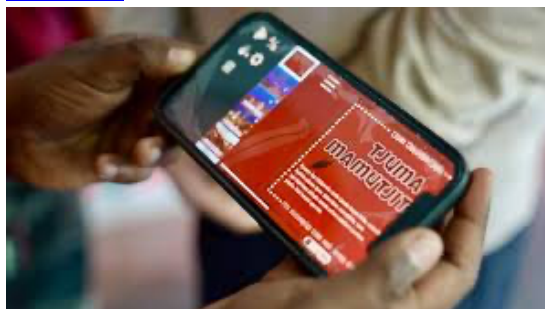
[Indigenous Place Names](#)



[Palawa Kani](#)



[Reviving Indigenous Languages](#)



[Language App](#)



[Kaurna with Tiyana](#)



[Pitjantjatjara Book](#)

Useful Websites

- [Reviving Indigenous Languages](#) – BTN
- [Language App](#) – BTN
- [Kurna with Tiwana](#) – BTN
- [Palawa Kani](#) - BTN
- [Pitjantjatjara Book](#) – BTN
- [Gambay First Languages Map](#) – First Languages Australia



Teacher Resource

BTN Transcript: Episode 24 – 26/8/2025

Yaama, I'm Jack Evans and you're watching BTN. Here's what's coming up... We find out how 'skibidi' made it into the Cambridge Dictionary, learn how this young Aussie's online dictionary is keeping a language alive, and meet the Tasmanian student who's helped more Aussies to enjoy BTN.

Productivity Summit

Reporter: Wren Gillett

INTRO: But first today, has anyone ever told you to be more productive? Well, the Government reckons the whole country needs to boost its productivity. And last week it held a summit in Canberra to look for ways to make that happen. Here's Wren.

Here we have a business and like all businesses, the main aim is to...

ALESSIA: Make money?

Correct. How do you do that?

EVIE: Hmmmm.

Okay yes you could do that. But you might not have as many customers, which means less profit. Your other option is to...

ALESSIA: Make more lemonade.

Yes, but do you really want to spend your days and nights squeezing lemons? What you really wanna do is boost your productivity. Productivity basically means making the most of what you have. Maybe by finding a way to cut your costs. Or increasing your output. The idea is to maximise your profits without having to work too much harder.

WREN GILLETT, BTN REPORTER: If you think about it, Australia is kinda like a lemonade stand?

Okay, not really. We do make lemonade, but we also make heaps of other things, like buildings, medicine, piles of valuable metals, meat, vegemite. Australia measures productivity by comparing the value of all the things we make, with the time and effort people spent making them, and the amount of resources they used. If our output is bigger than our input, it means we're being productive. There are more profits, and in theory, everyone gets richer. Yay!

Over the years, productivity in Australia has increased in a pretty big way, mostly because of technology. For example, back in 1901, it took around 31 minutes of work to produce one litre of milk. But forward to 2019, and we're looking at just 2 minutes. Recently though, that upwards productivity trend has started to drop, and nobody really knows why. So, the government's been trying to get to the bottom of it, by inviting economists, business leaders and unions to a special summit to look for ways to boost productivity.

EVIE: Did anyone suggest using a juicer? This thing's awesome.

Well, no. But there were some other big ideas thrown around. For example, a four-day-work week. Instead of working Monday to Friday, that'd mean people work four longer days for the same pay. Studies show people get just as much done, with the bonus of a three-day weekend.

MICHAEL HONEY, MANAGING DIRECTOR ICELAB: Each hour and everyday we're at work, we're more relaxed, we're more creative, we have more opportunity to think about things.

There's also been talk about how we can attract more skilled workers, give workers more skills, and make the most of the skills they already have. Others say the key to productivity is making life easier for business owners, by cutting rules and regulations, often referred to as red tape. These rules have some really important aims but can make it harder for businesses to make decisions quickly and efficiently. Speaking of stuff not everyone likes, taxes. Some say Australia needs to change the way it taxes people and businesses, to make things fairer, particularly for young people who don't own homes, and to make sure the profits of productivity are shared more evenly.

