



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.

Europe Fires

1. Which countries in Europe have been affected by wildfires?
Name at least two.
2. The extreme hot weather was caused by a...
 - a. Heat trap
 - b. Heat dome
 - c. Heat crown
3. Many experts say the hot weather and fires have been made worse by what?
4. According to the European Union's Earth Observation Program, Europe is heating up faster than anywhere else in the world and roughly twice the global average. Give one reason why this is happening.
5. Name three things you learnt watching this story.

Food Standards

1. Summarise the BTN Food Standards story in three sentences. Share your summary with another student.
2. Why are food labels important?
3. What did a recent Four Corners investigation find about food labels? Give an example.
4. Who is responsible for making sure food labels are correct?
5. Why can it be difficult to keep track of what's in a product?

Kokoda Veteran

1. How old was Reg when he joined the army and went to fight in the Kokoda Campaign?
2. During which war was the Kokoda Campaign?
3. Why did Australia send troops to Papua New Guinea?
4. Describe the conditions for soldiers on the Kokoda Track.
5. What questions would like to ask Reg about the Kokoda Campaign?

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

EPISODE 21

4 August 2026

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 such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts.

English – Year 5

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

English – Year 6

Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources.

Garma Kids

1. What is the Garma Festival?
2. Where is the Garma Festival held? Find on a map.
3. What sorts of activities are the kids at Garma involved in?
4. Why was Bluey visiting Garma this year?
5. Garma is a Yolŋu word meaning...

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

Eloise Hart Interview

1. What was the main point of the BTN story?
2. What award has Eloise been nominated for?
 - a. Logie
 - b. Aria
 - c. AACTA
3. How did Eloise get into acting?
4. What advice does Eloise have for kids who want to give acting a go?
5. What did you like about the story?



Teacher Resource

Kokoda Veteran

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. How old was Reg when he joined the army and went to fight in the Kokoda Campaign?
2. During which war was the Kokoda Campaign?
3. Why did Australia send troops to Papua New Guinea?
4. Describe the conditions for soldiers on the Kokoda Track.
5. What questions would like to ask Reg about the Kokoda Campaign?

Activity: Personal Response

Respond to the BTN Kokoda Veteran story as a class. Students will complete one or more of the following incomplete sentences:

- What was the first thought or feeling you had when the BTN Kokoda Veteran story ended?
- How did you feel learning about the Kokoda campaign?
- Which three words would you use to describe Kokoda veteran Reginald Chard?
- Why is it important to learn about the Kokoda campaign?

Activity: Class Discussion

Hold a class discussion after watching the BTN story using the following questions as a guide. Record the main points of the discussion on a mind map with KOKODA CAMPAIGN at the centre.

- During which war was the Kokoda campaign?
- When did the Kokoda campaign begin and end?
- Who was involved?
- Why were Australian soldiers sent to New Guinea?
- What were conditions like on the track?
- What images or words come to mind when you think of the Kokoda campaign?



EPISODE 21

4 August 2026

KEY LEARNING

Students will explore in more detail Australia's involvement in the Kokoda campaign.

CURRICULUM

HASS – Years 5 & 6

Develop questions to investigate people, events, developments, places and systems.

History – Year 7

Develop historical questions about the past to inform historical inquiry.

Locate and identify primary and secondary sources to use in historical inquiry.

Activity: Kokoda Research

Students will investigate in more depth some questions they have about the Kokoda Campaign and Australia's involvement in the campaign. Students will use the following as a guide or students can write their own question to research.

- Write a summary on the Kokoda Campaign, which answers the 5 W's – Who, What, Where, When and Why?
- Create a timeline highlighting key events in the Kokoda Campaign. Include a title, date, and description for each event.
- What is the topography of the Kokoda Track? Investigate the geographical features of the Kokoda Track, including climate, the terrain, the conditions of the track, and the distance of the track. Draw a map which highlights your findings.
- How were Papuans impacted by the Kokoda Campaign?

