



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.

COVID Catch-Up

1. Discuss the BTN COVID Catch-Up story in pairs. What were the main points of the discussion?
2. What is the new COVID variant called?
3. What does RAT stand for?
 - a. Rapid Allergy Test
 - b. Rapid Antigen Test
 - c. Rapid Antibodies Test
4. Children aged _____ and over are now approved to get the COVID vaccine.
5. How did COVID-19 impact you and your family over the holidays?

Djokovic Visa Drama

1. Why was Novak Djokovic in Australia?
2. What is a visa?
3. Give some examples of the different types of visas.
4. Why did the Australian government cancel Novak Djokovic's visa?
5. Do you agree with the government's decision to cancel his visa? Give reasons for your answer.

Tonga Volcano

1. Where is Tonga? Locate using Google Maps.
2. Tonga sits on the Ring of Fire. What is that?
3. The volcano that erupted in Tonga was an underwater volcano. True or false?
4. Describe the damage the volcano and tsunami caused.
5. How have people around the world been helping Tonga?

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

EPISODE 1

1st February 2022

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.

Free the Flag

1. Who designed the Aboriginal flag?
2. Where was the Aboriginal flag first flown?
3. What do the colours of the Aboriginal flag represent?
4. When did the Aboriginal flag become recognised as an official flag of Australia?
5. Why did the government buy the rights to use the Aboriginal flag?

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

James Webb Telescope

1. Briefly summarise the BTN story.
2. Approximately how big is the telescope?
3. The James Webb telescope is taking over from the _____ telescope.
4. What will the telescope enable scientists to see?
5. What does the James Webb telescope look like? Draw a picture.



Teacher Resource

Tonga Volcano

Focus Questions

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

1. Where is Tonga? Locate using Google Maps.
2. Tonga sits on the Ring of Fire. What is that?
3. The volcano that erupted in Tonga was an underwater volcano. True or false?
4. Describe the damage the volcano and tsunami caused.
5. How have people around the world been helping Tonga?

Activity: What do you see, think and wonder?

Students will watch the BTN Tonga Volcano story, then respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have?

Activity: Class Discussion

After watching the BTN Tonga Volcano story, facilitate a class discussion, using the following questions to get the discussion started...

- Where is Tonga? Find on a map.
- How has the eruption of Hunga Tonga–Hunga Ha’apai impacted on people and the environment?
- What do you know about the volcano in Tonga?
- What else do you know about volcanoes?
- What do you want to learn about volcanoes?



EPISODE 1

1st February 2022

KEY LEARNING

Students will investigate the characteristics of volcanoes and what causes volcanoes to erupt.

CURRICULUM

Science – Year 6

Sudden geological changes and extreme weather events can affect Earth’s surface.

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples’ lives.

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Years 5 & 6

With guidance, pose clarifying questions and make predictions about scientific investigations.

Science – Year 7

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.

Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Tonga Volcano story. Below are some words to get them started. Students will create their own class glossary of scientific keywords and terms. Consider creating a photographic glossary and students can use photos and/or diagrams to help explain each keyword.

TECTONIC PLATES	MAGMA	RING OF FIRE
MAGMA PRESSURE	TSUNAMI	VOLCANOLOGIST

Further investigation: Tricky words

Students will choose additional keywords and terms to add to their class glossary that are tricky. For example, atmospheric shock, volcanic cone, submarine volcano, ash clouds or caldera. Students will find a definition and explain to their classmates what the keywords mean.

Activity: Geography

On a map of the world students will locate and highlight the major active and dormant volcanoes. Students will then respond to the following:

- Label each volcano, including what type of volcano it is, its highest point and when it was last active.
- Circle nearby cities and towns to each of the volcanoes you mark.
- Highlight the Ring of Fire on your map.
- Draw the major tectonic plates.
- What do you notice about the location of the volcanoes in relation to the Ring of Fire?

Further investigation

Students will draw a cross section of a submarine volcano showing the following features: crust, mantle, crater, magma chamber, magma, ash, cloud, vent. Students will explain some of the features of each layer.



