



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.

## Kidfluencer Culture

1. Briefly summarise the BTN Kidfluencer Culture story.
2. What is a kidfluencer?
3. When was the California Child Actor's Bill established?
  - a. 1939
  - b. 1993
  - c. 2023
4. How does Coogan's Law protect children's rights?
5. What are some of the risks for kidfluencers?

## Sorry Day

1. Who are the Stolen Generations?
2. What impact has the Stolen Generations had on Australia's First Nations people?
3. What is National Sorry Day?
4. Which former Prime Minister gave the apology speech?
5. What do you understand more clearly since watching the BTN story? Discuss as a class.

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

## Cystic Fibrosis

1. How many children in Australia are born with cystic fibrosis each year?
2. What is cystic fibrosis?
3. What was it like when Melody found out she had cystic fibrosis?
4. What treatments are used for cystic fibrosis?
5. What did you learn about cystic fibrosis?

### EPISODE 13

23rd May 2023

#### 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.

## Platypus Returns

1. How long ago was a platypus sighted at the Royal National Park?
2. What caused platypuses to disappear from the park? Give one reason.
3. What is the conservation status of platypuses?
  - a. Least concern
  - b. Near threatened
  - c. Extinct in the wild
4. How is the team helping protect the platypuses that have been released in the park?
5. What did you like about the BTN story?

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

## Inaccessible Playground

1. What factors make the playground inaccessible for Zach?
2. Who did Zach write a letter to about the playground's accessibility?
  - a. Local council
  - b. State government
  - c. Federal government
3. What did Zach ask for in his letter?
4. What response did Zach get to his letter?
5. How did this story make you feel? Discuss in pairs.



Teacher Resource

# Sorry Day

## Focus Questions

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

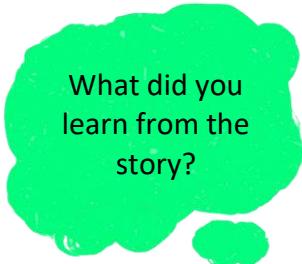
1. Who are the Stolen Generations?
2. What impact has the Stolen Generations had on Australia's First Nations people?
3. What is National Sorry Day?
4. Which former Prime Minister gave the apology speech?
5. What do you understand more clearly since watching the BTN story? Discuss as a class.

*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: Personal Response

After watching the BTN Sorry Day story, ask students to finish one or more of the following incomplete sentences:

- It was interesting to learn that...
- Learning about Sorry Day made me feel...
- BTN did a story about Sorry Day because...



What did you learn from the story?



What questions do you have about the story?

## Activity: Class Discussion

Discuss the information raised in the BTN Sorry Day story. Use the questions below to guide the discussion.

- Who are the Stolen Generations?
- Why were some children separated from their families?
- What is National Sorry Day?
- Why do we have special days or weeks like Sorry Day, Reconciliation Week and NAIDOC Week?

### EPISODE 13

23<sup>rd</sup> May 2023

#### KEY LEARNING

Students will understand the significance of National Sorry Day and learn more about the Stolen Generations.

#### CURRICULUM

##### HASS – Year 3

Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals.

##### HASS – Year 4

The effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion.

##### 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.

##### HASS – Year 6

Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children.

## Activity: Glossary

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

STOLEN GENERATIONS	FIRST NATIONS PEOPLE	ASSIMILATION
APOLOGY	RECONCILIATION	ACKNOWLEDGE

## Activity: Sorry Day Research

After watching and discussing the BTN Sorry Day story, what questions do students have? The KWLH organiser provides students with a framework to explore their knowledge on the issue and consider what they would like to know and learn.

What do I <u>know</u> ?	What do I <u>want</u> to know?	What have I <u>learnt</u> ?	<u>How</u> will I find out?