Interview

Imagine you could sit down and talk to Reginald Chard. What questions would you ask about his involvement in the Kokoda campaign and life when he returned to Australia?

Activity: Conditions on the Track

Students will learn more about the conditions on the Kokoda Track through the words of Sir Kingsley Norris, a senior medical officer for the Australian 7th Division, who walked the Kokoda Track. Students will read the following description and then respond to the questions below.

"Imagine an area of approximately one hundred miles long. Crumple and fold this into a series of ridges, each rising higher and higher until seven thousand feet is reached, then declining in ridges to three thousand feet. Cover this thickly with jungle, short trees and tall trees, tangled with great, entwining savage vines. Through an oppression of this density, cut a little native track, two or three feet wide, up the ridges, over the spurs, round gorges and down across swiftly flowing, happy mountain streams. Where the track clambers up the mountain sides, cut steps - big steps, little steps, steep steps - or clear the soil from the tree roots."

- How did you feel reading Sir Kingsley Norris' description of the track?
- Why do you think he uses the words *crumple and fold* to describe the land? What image does that create in your mind?
- What words does he use to describe the vegetation on the track?
- What do you understand more clearly about the environment of the Kokoda Track after reading his description?
- Imagine climbing and descending the track carrying a weapon and supplies while fighting a better trained enemy. Discuss your thoughts with other students.



[Source of image](#)

Activity: Letter or Journal Writing

Students will develop a deeper understanding of what it was like for those involved in the Kokoda campaign. Their task is to write a journal entry or letter including a description of what a typical day is like. Students can choose whose perspective they are writing from. Here are some examples:

- A young, inexperienced Australian Militia soldier writing a letter home to his family in Australia.
- A local Papuan villager helping the Allied forces.
- An Australian Army nurse stationed at a base hospital in Port Moresby.

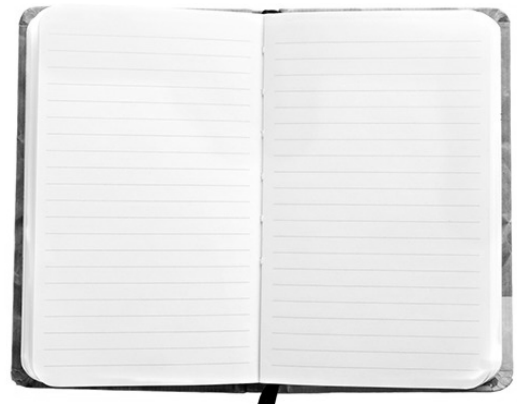
Here are some ideas of things to include in their letter or journal writing:

The Environment

- The Mud and Mountains: Describe climbing steep, slippery tracks.
- The Weather: Tropical rain and cold nights.
- Sickness: Include the struggle with mosquitoes, malaria, or feeling unwell.

Daily Struggles

- Food and Supplies: Explain what you are eating (like hard biscuits) and how heavy your gear is.
- How are you feeling? Tired, scared, or missing your family.
- Friendship: Describe how teamwork and mateship help you get through the day.



Useful Websites

- [Kokoda Track](#) – BTN
- [Kokoda 80th Anniversary](#) – BTN
- [Kokoda - In their own words](#) – Anzac Portal
- [Conditions for soldiers at Kokoda](#) – Anzac Portal
- [Veterans' Oral Histories Collection](#) - Kokoda Track Memorial Walkway
- [Kokoda Trail](#) – National Museum of Australia



Teacher Resource

Garma Kids

Focus Questions

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

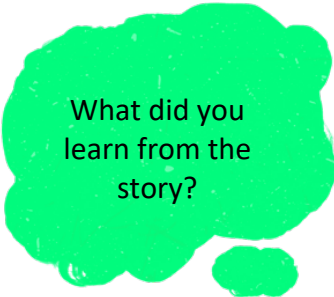
1. What is the Garma Festival?
2. Where is the Garma Festival held? Find on a map.
3. What sorts of activities are the kids at Garma involved in?
4. Why was Bluey visiting Garma this year?
5. Garma is a Yolŋu word meaning...