Activity: Research project

After watching and discussing the BTN Tonga Volcano story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

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?

Act like a scientist

Students will start to think like scientists and develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one or more of the questions below.

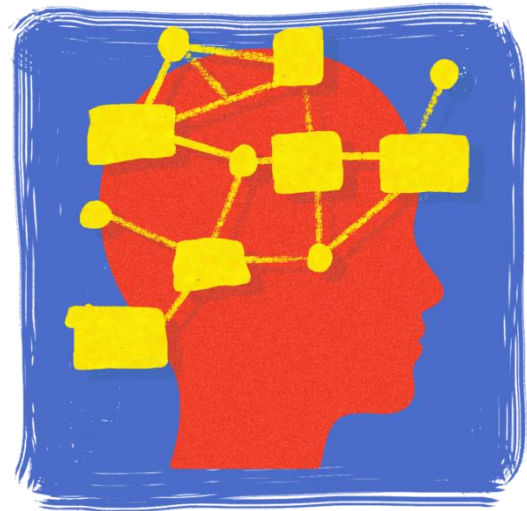
- What impact can volcanic eruptions have on people and the environment? Consider the negative and positive effects.
- Where are volcanoes typically found? Explore the similarities and differences between volcanoes found on hotspots across tectonic plates or at the boundaries.
- How many active volcanoes are there worldwide? Locate some of Earth's active volcanoes on a map and describe their proximity to Australia. Draw the Ring of Fire on your world map.
- Are there any volcanoes in Australia? Locate these volcanoes on a map of Australia. Choose one to research in more detail.
- How can you tell if a volcano is active or dormant? Explore and describe the features of an active and dormant volcano.
- What are the different layers of a volcano? Draw a cross section of a volcano showing the following features: crust, mantle, crater, magma chamber, magma, ash, cloud, vent. Explain some of the features of each layer.
- What is the biggest volcano on Earth? Investigate how it was formed. Describe its characteristics and create a 3D model or diorama.
- What is the difference between shield, composite and cinder cone volcanoes? Compare and contrast.

Activity: Reading rocks

Provide your students with opportunities to examine rocks and make observations about them. Students may want to bring rocks in from home or you can explore the environment around your school and collect a small sample of rocks. Challenge your students by asking them to bring in a piece of volcanic rock to school (e.g., obsidian, pumice or granite).

Spark a discussion about rocks in your classroom by using one or more of the following questions. Record your students' responses on a mind map, with the word ROCKS in the centre.

- Have you ever looked at rocks or collected them?
- Where would you look to find rocks?
- What do rocks feel and look like? Describe the characteristics of rocks. Are they heavy or light? What colour are rocks? Do they have texture?
- How are rocks the same and how are they different?
- What can you use rocks for?
- What is the relationship between rocks and volcanoes?



Encourage students to discuss what they already know about rocks and prompt them to ask questions they might have about rocks. Record your students' responses on a KWLH chart.

Activity: Investigating rocks

Students will guide their own investigation into rocks and present their findings in an interesting way. Below are some ideas to get students thinking about the direction of their investigation.

- **THE STORY OF THE IGNEOUS ROCK** - Write or illustrate a story about igneous rocks. Use story telling techniques to teach others about igneous rocks, how they form and what they tell us about Earth's history.
- **IF ROCKS COULD TALK...** Imagine you are interviewing an igneous rock. What questions would you ask a piece of obsidian or pumice stone? Find answers to those questions.
- **CAN ROCKS FLOAT?** Conduct a scientific investigation using the scientific method to guide your investigation.
- **WHAT DO GRANITE, OBSIDIAN, BASALT, AND PUMICE ALL HAVE IN COMMON?** Use a Venn diagram to compare and contrast different types of volcanic rock.
- **EXPLORING VOLCANOES THROUGH VIRTUAL CREATION** – What can Minecraft teach us about volcanic rocks? Explore [Volcano Park lessons](#) in Minecraft Education.
- **EDIBLE IGNEOUS ROCKS** – What are the characteristics of pumice and obsidian? How are they formed? Use these [fun recipes](#) which use ice magic and honeycomb to demonstrate the characteristics of these igneous rocks and how they form.