Then there's artificial intelligence, which a lot of people reckon is the next big thing when it comes to productivity. Experts say AI could cut down the hours we have to work doing boring repetitive stuff, and some reckon the Government should be encouraging businesses to use it. Although, others say we need rules to make sure it doesn't do more harm than good. The Government says it will take on board all the suggestions it heard at the summit. Although it won't be doing all of them, at least not right away. Some say the summit was a lost opportunity and didn't focus on the right things. But others are hoping it'll help put Australia on a more productive path to prosperity.

News Quiz

Protesters in support of Palestine were banned from marching across which Australian Bridge on Sunday? It was Story Bridge in Brisbane. Protest organisers had to change their plans after a magistrate said marching across the bridge would pose too much of a safety risk. Tens of thousands of people ended up taking part in the protest, which was just one of many around the country.

LARISSA WATERS, GREENS LEADER: We want peace. We want sanctions on the Israeli government. We want the aid to get through.

PROTESTOR: And we're here to let the Palestinians know that we're behind them.

It came days after famine was officially declared in part of Gaza City, which Israel is preparing to take over.

EFFIE DEFRIN, ISRAEL DEFENCE (TRANSLATOR): We will deepen the damage to Hamas in Gaza City, a stronghold of governmental and military terror of the terrorist organisation.

How much was Qantas ordered to pay for illegally sacking more than 1800 ground workers during the pandemic? Was it 9 million dollars, 90 million dollars or 900 million dollars? It was 90 million dollars.

JOSH BORNSTEIN, LAWYER: This is the largest penalty handed down for a breach of industrial relations laws in 120 years.

A new study has found that birds in artificially lit cities do what? Sing longer, fly higher or build smaller nests? It found that birds in the brightest places sing for an average of 50 minutes longer every day. Researchers aren't sure what effect the extra tweeting, chirping and warbling might be having on the birds' health.

Astronomers in the US have caught a rare glimpse of an exploding star, an event known as a what? Supernova, nebula or pulsar? It's a supernova and this one was unlike any that have been seen before. Just

before exploding completely, the star was stripped of its outer layers, making it possible to observe what's inside a star for the first time.

DR ANYA NUGENT, HARVARD OBSERVATORY POSTDOCTORAL FELLOW: So it gives us a better understanding of what's happening in, like, just a normal star's interior, which is also very cool.

Ukraine Peace Talks

Reporter: Saskia Mortarotti

INTRO: Recently there've been some big meetings in the US about Ukraine as world leaders look for ways to work towards peace. Sas found out who was at those meetings, what they want and whether they're any closer to a solution.

It's a famous building that often hosts very famous people. But last week, the White House hosted more VIPs than usual. There were the leaders of France, Finland, Ukraine, the UK, Italy, Germany, the EU, and NATO. Oh, and the US President of course. Just a few days before, Russia's leader had visited Alaska. All of them had come to the U.S. to talk about Ukraine.

DONALD TRUMP, PRESIDENT OF THE UNITED STATES: We're all working for the same goal, very simple goal: we want to stop the killing, get this settled.

It's now been more than three years since Russia invaded Ukraine. Tens of thousands of people have died, and more than ten million have been displaced.

VOLODYMYR ZELENSKY, PRESIDENT OF UKRAINE: We need to stop this war; to stop Russia and we need support from American and European partners.

And that's what brought Ukrainian President Volodymyr Zelenskyy to the white house. He wants help from his allies to keep defending his country and find a way to end the war. The first thing he wants is a ceasefire, which is when both sides agree to stop fighting so that leaders can negotiate.

VOLODYMYR ZELENSKY: It is necessary there is a ceasefire and work quickly on a final deal.

Russia now controls around 20% of Ukraine and Ukraine wants that land back. Ukraine also wants some sort of protection from future attacks by Russia. That could come from joining NATO. Which is a military alliance between the US, Canada and a bunch of European countries that have all agreed to protect each other. But Russia sees NATO as a major threat and doesn't want that to happen. And President Donald Trump has ruled it out. Which brings us to our next player, Russia. What Russia really wants is territory. Russia and Ukraine have a long-shared history and for many years they were both part of the Soviet Union. Russian President Vladimir Putin has said that he still sees Ukraine as a part of Russia.

VLADIMIR PUTIN, PRESIDENT OF RUSSIA: As I have said many times already, we are one people.