Activity: Class Discussion

Discuss the BTN Garma Kids story in small groups or as a class. What questions do they have?

Use the following questions to help guide discussion:

- What is the Garma Festival? What does it celebrate?
- Where is the Garma Festival held? Find Gulkula on a [map](#).
- What does the word *Garma* mean?
- Who goes to the Garma Festival?
- Who are the traditional owners of the land, where the Garma Festival is held?
- What are some of the important issues that are talked about at the Garma Festival?



What did you learn from the story?



What questions do you have about the story?

EPISODE 21

4 August 2026

KEY LEARNING

Students will learn about the theme of Garma Festival 2026 and explore the importance of bringing people together.

CURRICULUM

HASS – Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.

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.

HASS – Year 7

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.

This document may contain the names and images of Aboriginal and Torres Strait Islander people now deceased. It also contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.

Activity: Garma Theme

The theme for the 2026 Garma Festival is **Bukmak** which means “**everyone**” in the Yolŋu language. The theme celebrates inclusion, diversity, respect and the strength that comes from communities coming together.

Students will explore the meaning of Bukmak and the importance of coming together as a community. They will then create an artwork that represents the theme.



The meaning of Everyone

After watching the BTN Garma Kids story, explain that this year’s festival theme is Bukmak, a Yolŋu word meaning “everyone”. Ask students to reflect on how unity, diversity and respect contribute to positive school and community relationships.

Discuss the theme as a class and record students’ responses on the class whiteboard. Below are some questions to guide the discussion.

- What does “everyone” mean to you?
- Why do you think the Garma Festival chose Bukmak (everyone) as the theme?
- What are some examples in the BTN story when the Bukmak theme was celebrated?

Ask students to think about the people who make up your school community. Discuss the different ways diversity can be seen in a school including cultural backgrounds, languages, interests/talents and beliefs and traditions. Below are some questions to guide a class discussion.

- Who are the people that make up our school community?
- Think of times your class or school comes together to celebrate diversity.
- What makes people feel included?
- Why is it important that everyone feels they belong?
- Why does celebrating everyone help build stronger communities?

Keywords

Record key words or themes that come from student’s responses and then use a word cloud generator to turn your students keywords into visual art. Alternatively students can create an acrostic poem using the word Bukmak or everyone. Below are some example keywords:

- Friendship
- Belonging
- Celebration
- Included
- Together
- Respect
- Culture
- Language
- Connection
- Community
- Welcoming

- Traditions
- Share
- Diversity

Create Artwork

Students will create a poster or mind map inspired by the theme Bukmak – Everyone, which focusses on your school community. Students will consider the following when creating their poster or mind map:

- symbols, colours and images that represent people coming together.
- Ways that “everyone” is celebrated at your school
- The diversity of people in your school
- Actions that help people feel included
- Examples of respect shown in everyday school life
- What do you want people to feel when they look at your artwork or mind map?

Reflection

Students will reflect on the activity and respond to one or more of the following:

- Bukmak means...
- Everyone belongs when...
- Our school celebrates diversity by...
- One way I can help everyone feel included is...

Activity: News in My Neighbourhood

Do your students have something to say about the big issues impacting their lives? Do they want to put their writing, reporting and media making skills to the test?

ABC Education is running the **News in My Neighbourhood** competition which invites students to create and produce creative responses to a series of news and information challenges. Find out how to enter [here](#). *Please note, submissions close 25 September 2026.*

The Term 3 challenge

Produce a short video (around 2 minutes), write 150-250 words, or do a drawing/artwork to tell us about a community or culture you're a part of and something newsworthy about it that you think other people should know.



ABC Education – [News in My Neighbourhood](#)

Useful Websites

- [Garma Festival](#) – Yothu Yindi Foundation
- [Garma Festival 2023](#) – BTN



Teacher Resource

BTN Transcript: Episode 21- 4/8/2026

Hello, I'm Nat and you're watching BTN. Here's what's coming up. We find out why it's getting harder to know exactly what we're eating, get a tour of this year's Garma festival and meet a young actress up for a Logie.