Activity: A snapshot in the life of...

Students will choose one aspect of volcanoes to explore in more detail and then use a timeline to organise the information they find in a chronological sequence. This activity will help students understand growth, change, recurring events, cause and effect, and key events of historical, social, and scientific significance.

Students will construct a timeline of...

- **The eruptive history of a volcano.** Choose one volcano to research in more detail. Compare and contrast significant events to that of other volcanoes.
- **The life of volcanic ash.** Look at the short term, midterm, and long term impact of volcanic ash on people and the environment.
- **The stages of volcanic eruption.** Research the sequence of events that leads to a volcano erupting from when rock from the mantle melts to when magma rises towards Earth's surface. Watch this TedEd video [What Makes Volcanoes Erupt](#) to learn more.
- **The evolution of a volcano.** Choose one volcano to explore in more detail. Find out where and how it formed, how its shape has changed over time and whether it is an active or dormant volcano.

Students will include labels, descriptions, and illustrations on their timeline.

Activity: BTN Stories

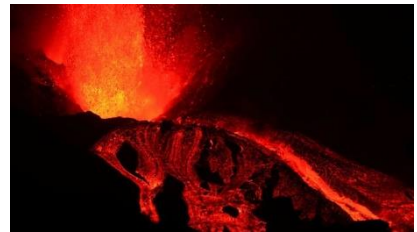
These BTN stories look at the impact that volcanoes have on people and the environment. After watching any one of the BTN videos ask students to respond to the discussion questions (to find the teacher resources go to the related BTN Classroom Episode and download the Episode Package).



[Volcanic Activity](#)



[Volcanoes Explained](#)



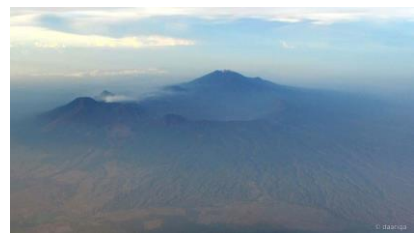
[La Palma Volcano](#)



[Volcano Warning](#)



[Hawaii Volcano](#)



[Volcano Safety](#)

Useful Websites

- [Volcanic Activity](#) – BTN
- [Volcanoes Explained](#) – BTN
- [La Palma Volcano](#) – BTN
- [Volcano Warning](#) – BTN
- [How a Tongan volcano shocked the world](#) – ABC News
- [Dramatic changes at Hunga Tonga-Hunga Ha'apai](#) – NASA Earth Observatory
- [Everything You Need to Know About Volcanoes](#) – Newsround
- [How to make a volcano](#) – Natural History Museum
- [Volcano](#) – Geoscience Australia



Teacher Resource

Free the Flag

Focus Questions

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

1. Who designed the Aboriginal flag?
2. Where was the Aboriginal flag first flown?
3. What do the colours of the Aboriginal flag represent?
4. When did the Aboriginal flag become recognised as an official flag of Australia?
5. Why did the government buy the rights to use the Aboriginal flag?

Activity: Class Discussion

Discuss the BTN story as a class. Ask students to record what they know about the Aboriginal flag. What questions do they have? In small groups, ask students to brainstorm responses to the following questions:

- What are the flags of Australia?
- List some places you would see flags.
- What do you know about the Aboriginal flag?
- What do the colours of the flag represent or symbolise?
- Where can you see the Aboriginal flag in your community?
- How do you feel when you see the Aboriginal flag?
- What does the Aboriginal flag mean to you?
- Are flags important? Give reasons for your answer.



EPISODE 1

1st February 2022

KEY LEARNING

Students will learn about the history and meaning of the Aboriginal flag.

CURRICULUM

HASS – Year 3

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems.

HASS – Year 6

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Free the Flag story. Here are some words to get them started.