### Questions to research

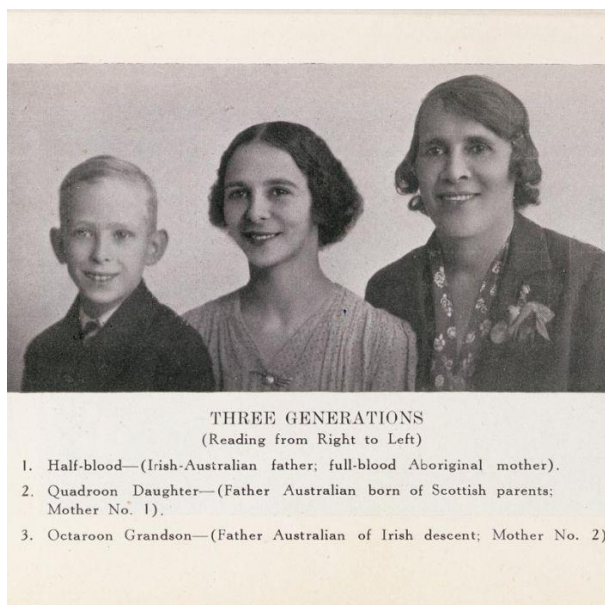
Students will develop their own question/s to research about the Stolen Generations and National Sorry Day. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- Who are the Stolen Generations?
- What does the term 'Stolen Generations' mean? Why do you think the Indigenous children taken from their families are known as the "stolen" generations?
- It was Government policy that Indigenous children be removed. What reasons did governments give to justify taking Indigenous children?
- In 1992, Prime Minister Paul Keating delivered a speech in Redfern Park. Why was it seen as a defining moment in Australia's reconciliation with its First Nations people? Watch the speech [here](#).
- What is the *Bringing Them Home* report and what did it recommend?
- What does the word 'Sorry' represent in the context of the Stolen Generations?
- Why is National Sorry Day an important day? How is it important for First Nations people, for the Stolen Generations and for other Australians?

## Activity: Visual Literacy

Below are images that relate to the Stolen Generations or Sorry Day. Students look at the image and then respond to the following questions:

- What do you see in this image?
- What do you think is happening?
- What does the image tell you about the Stolen Generations or Sorry Day?
- How did the image make you feel?
- What question/s would you like to ask about the image?
- Create a caption for each image.



[Link to image](#)



[Link to image](#)



[Link to image](#)





## Activity: Apology speech

Watch former Prime Minister Kevin Rudd deliver the apology to the Stolen Generations on behalf of the Australian Parliament. [View here.](#)

- How did watching this video make you feel?
- What does Kevin Rudd ask non-Indigenous Australians to imagine?
- Why was the apology seen as an important part of the reconciliation process in Australia?
- Further investigation: Research how Aboriginal and Torres Strait Islander people responded to the apology.



## Activity: A voice from the Stolen Generation

Students watch this video [A voice from the Stolen Generation](#) to hear a personal account from Donna Meehan a Gamilaroi woman. Donna was taken from her family in 1960 and adopted by a white family. In this video, Donna explains how confused and isolated she felt as a teenage Aboriginal woman growing up in non-Aboriginal family and community.

- How did watching this video make you feel?
- What emotions and reactions did Donna experience as a child?
- What effect did Donna's experiences have on her?
- What questions do you have about the Stolen Generations? Write down 2 questions that you would like to explore further.



A voice from the Stolen Generation

## Activity: Recognise and Celebrate First Nations Culture

Discuss with students, ways they could recognise and celebrate First Nations culture in their class or school. Some ideas are:



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



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



Recognition can make you feel valued, respected and that you belong. What does recognition mean to you? Create a presentation explaining what it means to be 'recognised'. Constitutional recognition is something a lot of Indigenous people in Australia have been campaigning for. But what exactly is it? Watch BTN's [Explainer on Constitutional Recognition](#) to learn more.



In 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](#)



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

## Activity: Choose a project

Students choose one of the following projects to work on and then present their work to a partner, small group or the class.

### Sorry Day Remembrance Wall

Create a remembrance wall for National Sorry Day. Use words to represent feelings, memories or write messages of commemoration for the Stolen Generations.

### Sorry Day Special Assembly

Organise a Sorry Day assembly or ceremony at your school. Invite people from local Aboriginal communities, parents and friends. Consider inviting Stolen Generations survivors to your assembly as a guest of honour.

### Create an Artwork

Create an artwork/visual representation of how they imagine it would feel to be separated from your family.