Europe Fires

Reporter: Sharne Wakefield

INTRO: But first today to the massive wildfires that are still burning in parts of Europe. They've destroyed tens of thousands of hectares and hundreds of homes, and some experts are warning we could see more disasters like this in the future. Here's Sharne with more.

SHARNE WAKEFIELD, REPORTER: These are the scenes that have confronted firefighters as they battle some of the worst wildfires ever seen in Europe. This fire was so huge and hot that it created its own weather system, thunderstorm clouds carrying smoke and ash.

EMMANUEL MACRON, FRENCH PRESIDENT: The situation we are dealing with today is the most severe we have ever recorded, the toughest since the Second World War.

In France, more than two hundred and thirty thousand people have had to evacuate, as fires destroy tens of thousands of hectares.

FRENCH LOCAL: So many memories had built up in this place. And to think that seven years of life, everything vanished in less than two hours.

FRENCH LOCAL: I just went to Le Porge. It's a road I took every day for three years to get to high school. I don't recognise it any more.

Meanwhile, outside of Spain's capital, Madrid, firefighters are battling the worst fires in the nation's history.

SPANISH LOCAL: It was like in the movies where hell cracked the ground open and you see the red hell, that's how it was here.

There are also fires burning in Italy, Portugal, Greece, Türkiye, and even in the UK. The fires were supercharged by a heat wave, which has hit the northern hemisphere this summer. Temperatures have broken records soaring into the 40's in many places. While that's not uncommon here in Australia, in some European cities it's unheard of.

PERSON: I'm just opening the windows, putting my fan on. I'm taking a shower right before bed.

Many of their buildings don't have air con and were made to keep the heat in, not out. Thousands of people have died because of the heat. It was caused by a weather phenomenon known as a heat dome, which basically traps the hot air in one place. But many experts say the weather and the fires have been made worse by climate change.

SARAH PERKINS-KIRKPATRICK, PROFESSOR: So, it's not really a surprise to a climate scientist like myself unfortunately, that we are seeing such a bad summer in Europe at the moment.

According to The European Union's Earth Observation Programme, Europe is heating up faster than anywhere else in the world. There are a few reasons for that. For starters, the northern hemisphere has more land which warms up faster than the ocean. Europe is also close to the Arctic Circle, and ice up there is melting due to climate change.

SARAH PERKINS-KIRKPATRICK, PROFESSOR: So this means less sunlight is being reflected back into space from all that really white ice, and more sunlight is being absorbed by really dark ocean, which then increases the amount of heat that we have in the Earth's system.

SARAH PERKINS-KIRKPATRICK, PROFESSOR: We're seeing the sorts of weather systems that cause heatwaves just basically sit over a location far longer than what they used to.

Many have called this a stark reminder of the need to address climate change.

PEDRO SANCHEZ, PRIME MINISTER OF SPAIN: Climate change denial is the worst kind of fuel in the face of the climate emergency. Ignoring reality and the warnings of science does not prepare us for what lies ahead.

The leaders of Spain and France have been visiting the fire affected areas and other countries have sent in help.

MARIA ZUBER, HEAD OF EUROPEAN UNION'S EMERGENCY RESPONSE COORDINATION CENTRE: What we are doing is calling different countries to send planes, helicopters, firefighters to the places where they are needed.

They've been joined by thousands of police, military personnel and volunteers who are working to fight the flames, save homes and lives and help people who've been affected.

PERSON: I have friends all around the area who have tractors and water tanks, and we're trying to stop the fires and protect homes. Some friends who just left yesterday evening managed to save three houses.

News Quiz

What island of Japan was hit by a deadly earthquake last week? Was it Kyushu, Honshu or Hokkaido? It was Kyushu. The magnitude 6.4 quake and its aftershock damaged homes, shops and roads in the Kumamoto region and at least 30 people were killed.