SYMBOLISE	COPYRIGHT	CULTURAL IDENTITY
REPRESENT	OFFICIAL	COMMONWEALTH

Activity: Aboriginal Flag Research

Discuss the information raised in the BTN Free the Flag 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.

- What is the history of the Aboriginal flag? Who created it, why and when was it first flown?
- In what ways is the Aboriginal flag a symbol of cultural identity?
- How and why do people use flags?
- What is the significance of the Aboriginal flag to you and/or to your school and community?
- What protocols should be followed when flying the Aboriginal flag?
- Survey friends and family about the meaning of the Aboriginal flag. What was surprising about the results?
- Should Australia have one national flag that represents all people? Develop an argument for or against the issue.

Activity: Flags of Australia

Working individually or in pairs, students choose one of the following flags to research.



Students investigate:

- Who designed the flag?
- What is the history of the flag?
- Who or what does the flag represent?
- What do the symbols mean?
- When and why do we fly the flag (significant dates)?
- Are there any rules for flying the flag?

Activity: Quiz

1. The Aboriginal flag was created by Harold Thomas.

A. True

B. False

2. In which year was the flag created?

A. 1901

B. 1931

C. 1970

3. Where was the Aboriginal flag first flown?

A. Wave Hill, Northern Territory

B. The Tent Embassy, Canberra

C. Victoria Square, Adelaide

4. In what year were the Aboriginal and Torres Strait Islander flags officially recognised as flags of Australia?

A. 1971

B. 1995

C. 2022

5. Until recently, who had the copyright to the Aboriginal flag?

A. The Commonwealth

B. State Governments

C. Harold Thomas

Quiz Answers: 1A, 2C, 3C, 4B, 5C

Useful Websites

- [Aboriginal flag copyright transferred to Commonwealth, as artist agrees to make flag freely available to all](#) – ABC News
- [Who is Harold Thomas, the man who created the Aboriginal flag?](#) – ABC News
- [Aboriginal Flag Debate](#) - BTN
- [Aboriginal Flag History](#) – BTN
- [Aboriginal and Torres Strait Islander Flags](#) - Australian Museum



Teacher Resource

BTN Transcript: Episode 1- 1/2/2022

Hey everyone. Amelia Moseley here and welcome to a whole new year of BTN in our brand new home. How cool is it? I hope you've all had an awesome break. Let's jump into it and see what's coming up on today's show. We find out why this tennis superstar missed out on the Australian Open, learn about the devastating volcano which cut off Tonga from the rest of the world and meet the new space telescope ready to teach us more about the birth of the universe.

COVID Catch-Up

Reporter: Nat Kelly

INTRO: But first today, let's catch up on what's still unfortunately the biggest story in the world and that's the global pandemic. A lot happened over the holidays. We had an Omicron wave and a lack of RATs, which isn't as good as it sounds. You know what? I'm gonna let Nat fill you in.

QLD: Got anything planned for the holidays?

NT: Yeah, I thought I'd just pop over the border to see the family.

NSW: Me too.

SA: I'm going fishing.

Remember at the start of the holidays when we thought, just maybe, things were looking up for the Aussie states and territories? Vaccination rates were going through the roof.

VIC: Yeah, well I reached 90 percent double dose back in November.

NSW: Yeah well, I reached it first. Before you. Just FYI.

And with those high vaccination rates, state and territory governments started to talk about opening up.

SA: I think it's about time we were open with each other. Don't you think?

NT: Yeah, I agree.

TAS: Um, what about that guy?

WA: Hiss.

QLD: Don't worry about him. He'll come out when he's ready.

But then, in late December, things started to turn a little pear shaped.

NSW: I just recorded 11,000 cases.

VIC: I just recorded 17,000 cases.

QLD: 35,000.

NSW: Guys, this isn't a competition. 92,000 cases.