### Reconciliation timeline

Create a timeline which looks at key events in Australia's reconciliation history. Some examples of key moments include the Mabo decision, the 1967 Referendum, National Apology, Bringing Them Home report.

## Useful Websites

- [Apology 10<sup>th</sup> Anniversary](#) – BTN
- [Government Apology](#) - BTN
- [Stolen Generations](#) - BTN
- [National Museum Australia](#) – National Apology
- [National Sorry Day](#) – Reconciliation Australia





Teacher Resource

# Platypus Return

## 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 long ago was a platypus sighted at the Royal National Park?
2. What caused platypuses to disappear from the park? Give one reason.
3. What is the conservation status of platypuses?
  - a. Least concern
  - b. Near threatened
  - c. Extinct in the wild
4. How is the team helping protect the platypuses that have been released in the park?
5. What did you like about the BTN story?

## Activity: Note taking

Students will practise their note-taking skills while watching the BTN Platypus Return story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



## Activity: Class Discussion

Create a class mind map with PLATYPUS in the middle. Ask students to record what they know about the species. In small groups, ask students to brainstorm responses to the following questions:

- What do you know about platypuses?
- Why is it important to protect the species?
- What is the conservation status of platypuses?
- What questions do you have about platypuses?

### EPISODE 13

23rd May 2023

#### KEY LEARNING

Students will develop a deeper understanding of platypuses and investigate what is being done to protect the species.

#### CURRICULUM

##### Science – Year 4

Living things depend on each other and the environment to survive.

Science knowledge helps people to understand the effect of their actions.

##### Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

##### Science – Year 5 & 6

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

##### Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

##### Science – Year 7

Classification helps organise the diverse group of organisms.

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

## Activity: Species profile

Students will research and write a profile featuring the platypus! Students can use the animal profile worksheet at the end of this activity to record their findings. Encourage students to use a range of sources to find their information.

### Research

Students will research the following and then share their research findings with the class or create a display in the classroom. Students can use the Animal Profile at the end of this activity.

- Illustration or photo
- Name (common and scientific name)
- Conservation status – What is being done to protect the species.
- Appearance
- Adaptations
- Habitat
- Threats
- Unique features



### Share

- Share and compare your findings with your classmates.
- Present your research in an interesting way.
- Think of ways to raise awareness about threatened species in your area.

### Action

- What steps can you take to help protect the species?
- Email your local MP to voice your concern.
- Become a citizen scientist!

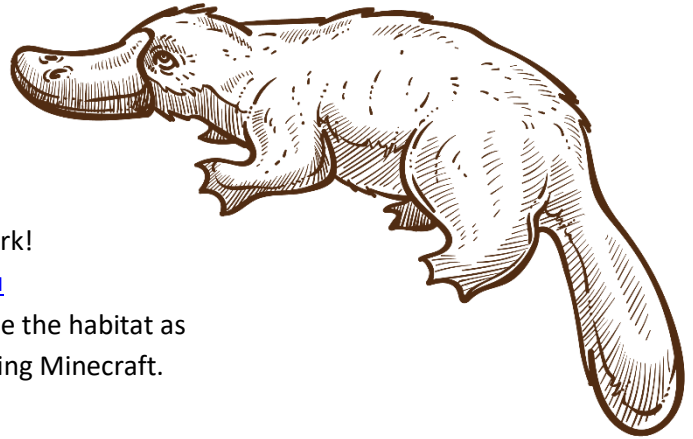
## Activity: Habitat

This literacy activity demonstrates students active listening and interpreting skills. Students will listen to a description of a platypus habitat and create a simple black and white artwork illustrating its habitat.

Teachers will use the following as a guide for this activity.

- In small groups students will discuss what they think a platypus habitat looks like.
- Find a description of a [platypus habitat](#) to read aloud to your students. Alternatively, choose another Australian native animal that is a near threatened or vulnerable species. Use the [IUCN Red List](#) to search for a species (use the Advanced filter to narrow your search). Visit the [Australian Museum](#) to explore a range of Australian animal habitats.
- Read the description of the platypuses' habitat aloud to your class, reading the description 2 or 3 times.
- Students will take notes and write down key words as they listen.