Which Aussie state got a new premier last week? It was Victoria. Ben Carroll replaced Jacinta Allan who stepped down after he threatened to put the leadership to a vote.

JACINTA ALLAN, FORMER VICTORIAN PREMIER: I believe I would have won, but doing so this close to an election takes up valuable resources.

He's the third Victorian premier since the last election.

BEN CARROLL, VICTORIAN PREMIER: I am not Daniel Andrews. I am not Jacinta Allan.

What was unusual about the flight made by this Airbus jet last week? Was it unusually high, unusually long or unusually fast? It was really, really long. It flew for more than 24 hours from Melbourne to Toulouse in

France, which is a new record for Airbus. Qantas is testing the specially made planes before it launches which will be the world's longest direct flight next year.

Tasmania's Department of Natural Resources and Environment has revealed how much it spent on Neil the Seal during his last visit. Was it: At least \$45,000, at least \$95,000 or at least \$450,000? It was at least \$45,000, although all the bills haven't come in yet so the bill will go up. That money went to hiring staff to watch over Neil and his fans. Meanwhile the Clarence City Council reckons it spent more than \$30,000 for things like traffic and crowd management along with some repairs. Whoopsies!

Food Standards

Reporter: Wren Gillett

INTRO: The ABC's Four Corners program has been looking into what's in the food we eat in Australia and what it found has some asking whether or not we can trust what's on the label. Wren found out why that's a problem and why keeping track of ingredients isn't straightforward.

HENRY, CHEF: Why hello there, and welcome to Henry's Mystery Meals, and here is my mystery dish.

JULIET, CUSTOMER: Um...what is it?

HENRY: It's food.

ARIANA, CUSTOMER: Well yeah, but what's in it?

HENRY: Now if I told you that, it wouldn't be a mystery, would it?

Yeah, most people like to know what they're about to eat before they shove it in their gob. Whether that's because of allergies, dietary requirements, religious beliefs, or just curiosity.

JULIET: Is that a hair?

HENRY: Oh, yeah, yeah, of course.

It's why, if you're wandering down a grocery aisle, you'll see labels on just about everything. They tell us important things, like details about exactly what's inside and where it came from.

WREN GILLETT, REPORTER: In fact, they have to tell you. It's the law.

DR. SANDRA CUTHBERT, FSANZ: Food labels are a core part of the food standards requirement.

Sandra is the Chief Executive of Food Standards Australia and New Zealand or FSANZ.

DR. SANDRA CUTHBERT: At FSANZ, we develop the rules for food. All of those rules are known as food standards.

And they help make sure that the food that reaches our shelves, restaurant tables, or cafeterias is safe.

Alright, let's say Henry here wants to branch out and start his own line of...

HENRY: FISH MOUSSE.

Okay Henry.

DR. SANDRA CUTHBERT: First thing they need to do is to make sure that the ingredients they're using are allowed ingredients.

Where did you get that?

HENRY: I know a guy.

I don't think that's going to fly Henry.

DR. SANDRA CUTHBERT: Second, they need to make sure that they're preparing the food safely. So, make sure that the food is in a clean and safe place to help prevent germs from getting into it.

HENRY: Oh fine.

DR. SANDRA CUTHBERT: Next, you need to label the food correctly.

HENRY: Check.

Okay, c'mon Henry, is that true?

HENRY: No, but it sounds much better than fish bits.

DR. SANDRA CUTHBERT: Henry, it is not okay to break the law. Food standards are there for an important reason.

It's why a bunch of products made headlines last week.

ADELE FERGUSON, FOUR CORNERS: Now, we test that trust and reveal how easy it is for Australian shoppers to be duped.