Yep, we managed to ride into our third year of living with COVID on a wave of Omicron. Omicron is a mutated version of COVID-19, or what's known as a variant. It behaves a bit differently to the virus we've seen before. It's more contagious so it's been causing a lot more cases, but on the bright side, scientists think it's less likely to make you really sick. Still, a lot of people are in hospital and nurses, doctors and paramedics have been working really hard.

The rise in cases also meant that people were waiting for days, even a week, to get their test results back. Cue the RATs. No, as cool as that would be, RAT actually stands for rapid antigen test. It's a different type of test to the ones we'd got used to at testing centres, because you could do them yourself, at home, and get almost instant results, and in December the government gave them the green light. But getting your hands on a RAT, didn't turn out to be that easy.

Shops that sold them sold out almost immediately. But they weren't the only thing to sell out. Lots of people were getting COVID, including the people that prepare and deliver our groceries. And shop shelves started looking a bit empty.

SA: We've run out of snags.

TAS: Does anyone have any snags?

ACT: The shops were out.

NT: The closest thing we could find was this.

However, it wasn't all bad news. Kids aged 5 and up are now approved to get the jab. A new vaccine, Novavax, has officially joined the team as part of Australia's rollout. And the government approved a new type of medicine, a pill you can swallow, that can make people less sick if they get COVID, although they say vaccines are still the best defence we have.

As for school, that was a tough one for all the governments to agree on. Yep, that's right. You lot are a difficult bunch to manage. Nah, just kidding. Victoria and New South Wales ended up agreeing on very similar plans.

DANIEL ANDREWS, VICTORIAN PREMIER: We think that there's some strength, not just for our respective states but there's strength for the nation in having the two biggest states on essentially the same footing.

While the other states and territories announced their own plans that included facemasks, hygiene products like hand sanitiser, and free RATs for students and teachers. No, no, not those rats. Like, COVID tests. There we go. So, if you're back at school, welcome back. And in terms of COVID news, you're all caught up.

News Quiz

What country does this flag belong to? It's Ukraine. The eastern European nation has been in the news a lot lately. Russia has sent weapons, machinery and soldiers to the border, and some are worried it's planning an invasion. Australians have been told to leave the country and world leaders have been meeting to try to find a solution.

Do you know why these supermarket shelves in the South Australian town of Coober Pedy are looking particularly empty right now? No, it's not Omicron or panic buying, it's because of floods which have damaged roads and railways in Central Australia and cut off some towns. The defence force has started air dropping food and the government says it'll make sure people get the essentials.

Do you know which band won this year's Triple J Hottest 100? I'll give you a hint, they're Aussie, they like fruit salad. They're the Wiggles. While they're probably not usually the top pick for Triple J's annual song contest the cover, they did last year of Tame Impala's 2012 hit Elephant was a banger.

Djokovic Visa Drama

Reporter: Amelia Moseley

INTRO: A very exciting Aussie Open has just wrapped up in Melbourne but you might have noticed there was one very big name missing from the competition. Serbian superstar Novak Djokovic had to leave Australia when his visa was cancelled. Let's find out more.

Novak Djokovic is used to taking on the world's best on the court and usually winning. But what happens when this superstar player comes up against a powerful new rival.

AMELIA, REPORTER: Novak Djokovic versus the Australian government? Wait, is that right? It is?

Yes, the Aussie government. You see, when the world number one landed in Melbourne to play in the 2022 Australian Open, there was a problem. He was stopped on arrival by border officials and detained because the government cancelled his visa.

AMELIA, REPORTER: Advantage government. Wait, what's a visa?

Well, it's an official document that gives someone legal permission to enter a different country. There are lots of different kinds, like for holidays, work, study and even for refugees. Each one of them comes with different rules and the government has the power to take away a visa and make someone leave the country. In Djokovic's case it all came down to him not being vaccinated against COVID. Tennis Australia and the Victorian government gave him permission to play in the Open anyway, because he said he'd recovered from COVID recently and therefore didn't need to be vaccinated.

AMELIA, REPORTER: Advantage Djokovic.