Back in 2014, Russia invaded a Ukrainian region called Crimea. While it's now officially seen as an occupied territory, Russia wants that to change. It also wants Ukraine to surrender a region called the Donbas. Many people who live here speak Russian and have close cultural ties with Russia and President Putin says people there want to join Russia. But many Ukrainians disagree and losing the Donbas could be a big security risk.

DR. MARNIE HOWLETT, POLITICAL SCIENTIST: Should these regions be taken by force, this will only set the stage for further and additional invasions by Russia.

This is where Europe comes in.

FRIEDRICH MERZ, CHANCELLOR OF GERMANY: We all would like to see a ceasefire.

For many European leaders, this war is not just about Ukraine's future. It's also about their own. They worry that if Russia gets what it wants in Ukraine, it could go on to invade other countries.

URSULA VON DER LEYEN, PRESIDENT OF THE EUROPEAN COMMISSION: Our position is clear. International borders cannot be changed by force.

Then there's the U.S. Since the beginning of the war, America has been an important ally of Ukraine. But when President Donald Trump came into the White House, things became a lot less certain.

DONALD TRUMP, PRESIDENT OF THE UNITED STATES: You're not in a good position.

VOLODYMYR ZELENSKYY: I was... I was...

DONALD TRUMP: You don't have the cards right now.

DONALD TRUMP: You know the United States isn't really involved in that war. It shouldn't be.

A lot of people were worried about what this meeting between Donald Trump and Vladimir Putin would mean for Ukraine.

VLADIMIR PUTIN, PRESIDENT OF RUSSIA: Next time in Moscow.

DONALD TRUMP, PRESIDENT OF THE UNITED STATES: Oh, that's an interesting one. Oh no no no, I'll get a little heat on that one.

Which is why, to many, this next meeting came as a relief.

SIR KEIR STARMER, PRIME MINISTER OF THE UNITED KINGDOM: Yeah well today's meeting was good and constructive, and there was a real sense of unity between the European leaders that were there and President Trump and President Zelenskyy.

The US President says the next step is a meeting between the leaders of Russia and Ukraine, but for now, there's no plan for a meeting or a peace deal. Meanwhile, attacks in Ukraine are continuing, while the world hopes there one day will be an end to this war.

Quiz

The Soviet Union was also known by which four letters? It's USSR which stands for the Union of Soviet Socialist Republics.

New Words

Reporter: Gen Blandin de Chalaïn

INTRO: The Cambridge Dictionary has just added 6000 new words and their meanings to its collection, including some that you might know if you spend too much time online. It got Gen wondering, how do new words make it to the dictionary and how does language change over time? Check it out.

GENEVIEVE BLANDIN DE CHALAÏN, REPORTER: Are you familiar with the brologarchy, do you know what that means?

PERSON: No, no.

PERSON: Brologarchy is that like a fruit?

TIKTOK: Just like a brologarch.

What springs to mind when I say skibidi?

PERSON: Are you swearing at us?

TIKTOK: Skibidi, skibidi toilet.

PERSON: I don't know, all I know is that it has something to do with a toilet. Skibidi rizz something.

TIKTOK: Delulu is not the solulu.

How about delulu? do you know what 'delulu' means?

PERSON: Sounds like a dog's name.

Well It's official, skibidi is now in the Cambridge Dictionary, along with a bunch of other words, like 'delulu', 'brologarchy' and 'tradwife'. And don't laugh too hard if people older than you struggle to understand them, they too had their own version of 'iykyk' lingo.

PERSON: Sick, is that old?

PERSON: Sick mate.

PERSON: Fully sick.

PERSON: Ace it up.

PERSON: Meta, radical, cool, dude, man, g.

PERSON: Tops yeah tops,

PERSON: Tops is good

PERSON: Tops is cool.

You see language changes all the time. In fact, if you were to bump into a time traveller from a few hundred years ago...

VICTORIAN TIME TRAVELLER: Excuse me, madam, might you furnish me with the directions to the apothecary's establishment?

..you'd probably struggle to understand what they're saying.

Babes, please. That made zero sense. Be so for real right now.

ANDREEA CALUDE, LINGUIST: Language changes as fast as we need it to, in order to keep up with the things that we want to talk about...