- Students will illustrate the habitat using only a black felt-tip pen (0.4 or 0.6) on a piece of A4 art paper. Students will include as much detail as they can.
- Display the student's artwork in a school exhibition.
- We would love to see your students' artwork! Send your artwork to us at [btn@abc.net.au](mailto:btn@abc.net.au)
- Challenge students by asking them to create the habitat as a diorama or a virtual reality experience using Minecraft.



## Activity: Biodiversity

### Improve the biodiversity in your local environment!

Students will work together to help introduce a native animal species into their school yard. Ask them to consider the following:

- What kind of animals could you reintroduce into your school yard? E.g., birds, bees, frogs, butterflies. Research the species native to your local area. Contact a ranger at a park near your school or the local council to learn more about the local species.
- Do you have the right type of habitat in your school yard for the native animal species to survive? Describe the climate and identify the plants in your school yard.
- What are some threats to the species that are caused by humans? How can you reduce these threats in your school yard?
- What materials and tools will you need to build the habitat or introduce new species to your area? Consider writing a guide or procedure manual.
- Build the habitat as a class and present the habitat to your school community. Teach students in other classes about the new habitat and involve them in caring for the new habitat.
- Prepare a map of the habitat which highlights key features. Include information labels in the habitat (for example, QR codes) for other students to learn more about the habitat and the biodiversity of your school yard. Include scientific information about the species.



## Activity: Caring for our Native Species

Watch these BTN stories to find out how kids are helping protect Australian species – [Bandicoot Tracking](#), [Kangaroo Island Dunnarts](#), [Threatened Flora](#), [Koala Carer](#), [Endangered Seeds](#) & [World Bee Day](#).



[Bandicoot Tracking](#)



[Kangaroo Island Dunnarts](#)



[Threatened Flora](#)



[Koala Carer](#)



[Endangered Seeds](#)



[World Bee Day](#)

## Useful Websites

- [Platypuses return to Sydney's Royal National Park after disappearing for decades](#) – ABC News
- [Platypus](#) – Australian Museum
- [Platypus Evolution](#) – Australian Museum
- [What is a monotreme?](#) – Australian Museum
- [Our Animals: Lives of Platypuses](#) – ABC Education
- [8 Interesting Platypus Facts](#) – WWF
- [A year in the life of Earth's weirdest animals](#) – TedED
- [Platypus](#) – IUCN Red List



# ANIMAL PROFILE

Scientific  
Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features  
or Interesting Facts

HABITAT

THREATS





Teacher Resource

# BTN Transcript: Episode 13- 23/5/2023

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for hanging out with us again. Here's what's coming up on today's show. What it's like living with cystic fibrosis, a platypus success story and we meet a kid who's campaigning for more accessible playgrounds.

## Kidfluencer Culture

Reporter: Josh Langman

*INTRO: All that soon, but first to kidfluencers. Yup, that's kid influencers who have millions of followers and billions of views online. But in most parts of the world there aren't a lot of protections in place to make sure kids are paid and treated fairly. But one US state is working to change that. Here's Josh.*

Since 2015, 11-year-old Ryan here and his family have been making videos on YouTube on a near daily basis. Ryan's not just any YouTuber. In fact, he might be the world's most famous kid influencer, or 'kidfluencer'. That's basically anyone under the age of 18, who's built a following online making videos. Ryan's make around \$37 million every year. And there are many, many more kidfluencers out there making their families a lot of money.

It's a big topic in the US state of Illinois at the moment. It's set to become the first state with specific laws in place to protect kids who are creators on social media platforms. But what exactly do they need to be protected from?

Snap back to 1935, where famous Hollywood child actor Jackie Coogan has just turned 21. Good on you Jackie. To celebrate, he decides to dip into the savings he's built up from all his hard work on camera as a kid only to realise that his parents have taken nearly all of his money. So, Jackie decides he's gonna take them to court. It was a pretty monumental case and brought a lot of attention to the rights of children working in entertainment. And in 1939, the California Child Actor's Bill was established, or the "Coogan Law", which is still in place today.

JOSH, REPORTER: Under the law, the child's earnings are legally theirs and a part of those earnings have to be set aside until they become an adult.