But the federal government gets the final serve, ah, say about who's allowed in, and it says Djokovic didn't show enough evidence about not needing the jab. It also says his reluctance to get the vaccine could have a bad influence on the Australian public. So, it knocked his visa back.

KATE ANDREWS, AUSTRALIAN HOME AFFAIRS MINISTER: We've got to be very clear about what the role of the federal government is and that is to make sure that our borders are protected.

Djokovic obviously wasn't happy, and he hit back through his lawyers which put the ball in the other court.

AMELIA, REPORTER: Wait, where'd the ball go?

Oh, an actual court, I mean.

AMELIA, REPORTER: Oh. Short break time.

But after a bit of back and forth and a couple of court cases, the government's decision was backed up and

Djokovic was sent home to Serbia and may not be allowed back for three years.

SERBIAN RESIDENT: I'm sorry for him.

SERBIAN RESIDENT 2: It's really bad you know. I'm really like angry because of it and I'm sad because of it and angry.

While some people reckon sending the tennis star home was the right move...

MELBOURNE RESIDENT: If he's not going to get vaccinated, he needs to do what everyone else is doing and stay home.

Others say they're confused or annoyed about the way it was all handled on the world stage.

ALEXANDER ZVEREV, TENNIS PLAYER: He had a visa so I don't think he would've travelled here just by luck, without him thinking he would be able to play.

NICK KYRGIOS, TENNIS PLAYER: As an Australian athlete that's seen what this guy has done for us and for the sport, I just don't think it's right how we're handling it.

And others, well, they're just happy to play on.

RAFAEL NADAL, TENNIS PLAYER: Tennis keep going and Australian Open is much more important than any player.

But Djokovic isn't the only athlete this happened to, and he might not be the last. Czech tennis player Renata Voráčová also had her visa cancelled just before the Open because of her COVID vax status. And the government says the same thing could happen to other reportedly unvaccinated sports stars like American surfer Kelly Slater who's expected to compete here in a few months.

AMELIA, REPORTER: Either way, it looks like it's game, set, match for Australia's government when it comes to this world number one. Now, how do I get off this chair? Anyone, no? It's quite high.

Tonga Volcano

Reporter: Amal Wehbe

INTRO: A big clean-up is happening in Tonga right now after the Pacific Island nation was rocked by a huge volcanic eruption. And when I say huge, I mean huge. It was the biggest eruption in decades and its effects were felt around the world. Amal found out more about what happened.

It was an explosion more powerful than a nuclear bomb. Causing a cloud of dust that went 39 kilometres into the sky. A huge tsunami that travelled half way across the world, and a shockwave that travelled around the planet, and for people in Tonga, it was devastating.

LINA: So, if you put like two side by side photos before and after the explosion, you can see that before it was all green, and like alive, and then it's just like, it looks almost barren now. There's also, the shockwaves that went through the waters set off a lot of like flash floods, and like, pretty much, it was just a massive, massive explosion.

Lina has family in Tonga which is a small country here in the South Pacific Ocean. It's made up of 169 islands which are divided into 3 main groups Vava'u, Ha'apai, and Tongatapu. And it's home to around a hundred thousand people. But something else that's important to know about Tonga is that it sits on the Ring of

Fire. And if you're in the Ring of Fire, you're in the most volcanically active part of the world.

You see this horse shoe shape marks the place where several tectonic plates meet. They're the jigsaw-like pieces that make up the Earth's crust and when they slide into each other or pull apart liquid hot rock called magma can rise towards the surface. When enough magma and enough pressure builds you get one of these. Hunga Tonga-Hunga Ha'apai was an underwater volcano. And when it erupted it caused a tsunami, a powerful and destructive wave which caused damage in several countries. It also damaged the cable that connected Tonga to the internet, which meant it was days before people like Lina could talk to their loved ones.

LINA: So at first, we had no contact at all, but then one of my cousins who lives in New Zealand got through to one of my other cousins, and we found out about, like, my immediate family is all good, like everyone is okay.

Now Tongans are using satellite phones to connect to people, and while the reception isn't perfect we're getting more information on what things are like.