Andreea is a linguist, and she says there are all sorts of reasons why the English language changes. For example, when it mixes with other languages. Over the years, English has borrowed a whole heap of words from other languages like 'doppelganger' from German, 'tsunami' from Japanese, or 'deja vu' from French.

ANDREEA CALUDE: Borrowing is a really natural phenomenon because, like people, no language is an island. All our languages kind of mix as we mix with each other.

Different places also put their own spin on language.

BLUEY: She said, "Oh, man, I need the dunny."

Overseas, Bluey's fans found themselves having to figure out a whole bunch of Australian words. Sometimes words change their meaning over time. For example, a catfish going viral doesn't actually mean a fish with the flu and flexing online isn't strictly showing off your muscles to your mates. And sometimes we have to make up new words to describe something that didn't exist before like, emoji, internet or e-scooter.

ANDREEA CALUDE: In English probably the most common process that gives us new words is compounding when you take one word and another word, and you stick them together and sometimes you spell them as one like tradwife sometimes you don't.

She says young people are usually responsible for inventing new words which is probably why a lot of these new ones come from social media.

ANDREEA CALUDE: Young people, it is long documented well before social media and internet was even a thing, they're the people that are the most creative.

FATIMA PAYMAN, SENATOR: To the sigmas of Australia, I say that this goofy ahh government have been capping, not just now but for a long time.

Of course, not all new words stick around and that's something lexicographers, the people who make dictionaries, look out for.

ANDREEA CALUDE: Not necessarily also that they'll stick around but also they're important words that we want to document for future, skibidi is a funny choice isn't it and I think when it first came out, I don't think anyone predicted oh yeah this one.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: they are delulu with no solulu mister speaker.

FATIMA PAYMAN: Skibidi.

Ngiyampaa Dictionary

Reporter: Wren Gillett

INTRO: Now, speaking of dictionaries, you're about to meet a young Aussie who's created her own. Mikayla's family are among the very few speakers of Ngiyampaa and she wanted to find a way to keep her language alive. Check it out.

MIKAYLA, STUDENT: Thinna, means feet. Ngunni, long way.

This is Mikayla, and what you're listening to is a First Nations language that fewer than 50 people can speak. Ngiyampaa.

MIKAYLA: For me, Ngiyampaa is part of who I am. It's my family. It's me. It's my identity.

Mikayla went to school in Ulladulla and Canberra. But during school holidays she'd travel about a thousand kays to Menindee to visit her Nan, Aunty Beryl Carmichael.

I'm Beryl Carmichael. My traditional name is Yungha-dhu, which means I'm a wild turkey.

MIKAYLA: I'd go out on country with my Nan, and she'd tell me all these stories, and you know, she'd tell us the dreamings, and she'd sing us songs. And then once I started looking into that and I, you know, looked at how my Nan was the last person who could speak it, then I really started to like, you know, I started to think about it all the time and it became. Very important to me.

Her Nan died last year and was one of the last people to grow up speaking Ngiyampaa. But since then, Mikayla's made it her mission to keep her family's language alive, by creating an online dictionary of Ngiyampaa words.

MIKAYLA: Right now, I'm focusing on documenting everything from my Nan and her memories. This is a book she wrote in 1986. And most of the book is just her poetry and stories that she's written, but at the end she's got a bunch of Ngiyampaa words that she's documented.

Ngiyampaa isn't the only First Nations language at risk of being lost. As you might already know, Australia is home to more than 250 Indigenous groups, each with their own language. But since colonisation, many of those languages have disappeared, because for a long time, First Nations people were banned from speaking them. It's why many people are working to keep First Nations languages alive.

LAUREN REED, AIATSIS DIRECTOR: We think over the past 5 years there's been at least a doubling of communities to strengthen and revitalise their language.

Today a lot of First Nation languages have online dictionaries, the use of traditional place names is becoming more and more common, and schools and universities now offer First Nations language classes. As for Mikayla she hopes that this project will not only mean future generations can speak the language of her ancestors for many years to come.

MIKAYLA: It is very special for me, and I do feel like I'm keeping her alive and she was one of the most important people in my life and she still is. And I really look up to her and I hope to have as much of an impact on Community as she did.