It also introduced strict rules about schooling, work hours, and time off. But the big problem at the moment is that there aren't any similar laws in place for kids in online entertainment. And that's why activists have been pushing hard for new laws. It's something people are looking at here in Australia, too.

DR CATHERINE ARCHER, SOCIAL MEDIA RESEARCHER, EDITH COWAN UNIVERSITY: Sometimes it can be absolutely fine. But I guess there's always that risk of exploitation. You know, 10, 15 years ago, we didn't need to think about it. But it's just one of those things that's crept up on us. Like anything to do with social media, the genie's just out of the bottle. It just became part of our lives and a huge part of our lives, almost by stealth.

It's not just about money, either. There are also a lot of concerns about privacy and consent. Because with many of these kids being on camera from such a young age, experts worry they've never really gotten a real say in whether they're actually okay with it or not.

DR CATHERINE ARCHER, SOCIAL MEDIA RESEARCHER, EDITH COWAN UNIVERSITY: Their everyday lives are being recorded and shared with strangers. Sometimes thousands, sometimes millions of people around the world are looking at these videos.

France is one country that's already decided to make some changes. In 2020, it introduced a new law for kidfluencers under the age of 16, protecting them in the same way as child actors or models. While the proposed changes in Illinois would mean content creators have to keep a record of kids' appearances and set aside a reasonable portion of the earnings for them. Here in Australia, we're not quite there just yet.

DR CATHERINE ARCHER, SOCIAL MEDIA RESEARCHER, EDITH COWAN UNIVERSITY: Certainly, the government's now starting to realise that influencing is big business. The ACCC is doing a lot of research on this. And they've just brought out an interim paper about two weeks ago, that looked at the issues around children as social media influencers. And that is the first time that any government body has actually raised concerns.

But it might be a while away. And this issue isn't going anywhere.

## News Quiz

Bad news if you were hoping to catch a glimpse of US President Joe Biden down under because he's postponing his trip to Australia. He was supposed to be heading here after the G7 leaders' Summit in Japan, but the White House says he now has to fly straight home. Why is that? He has to urgently meet with another world leader, deal with issues with the economy or attend his granddaughter's wedding? It's b. The President has to get back for some big negotiations over debt in the US.

I mentioned the G7 Summit in there, it stands for group of seven and it's a big meeting between world leaders from the world's leading economic countries. So, which of these countries is not one of the seven? Is it Canada, Italy or Australia? Australia is not actually part of the G7. But we got an invite to the 3-day meeting in Japan over the weekend because we share common security concerns.

And what's the name of this famous Canadian singer? If you said The Weeknd you're kind of right. The Blinding Lights singer is changing his stage name. Last month he asked fans on Twitter if he should ditch it and there was an overwhelming yes. The Weeknd will now go by his birth name Abel Tesfaye.

## Sorry Day

Reporter: Jack Evans

*INTRO: May 26th is National Sorry Day. It's about acknowledging the impact of the Stolen Generations when Aboriginal and Torres Strait Islander people were forcibly removed from their families and communities. Let's find out more about it and how it's still affecting people today.*

EILEEN CUMMINGS, MEMBER OF THE STOLEN GENERATIONS: I wasn't allowed to speak language. I wasn't allowed to connect with my mother and my people. Those are things that the government did to us, and so when you think about children growing up in that system, of course we're going to be traumatised in some shape or form.

HARRY MILLS, MEMBER OF THE STOLEN GENERATIONS: We got to stay in the mission, locked up in the house, dry bread and water. Two pillows, blanket, No mattress.

EILEEN MOSELEY, MEMBER OF THE STOLEN GENERATIONS: Even today, I think about how our poor mothers felt having us crying and telling us to stop crying and then walking away.

JACK, REPORTER: These are just some of the stories that have been shared by the Stolen Generations. That's the name that's been given to a group of Aboriginal and Torres Strait Islander people, who during the 1900s, were forcibly taken from their homes and their families by the Australian government.

They were put into missions, orphanages or with white foster families that were often far, far away from their homes.

ABC REPORTER: Were you taken away from your parents?

BOB RANDALL, MEMBER OF THE STOLEN GENERATIONS: Yes, I was taken away from my mother as a baby.