LINA: Pretty much everything got covered in ash. So, like, a lot of the land is just sludge and like mud really now because of the flooding as well. And so, it's still like a really, really big clean up. A lot of homes are destroyed, a lot of like villages and little islands will have been evacuated. So, people have lost their homes, they've lost like, pretty much everything physical that they have.

Now people around the world are trying to help.

JACINDA ARDEN, NZ PRIME MINISTER: Anything that may be required that Tonga seeks from us in terms of assistance we are ready to provide as required.

PETER DUTTON, MINISTER FOR DEFENCE: We will continue, particularly through the support of the men and women of the Australian Defence Force to help Tonga get back on its feet.

Australia's sent a ship with supplies like clean water and food and people to help fix the communication cable. But it's tricky because Tonga is one of the few countries that's still COVID-free. And the government wants to keep it that way. So, they're being really strict about who can come into the country. So, it will be up to the Tongan people to do the rebuilding, while others do what they can.

LINA: I say, we're all thinking of you. And we're all sending so much love over to you all and that we're trying to help like, we want to help you guys.

Free the Flag

Reporter: Jack Evans

INTRO: Last week we got some really big news about the Aboriginal flag. For decades it's been an important symbol for Australia's First Nations people and it's one of our country's official flags. But, until now it wasn't actually free for everyone to use. Here's Jack to explain.

Red, black and yellow, three colours that have come to symbolise unity and identity for Aboriginal people. Used in times to show pride, to protest and at celebrations. And while the Aboriginal flag has been recognised as one of our country's official flags, it hasn't always been free for people to use, well kinda. Let me explain.

You see, the Aboriginal flag was designed back in 1970 by Luritja artist and activist Harold Thomas. He wanted to make a flag that could be used as a symbol of the Indigenous land rights movement. The black

represents the Aboriginal people, the yellow represents the sun, the giver of life, and the red represents the earth, and the spiritual relationship Aboriginal people have to the land. The flag became pretty popular amongst Aboriginal people and by 1995 the government recognised it as an official flag of Australia. As creator, Harold Thomas held the copyright for the design of it. Basically, that meant he owned the design and could decide who was allowed to reproduce it. Mr Thomas usually did let people use it as long as they weren't making money from it or were being disrespectful.

But until a week ago, only 3 companies had been given exclusive rights by Mr Thomas to sell clothing, flags and other products featuring the Aboriginal flag. It meant anyone else who wanted to use the flag, including Indigenous charities, companies, even the AFL in its Indigenous round had to pay a fee. That made a lot of people pretty angry. Including the Indigenous organisation, Clothing the Gap. In 2019 they started running a campaign to "Free the Flag" after they ran into issues trying to put the flag on their merch.

LAURA THOMPSON: We wanted the same rights that all Australians enjoy to the Australian flag. We wanted that to the Aboriginal flag.

A bunch of polities have also been outspoken about the issue too. Including Indigenous Australians Minister, Ken Wyatt. Now, two and a half years later, the flag is free.

LAURA THOMPSON: It's been two and a half years of public pressure, it's people power really.

Last week the Federal Government announced they'd made a 20 million dollar agreement with Harold Thomas to take over the copyright of the flag. Which means it's now available for anyone to use for free, you don't need to ask for permission. It's a big win for a lot of people, who can now fly this iconic flag proudly and freely.

LAURA: The Aboriginal flag it's represented our struggle, it's united Aboriginal people across the country and certainly the flag has been worth fighting for and to know that now all Australians can use it, Aboriginal people can use it without payment or fear or permission. It's a great day.

Quiz

Which of these is Australia's third official flag? It's this one. The Torres Strait Islander flag was designed in 1992 and officially adopted in 1995 as a national flag to represent Torres Strait Islander people.

Sport

After 328 minutes of amazing tennis, Rafael Nadal came out as the men's champ of the Australian Open. He came back from 2 sets down against Daniil Medvedev to win his 21st Grand Slam tournament, which is the most wins of any male player, ever.