Sport

The AFL minor rounds have just about wrapped up with the Adelaide Crows finishing their season on top of the ladder. But Izak Rankine won't be playing the next four games after being handed a suspension for using a homophobic slur on the field.

ANDREW DILLON, AFL CEO: The language used was offensive hurtful and highly inappropriate. Importantly this incident was called out by the players and ultimately acknowledged by Izak himself as wrong.

Rankine has apologised for his language, and he will take part in extra pride in sport education.

Australia's Wallaroos have kicked off the rugby World cup in England with a win for the record books. They smashed Samoa 73 to 0, Australia's biggest win ever in the competition. Winger, Desiree Miller, lead the first half charge, scoring a hat-trick and taking the side to 45-0 by half time.

COMMENTATOR: A World Cup hat trick.

By the end of the game, Australia had scored a whopping 11 tries.

KAITLAN LEANEY, WALLAROOS CAPTAIN: Yeah, really proud of the girls. I think we, we said we wanted to start strong and build in this competition and that's just the start.

And speaking of record thumping's, Australia's men's cricket team has scored its biggest ever ODI total on home soil. They managed a whopping 2 for 431 beating the south Africans by 276 runs. Travis Head scored the first Aussie century of the day, nearly taking out Mitch Marsh in the process, before Marsh scored a century of his own. Not to be out done Cameron Green took home the third century. The win was a nice consolation prize for the Aussies who lost the series to South Africa 2 to 1.

Audio Descriptions

Rookie Reporter: Reece

INTRO: Finally, today we're going to meet Reece. He's a year 5 student from Tasmania who recently helped to make a big change to BTN by asking to include audio descriptions. Let's find out what that means.

REECE, ROOKIE REPORTER: My name is Reece, and I am in grade 5 and I attend Austins Ferry primary school. I'm really excited to be on BTN. My class watches BTN every week with my awesome teacher, Miss Kearns. My sighted classmates can see pictures and videos on the screen, but I need them described to me.

BTN AUDIO DESCRIPTIONS: A collage of colourful images, including parliament house in Canberra, an erupting volcano.

DO NOT WATCH THIS SHOW AUDIO DESCRIPTIONS: Whiz enters his living room, and he is shocked to notice you are watching this show.

DO NOT WATCH THIS SHOW: Excuse me?

Audio descriptions are a thing that you put on a movie or TV show to help blind or visually impaired people listen to pictures on the screen.

BLUEY AUDIO DESCRIPTIONS: Puppy Bingo is red. Her older sister Bluey is blue.

Audio descriptions help blind people increase their understanding of what they're watching. I went to the BTN website and found the form to send them an email.

COMPUTER: Dear Sir / Madam, my name is Reece. I am a visually impaired student in Tasmania. Can you please tell me "if BTN currently has audio descriptions? If not, is it possible to please get this happening?

CHARACTER: A few months later.

COMPUTER: Hi Reece, thank you for sending an email to us. I am pleased to say in term 3 we will be commencing audio description on BTN.

Oh yes!

COMPUTER: Audio Descriptions available.

BTN with audio description is so much better. I love technology and I'm really, really smart at it too. At school technology helps me a lot. Ok, we're gonna do documents, see what it says, here we go.

PHOTO TO TEXT: What could it be, table start, written I see.

I also have my brilliant and I can read braille that has been embossed onto paper, and it's a real game changer. I also work with my TA's. What is the TA? Well, a TA is a teacher assistant that helps the teacher. Here are some of my TA's now. OK, that's enough of that. My cane is really helpful. My cane helps me walk around the school independently. I can use it to find things and navigate around things. I can also use echolocation which helps me to know if I'm inside, outside or in big areas. One example of me using AI is the META Ray-bans smart glasses.

Hey, Meta. Is there a track in front of me? Yes! That's great.

There's absolutely nothing I can't do without a little bit of practice.

Yaaaaaahhhhh!

Closer

Ohhh, great work Reece. Well, that's all we've got for you today. I hope you enjoyed the show and maybe learned something. We'll be back next week with more and in the meantime, as always, you can jump on our website whenever you like and check out BTN Newsbreak or BTN High. Have an awesome week. I'll see you next time.