ABC REPORTER: Did this just happen to you or who else did it happen to?

BOB RANDALL, MEMBER OF THE STOLEN GENERATIONS: Oh, quite a number of children?

ABC REPORTER: Why were they taken away?

BOB RANDALL, MEMBER OF THE STOLEN GENERATIONS: I don't know what the reason was. I 'spose they thought they could give us better homes away from our mothers.

At the time the government thought that it was better for First Nations children, especially those with lighter skin, to be raised by non-Indigenous people. So they made policies that forced kids to reject their Indigenous heritage and adopt white culture. Their names were often changed, and they were forbidden to speak their traditional languages.

NANCY DE VRIES, MEMBER OF THE STOLEN GENERATIONS: When I finally got home to meet my mother after 53 years. I'm sorry. She could not relate to me.

More than 50 thousand kids were taken from their homes up until the 1960s, when there were big protests and people started campaigning for Australians First Nations people to be treated better.

JACK: It was during this period that Aussies started learning for the first time, just what sort of impact the Stolen Generations actually had. And then in the 1990s there was a massive investigation called the Bringing Them Home Report.

The report's aim was to acknowledge the pain caused and make recommendations for healing and reconciliation, including that the current government apologies for the laws and policies that were put in place by previous governments. In 1998, the year after the Bringing Them Home Report was handed down, Sorry Day was established as a way to recognise and acknowledge Stolen Generations survivors. But it wasn't until 2008 when Kevin Rudd became Prime Minister that the Stolen Generations got their apology.

KEVIN RUDD, FORMER PRIME MINISTER: For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

It's now been 15 years since that apology and while today there are many organisations and individuals that are working to support and compensate the Stolen Generations, the impacts are still being felt.

HENRIETTA HUNTER, STOLEN GENERATIONS FAMILY MEMBER: It was even hard for me as a mother to explain that to my kids. And that's but why, Mum? Why? Why? And I said, I really can't explain it.

There are many people who haven't been able to reconnect with their families and many others are only just finding out that they have First Nations heritage. Meanwhile today the amount of Aboriginal and Torres

Strait Islander kids in out-of-home care is still really high.

ANYA HARPER, TASMANIAN ABORIGINAL CENTRE. The figures are appalling, and we all should hang our heads in shame. We are continuing to create a new, yet a new generation of Stolen Generations.

And while we can't change what's happened in our country's history, many say that Sorry Day is all about acknowledging the mistakes of the past so we can move forward together and work towards a better future for all Australians.

## Cystic Fibrosis

Rookie Reporter: Melody

*INTRO: It's Cystic Fibrosis Awareness Month which is all about helping people understand the lifelong condition that affects thousands of Australians. Melody is one of them and she's gonna tell you what it's like living with CF.*

MELODY: Hi BTN, my name's Melody. I'm going to tell you about cystic fibrosis also known as CF. But first, I'm going to tell you a little bit about myself.

I'm 12 years old and I live in Adelaide with my mum, my dad, and my dog Rosie, and my cats Oliver and Cleo, wherever they are. I love hanging out with my friends, riding motorbikes, and playing netball. And, yep, I have cystic fibrosis.

In Australia, one in 2,500 babies are born with CF. It mostly affects the lungs and digestive system. It makes my cells create thick, sticky mucus inside my airways and where I process food. It's a genetic condition which means it's caused by a difference in my genes, or DNA, and it's something you're born with.

MELODY: CF can sometimes feel like if you were breathing through a straw continuously and on hot days it can be really tiring and difficult to breathe after just running around for a little bit.

There are some days where I have to miss school for clinic appointments, or even if it's just a really bad day where my stomach might hurt, or if there's just difficulty breathing. Most people are diagnosed as babies. My parents found out when I was only 8 days old.

MELODY: What was it like when you found out I had cystic fibrosis?

CARLIE, MELODY'S MUM: Oh, it was really hard, chicky. You spent the first two months of life in hospitals, but we learnt all about cystic fibrosis and how to give you your medications as a little baby and how to do your treatments on your lungs to try and keep them healthy. So, what's all the medications that you take every day Melody? Can you remember them all, what they do?