NADAL: I really can't explain the feelings that I have right now.

Meanwhile Aussie legend Ash Barty beat American Danielle Collins on Saturday night, making her the first Australian in 44 years to win the tournament.

BARTY: This is a just a dream come true for me, and I am so proud to be an Aussie, so thank you so much everyone, we will see you next time.

And who can forget the Special K's, Nick Kyrgios and Thanasi Kokkinakis who took out the men's double trophy.

And it wasn't quite the fairy tale ending that we all hoped for this Aussie tennis legend. Dylan Alcott lost out to Dutchman Sam Schroder in the quad singles finals. The newly named Australian of the Year has already announced this tournament was his last.

DYLAN ALCOTT: I'm still the luckiest person that I've ever met. I'm the luckiest guy in this country, if not the luckiest person in this world to live the life that I live.

James Webb Telescope

Reporter: Jack Evans

INTRO: Finally, today let's head one million, four hundred and sixty thousand, five hundred and twenty nine kays away from Earth. That's where the James Webb Telescope is right now. It's the most powerful space telescope ever built, and it's been designed to look across space and time to tell us more about the beginnings of the universe. Here's Jack.

Hey you. Yeah you, look up in the sky. Is it a bird? Is it a plane? Or is it the James Webb Telescope?

JACK: Ah, it's a bird.

But are you sure?

JACK: Uh, yeah, I'm pretty sure it's a bird. Plus, like, the James Webb Telescope is pretty hard for the naked human eye to see, so.

But are you sure it's a bird?

JACK: Ah, it's a bird. I'm pretty sure it's a pigeon.

Okay, well I was just checking. No need to be rude.

Yep, that's a bird and this is the James Webb Telescope. See the difference? Bird, telescope, they're really quite different. Anyway, now that I have your attention, what is the James Webb Telescope? Well, for starters, it's the biggest telescope the world has ever seen. It's named after this guy (James Webb) who was one of the main guys behind NASA'S Apollo Moon landing and it was built by NASA, the European Space Agency and the Canadian Space Agency. Construction on it begun back in 1989, with the aim of launching it into space in the early 2000s. But there were a bunch of delays and the original budget of 1 billion dollars kinda blew out to 10 billion dollars. Wowser.

Anyway, it was finally completed last year. It's roughly the size of a tennis court with this mirror part measuring about 6.5 metres wide. Which BTW's is made up of 18 gold plated hexagonal deployable segments, I mean gold plated, no wonder it cost so much. Oh, and I almost forgot, it's going to be taking over from this famous guy.

A bird.

JACK: Uh, not a bird, the Hubble Telescope.

Oh.

The James Webb Telescope is the successor of our dear old friend the Hubble Telescope, which has been orbiting Earth since 1990. Capturing some pretty amazing images of our universe. Now the James Webb Telescope has been sent about 1.5 million kilometres away from the Earth, where it will use infrared light

to observe further into the universe than ever before, explore distant worlds and look for potential life around other stars. Oh, and scientists are also hoping it will be able to see back in time. Well sort of, it'll investigate stars that are so far away their light has taken 13.5 billion years to reach us. So, what we'll see are the very first stars, formed just a few hundred million years after the big bang, which might give us some idea of how our tiny world began.

Thankfully, the first part of the mission was a success. The telescope was launched on Christmas Day, and it reached its destination just last week. It has enough fuel to stay in orbit for 10 years and if anything happens to it, well it's kinda too far away for anyone to get to repair it. So, we'll just have to wait and see what it sees. And hopefully it sees...

Superman.

JACK: What, no. Hopefully it sees something that helps us better understand everything we see around us and how we came to be.

Oh, well I bet Superman knows that.

JACK: I mean probably.

Closer

Well, that's it for our first show of 2022. I hope you've enjoyed it and hey, maybe you learnt a thing or two. We'll be back next week and, in the meantime, don't forget to check out Newsbreak every weeknight, on TV, on our website or, if you're 13 or over, on YouTube. Have great week, look after each other and I'll see you soon. Bye.