Recently, the ABC's Four Corners did an investigation, which suggested some products may not be what they claimed to be. The testing suggested some tomato products labelled as Australian-grown may instead have contained tomatoes grown in China. Some turmeric products may have been mixed with cheaper ingredients, with one sample found to contain metal fragments. And some eggs sold as cage-free may have come from caged hens. Most companies that were named disputed these findings, with some saying they'd carry out tests of their own to make sure.

WREN: But the story did raise some big questions about the trustworthiness of the food we buy.

DR. SANDRA CUTHBERT: Food businesses are absolutely responsible for making sure that their labels are correct. But government food regulators do inspect businesses, they test foods, and they investigate if something doesn't seem right.

WREN: Experts say keeping track of exactly what's in a product can be difficult, because food supply chains are big and complex.

Products often contain multiple ingredients from multiple places, and each one of those ingredients could be produced in one country, packaged somewhere else, and then shipped here. It can make it harder for companies and authorities to make sure things meet Australian laws, when it comes to food safety and quality, and ensuring the people who make the food are treated fairly.

CAMERON SCADDING, SOURCE CERTAIN: If you walk into a supermarket and there's opportunity in every one of those aisles for there to be misrepresentation.

It's why some experts and authorities are calling for tougher rules and stricter tests, so that you know exactly what you're eating when you sit down to feast.

HENRY: Can I interest you both in a world-first tasting of my delicious fish mousse?

ARIANA: Respectfully, I think we'll pass.

Kokoda Veteran

Reporter: Tatenda Chibika

INTRO: Recently, Australia's last Kokoda veteran died at the age of 102. His name was Reginald James Chard, and he was one of the thousands of Aussie soldiers who fought in the Kokoda campaign during the Second World War. Here's Tatenda to tell us more about Reg's story and why Kokoda is a big part of Australia's military history.

This is Reg in 1942. He was just 18 years old when he joined the Australian Army and was sent to fight in the Kokoda Campaign. This is what he wrote of the experience.

REG CHARD, VOICE ACTOR: We boarded a ship in Townsville. We weren't told where we were going. Two songs played on the ship's radio as we sailed towards the open seas, 'Red Sails in the Sunset' and 'Harbour Lights'.

REG CHARD, VOICE ACTOR: This was the last music we heard for a long time.

The Second World War had been going on for three years. Japan, which was fighting with Axis powers, had invaded a number of countries in South-East Asia.

NEWS ANNOUNCER: The dark cloud of Japanese aggression was spreading unchecked.

Many were worried Australia would be next.

JOHN CURTIN, FORMER PRIME MINISTER: Every human being in this country is now, whether he or she likes it, at the service of the Government to work in the defence of Australia.

After Japan bombed Darwin in February of 1942, Japanese forces set their sights on capturing Port Moresby the capital of Papua.

At the time, Papua and New Guinea were territories of Australia and protecting them was seen as vital to Australia's safety. Because many of our troops were already fighting overseas Australia sent in reserves. These soldiers were young and inexperienced, and they weren't set up with the best equipment.

REG CHARD, VOICE ACTOR: They kitted us out with a pair of boots, pair of socks, pair of khaki shorts, khaki shirt, gators, tin hat, felt hat, rifle, bayonet, 200 rounds of ... and two bandages. The bandages were too small for anything bigger than a cigarette burn. That's what we went away with.

Japanese soldiers landed on Papua's northern coast and captured the village of Kokoda. So, Aussie soldiers headed North to meet them on the Kokoda Track. It's a 96-kilometre trail that winds through the Owen Stanley Range from Owers' Corner in the south to Kokoda village in the north. It's a muddy track through

dense jungle and steep mountains. The days are very humid and the nights are cold. It's the perfect breeding ground for tropical diseases like malaria and scrub typhus which quickly spread among the troops.

625 Australians and more than 150 Papuans died in the campaign. 1,600 soldiers were wounded and more than 4,000 got sick. But the soldiers weren't alone. They had help from Papuan people who scouted locations, carried supplies, and helped the wounded. Australia ended up bringing in more troops and eventually, Japan started to withdraw.