MELODY: I take salt tablets. I take VitaABDECK, which is vitamins, CREON is my food and Trikafta, which is a new medication.

CARLIE: Yeah, don't forget your puffers and all of your nebulisers.

MELODY: Oh yeah. This is my nebuliser and I'm gonna put it together. I do this nebuliser twice a day for 30 minutes. This is hypertonic saline, it's like salty water.

This helps to thin the mucus and to help me cough it up. I also have to do physio.

CARLIE: Big breaths.

Exercise also really helps. So, I like to play with Rosie, ride my bike, and play sport. Because CF affects my gut too, it means that my body struggles to absorb nutrients and I can get stomach aches. So, I have to take special tablets every time I eat to help. I also have to eat a high fat, high calorie, high salt diet. That means more foods like milkshakes, chips, hummus and take-away, as well as fruit and veg and stuff that everyone needs to eat.

MELODY: Take away food may not be the best for you, but for me it can really help with salt, fat and calories.

My body is always working extra hard to do everything it needs to do to keep me going, so I'm also way more likely to get sick.

MELODY: A small cold for you could mean a trip into hospital for me.

Hospital for me is surgery with a picc line into my arm and many, many doses of antibiotics. Sometimes when I get really sick, I have to stay in hospital for 4 to 5 days.

MELODY: Going into hospital is not fun, it's really annoying and boring and can sometimes be a little bit painful. The only good part is the food, but you don't want to go in there just for food.

But luckily, after that, I can come home to do my treatments, instead of at hospital. Although it is pretty tricky. The good news is there's research going into treating and even finding a cure for CF. I've just started taking new medication that's actually targeting my cells and helping them to function properly. And that's now helping me to live an even better life.

MELODY: The longest I've stayed in hospital was three weeks and the last time I went in was 2019. I haven't had to go back since 2019 because I've been able to keep myself nice and healthy. I'd really like other kids to be more aware and that this can affect the rest of my life, and if they're a little bit sick maybe just to keep their distance to be safe and that this is really serious. Thanks BTN. I hope you learnt a little bit more about cystic fibrosis.

## Platypus Return

Reporter: Lyeba Khan

*INTRO: Platypuses are once again making a splash at the Royal National Park in Sydney. They disappeared from the park's waterways about 50 years ago but a new project's giving the species a fresh start. Check it out.*

ROB BREWSTER, WWF AUSTRALIA: Look, today is a really exciting day.

DR GILAD BINO, UNSW SYDNEY: It's a very exciting day for us.

PENNY SHARPE, MINISTER FOR THE ENVIRONMENT: Today is just super special.

ROB BREWSTER, WWF AUSTRALIA: Because we're reintroducing platypus to the Royal National Park.

CAMERON KERR AO, TARONGA CONSERVATION SOCIETY AUSTRALIA CEO: Platypus has been extinct, effectively, in this national park for over 50 years.

DR GILAD BINO, UNSW SYDNEY: So, a very exciting day for us.



Okay, bringing back the platypus after almost half a century is pretty exciting. And this team has been working for three years to do it. But how did they disappear from the Royal National Park in the first place?

ROB BREWSTER, WWF AUSTRALIA: We don't really know. It's probably a combination of factors. There's interesting stories about chemical spills from trucks overturning on the Princes Highway back in the 70s. It could've been a real multi-causal extinction hypothesis. So, from feral pests to pet dogs; many things could have gone wrong for the platypus.

And although they still exist in other parts of the state and the country, a 2020 report found platypus sightings around the country have dropped over the past 30 years, and they're now listed as 'near threatened'. The team's been scoping out the national park and reckon they've got the perfect spot to reintroduce the platypus.

They've created no fishing zones, and have been controlling local fox and cat populations, so the platypuses have the best chance of survival.

DR TAHNEAL HAWKE, UNSW SYDNEY: So, we sourced these platypuses from all over southern New South Wales. We've been surveying for a number of years now, and so we selected those sites because we knew that they had high population density and evidence of good breeding populations.

They released six female platypuses first, and then four males a week later. Oh, she doesn't seem so sure about this. But she's going in anyway. So, what now?