On the second of November, Australian troops recaptured Kokoda. While that meant the end of the Kokoda Campaign the fighting in Papua continued.

Reg returned to Australia in 1943 on board a hospital ship, and by then he had survived repeated bouts of disease and lost almost 30 kilos. After the war, Reg got married, had kids and started a trucking company. In his later years, he became a volunteer guide at the Kokoda Track Memorial Walkway in Sydney where he shared his story with visitors to make sure the sacrifices of those who served were never forgotten.

REG CHARD, LAST KOKODA VETERAN: I come over Saturdays, Sundays. I come over night time with the Brownies, Cubs, swim clubs. I come over at any time. Somebody wants to come, I'm here. So I was very fortunate because I wouldn't be here today, and I wouldn't have met all the lovely people that I've met since.

Garma Kids

Rookie Reporters

INTRO: Now to North East Arnhem Land where the Garma Festival has just wrapped up. It's a big 4-day celebration of Yolŋu life and culture and we caught up with some kids to find out what's been going on.

LARA: Garma is a festival where thousands of people come together and learn about Aboriginal culture.

PEACH: The Garma Festival is put on by the Yothu Yindi Foundation, which is named after the famous band, Yothu Yindi.

TAHLI: Garma is located in Nhulunbuy. It's a big oval type of thing, and you can camp here if you're not a local.

MARLI: It's like a place where everybody from different cultures come together and we just learn about our cultures and what it is to be Aboriginal.

SAM: The youth forum is where some students from around the country come together and just really immerse themselves in Yolŋu culture. We've just had the privilege of being involved in a raypirri ceremony, and it was nothing that I've ever experienced before.

MIA: It was really just special to get to witness and experience that from the hands of Yolŋu people themselves.

JEANNIE: We're sitting under the Democracy tent. We're making banners to represent things that are important to us and start conversations to make sure we can all connect as a community.

ANNA: We just took part in a music workshop. We learnt our first song called We Are Family.

CHARLIZE: We had people on guitar, people on singing, clap sticks. I'm doing the frog guiro, I believe it's

called.

DECLAN: We're doing social media takeover and it's just, yeah, taking photos, interviewing and just having fun.

XAVIER: Most of the day I've been following the BTN guys around.

CLAUDIA: We're a part of a dance workshop with Break'n Barrierz and we just learnt some fun dances.

AMELIA: Personally, I'm not a very good dancer, so I was really stepping outside of my comfort zone.

LEILANI: You've got to see the bungul. A bungul is a cultural ceremony where you celebrate your differences and you've got to dance, you've got to sing. You can use clapsticks and the yidaki.

PEACH: This year, Bluey is visiting so that's very exciting.

TAO: Bluey's up here because they're translating some of the episodes from his show in Yolŋu Matha so that the kids from here can watch it in their own language.

JEANNIE: A lot of politicians come and discuss things so that we can make changes for Australia and make everything better I guess, or make changes for inclusivity and community.

CHARLOTTE: This is my first time here, and I think it's already the best place ever.

SAM: Being here, I've never been into such a space where you're welcome to a totally different way of life and a way of thinking.

PEACH: It's a really amazing vibe, and you just get so many opportunities to meet new people and everyone's super friendly and it's just an amazing experience.

CLAYTON: It's a good way to meet new people, learn about the culture, and it's just really fun.

Sport

Dancers dancing, Delta Goodrem singing and lots of traffic cones on heads. You can say the Commonwealth Games closing ceremony was certainly a party and the Aussies had a lot to celebrate. Australia dominated the medal tally with 171 medals in total. There were a lot of standout wins over the weekend. Mackenzie Little won gold in Javelin with her first throw. In the men's 4x100m relay Rohan Browning, Josh Azzopardi, Lachlan Kennedy and Calab Law won Australia's first gold in the event in 52 years. And, at 76, lawn bowler Louise Hoskins became the oldest gold medallist at the Commonwealth Games. The celebrations came to a close with the symbolic handing over of the baton to India, which will be hosting the games in 2030.

Meanwhile, in California, some very talented pups hit the waves for the 10th annual World Dog Surfing Championships. Dozens of canines showed their skills where they were judged on how long they could stand up, the size of the waves they tackled, and their confidence.

PERSON: I can't even surf. I don't know how they do it. And the waves are really big.

CHARLIE'S OWNER: Charlie's been surfing for almost ten years now and he absolutely loves it.

Yeah, that's one confident doggy braving those RUFF waves. You get it? Luckily, there's a lifeguard on duty.

Eloise Hart

Reporter: Saskia Mortarotti

INTRO: Finally, today we're going to meet a young actor who's been nominated for a Logie, which is an Australian TV award. Eloise Hart has starred in some pretty big productions, and Sas caught up with her to find out what it's been like.

SAS MORTAROTTI, REPORTER: Hey Eloise. Thank you so much for talking to me today.

ELOISE: Hello

SAS: A big congratulations on your Logie nomination, congrats.

ELOISE: Thank you

SAS: And I think you've been nominated for two TV shows, Mystery Road and Goolagong.

SAS: Can you talk about working on those?

ELOISE: I was very nervous at the start, but everyone was so lovely and made me feel comfortable. Being an actress, it can be, like, a little bit scary and a little bit hard.

ELOISE: 'Cos you're reading, like, too much, and they can, like, get a little bit confusing.

SAS: What do you do when it gets a bit tricky?

ELOISE: Just, like, do some mindfulness and just, like, tell myself that I calm down a little bit.

SAS: What was it like working and being able to play a young Evonne Goolagong Cawley?

ELOISE: Yeah, I had lots of fun, but I didn't really know who she was at first, but mum like sat me down and told me who she was. Also, I didn't really know much about tennis, but some people there helped me and taught me how to do the basics of tennis.

SAS: And what about Mystery Road? What was it like working on that?

ELOISE: It was really fun, too, because, like, everyone there was kind to me.

SAS: What's it like when you get to dress up?

ELOISE: Oooh. I love it because I get to try these new costumes. They have these awesome costumes that I've never tried before.

SAS: How did you get into acting?

ELOISE: Well, my dad, he saw an audition on Facebook and he was like, "Oh, why wouldn't she have a go?" So Dad took me to the audition so I can, like, do it. Then, I got the job.

SAS: What made you want to do it?

ELOISE: Well, acting's been... Dancing and acting, and singing has been part of my dreams. And when Dad told me, I'm like, "Yes, this is, like, my opportunity to do my dream."

SAS: What's it like seeing yourself on TV now?

ELOISE: I get really embarrassed. Like, I just turn my head away whenever I see myself.

SAS: What is it like to be nominated for a Logie?

ELOISE: It's very exciting and it's nice to get noticed for all the hard work I put into these projects.

SAS: Are you going to go in person, will you be there?

ELOISE: Yes.

SAS: What are you looking forward to about that?

ELOISE: Dressing up.

ELOISE: Oh, and walking the red carpet.

ELOISE: I told Mum that I wasn't going to quit until I hit the red carpet, but it's going too soon.

SAS: Too early to quit now, isn't it?

SAS: So you're in the category of most popular new talent at 10-years-old. Does it feel kinda cool? Have you been talking and telling your friends about it?

ELOISE: Everyone that I've seen. They're like, very proud of me and, like, excited.

SAS: What would you say to other kids who might want to try out acting and give it a go and have never done it before? Do you have any advice?

ELOISE: Just don't be scared, just follow your dreams.

SAS: Before I let you go, I better wish you some good luck on your Logie nominations, I'll have my fingers crossed. I'll be rooting for you.

ELOISE: Bye.

Closer

Good luck, Eloise. Well, that's all from us today, but we'll have more BTN for you next week. And of course, I'll be bringing you Newsbreak every weeknight. And don't forget, you can take part in BTN Live every Friday, check the website for more details. Have a great week. We'll catch you then. Bye-bye.