DR GILAD BINO, UNSW SYDNEY: There's definitely a lot of work ahead of us. We'll be monitoring these platypuses in the day, months, and years to come making sure that they're establishing themselves here, tracking their movements, and hopefully see some juveniles emerging next year.

CAMERON KERR AO, TARONGA CONSERVATION SOCIETY AUSTRALIA CEO: Over the last three years, we've been inundated with platypus from bushfires, floods and droughts. This work will ensure that we have a better understanding of how we can protect these platypus in future crisis.

DR GILAD BINO, UNSW SYDNEY: You know I've got a lot of sense of responsibility for these platypuses and making sure that they establish a new home for themselves here in the park, and I'm also very excited for Sydneysiders and Australians, in general, to be able to come to the Royal and appreciate this amazing Australian icon.

## Sport

Manchester City has won its third English Premier League title in a row. City beat Chelsea 1-nil on Sunday and lifted the trophy as champions after the match. But the team actually found out they'd won the league before they even kicked a ball. Earlier that day they'd watched their main title rival Arsenal lose their match guaranteeing City top spot and getting to celebrate twice in one day. Not bad.

Back at home, the A-league men's grand finalists have been decided. Melbourne City thrashed Sydney 4-nil to make their fourth grand final in a row. City face off against Central Coast who are back in the big dance for the first time in a decade, after beating Adelaide United.

And, finally, it's been a pretty great couple of weeks for Aussie icon Sam Kerr. She recently became the first woman to win back-to-back England's FWA Player of the Year awards, and over the weekend she helped her team Chelsea to a 2-nil win over rivals Arsenal. Chelsea are now just 1 week away from a fourth straight English Super League title. Way to go, Kerr.

# Inaccessible Playground

Reporter: Josh Langman

*INTRO: Zach is on a mission to make parks and playgrounds in his area accessible to everyone. And it all started because of a pretty annoying problem. Let's find out more.*

ZACH: I was shocked that they made it worse instead of better.

Yeah, Zach here has a few thoughts on a local playground near his grandparent's house. Why?

ZACH: I was trying to enter the park and my wheel couldn't move, like even this much. Like, I was completely stuck.

To fill you in, this is Brennan Park up at Bribie Island in Queensland. It just copped an \$830,000 overhaul, which the council says was to update the equipment and improve accessibility but Zach here reckons they did, well, the exact opposite.

ZACH: Once I had found out that this was meant to be the year of accessibility, I was just like, I sort of felt that feeling, when like, this is not acceptable.

So, Zach decided he was gonna do something about it. With the help of his family, he wrote up a letter to the Moreton Bay Regional Council, who oversee the playground.

ZACH: "The rides look really fun. I really feel bad because I don't want you to have to come back. But I also really want to play on the playground".

But unfortunately the council didn't really have any easy solutions for Zach and said that the trees got in the way of them making the playground all-abilities-friendly.

ZACH: They were like, well we would like to do it, but we're making it bark because of like the trees and stuff. And I was like, what sort of answer is that?

They did, however, give him some options for other parks he could visit that were wheelchair friendly. But those were well, a little far away. So, had he hit a dead end? Well, I gave Zach and his mum Jessica a call to get an update.

ZACH: Obviously trees are important, but it's still good for people to like to be able to have freedom in what they want to do.

JESSICA, ZACH'S MUM: When you make it inaccessible, suddenly someone is faced with the fact they can't participate with something, and it's just a matter of design.

Well, it turns out that actually wasn't the end of the story. Because now, the mayor of Moreton Bay, Peter Flannery, has heard what Zach had to say.

JESSICA, ZACH'S MUM: The mayor was actually really, really supportive wasn't he?

ZACH: Like, he encouraged me to make this playground better.

Peter says the council is big on accessibility for all, and that he's tasked local builders with working out how they can solve the problem. So, I guess it just goes to show that one letter can go a pretty long way.

JESSICA, ZACH'S MUM: I think we always wanted to help Zach know that like, his voice really matters. They've been so receptive and open, and I just really appreciated it.

ZACH: I appreciate that they've put all the effort towards it to change it, and that they actually eventually listened to my letter.

## Closer

Well, that's it for today, but we'll be back with more news for you next week. I'll catch you then. Bye.