



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.

Gaza Kids

1. In pairs, discuss the BTN Gaza Kids story.
2. Locate Israel and Gaza on a map.
3. About how many children live in Gaza?
4. How are children in Gaza affected by the conflict?
5. What do you understand more clearly since watching the BTN story?

US Update

1. Discuss the BTN US Update story as a class. Record the main points of the discussion.
2. Why were people protesting in Los Angeles?
3. Which multi-billionaire did Donald Trump fall out with recently?
4. What does DOGE stand for?
5. What did you learn watching the BTN story?

Oceans Conference

1. Briefly summarise the BTN Oceans Conference story.
2. Name at least one threat to marine ecosystems.
3. About how much of the Earth's surface is ocean?
4. Oceans produce at least 50% of the planet's oxygen. True or false?
5. What impact is plastic having on our oceans?

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

Cane Toads

1. Where are cane toads originally from?
2. Why were they brought to Australia?
3. What makes the cane toad an invasive species?
 - a. They reproduce rapidly

EPISODE 17

17 June 2025

KEY LEARNING

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

CURRICULUM

English – Year 4

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

English – Year 5

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

English – Year 6

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

English – Year 7

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

- b. They spread quickly
 - c. They are toxic to predators
 - d. All of the above
4. What impact have they had on the environment and native species?
 5. What methods have been used to control cane toads?

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



Teacher Resource

Oceans Conference

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. Briefly summarise the BTN Oceans Conference story.
2. Name at least one threat to marine ecosystems.
3. About how much of the Earth's surface is ocean?
4. Oceans produce at least 50% of the planet's oxygen. True or false?
5. What impact is plastic having on our oceans?

Activity: What do you Wonder?

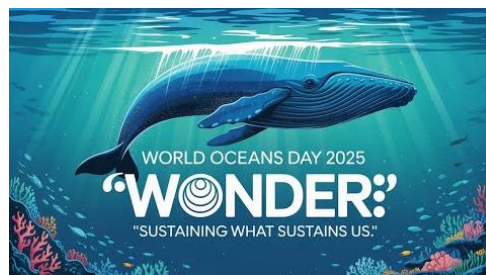
After watching the BTN Oceans Conference story students will think about and reflect on the following question...

What's something you've seen, done, or learned about the ocean that made you feel amazed or curious?

Students will reflect on their own experiences or knowledge of the ocean and share one of their ocean moments with the class.

Introduce your students to the theme for World Oceans Day 2025: *Wonder, sustaining what sustains us*. Ask your students what they think the theme means.

- Think about the word *wonder* and what it is about the ocean that is amazing and mysterious.
- Think about the second part of the theme, *sustaining what sustains us*, which means taking care of the ocean because it takes care of us. How do we depend on the ocean and why is it important to protect it? (think about oxygen, food, water, climate).



EPISODE 17

17 June 2025

KEY LEARNING

Students will explore the theme for World Oceans Day 2025. Students will investigate a variety of scientific and geographical questions about Earth's oceans.

CURRICULUM

Science – Year 4

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

Science – Year 5

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

Science – Year 6

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

Science – Year 7

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

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

Activity: Glossary

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

WORLD OCEANS DAY	MARINE ANIMALS	WARMING OCEANS
MARINE ECOSYSTEMS	OCEAN SUSTAINABILITY	OVERFISHING

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

Further activities for students:

- Use as many of the following words to write a summary about the ocean: coral reefs, plastic pollution, ocean exploration, marine life, climate change, coral reefs, marine ecosystems, ocean conservation, marine debris.
- Who explores and studies our oceans? Learn more about the jobs involved with ocean exploration. Choose one job and investigate what the job involves and what you need to study to become one.
- Where does the word “ocean” originate from? Learn more about the word’s origins and its significance in Greek mythology.
- What is the difference between an ocean and a sea? Give examples and highlight on a map of the world.

Activity: Encouraging Curiosity

Begin this activity by watching this United Nations video as a class. Link to video – <https://unworldoceansday.org/>

What do you wonder?

Wonder is the beginning of discovery. Every scientific discovery starts with a simple question: Why? Or how? Encourage students to be guided by their curiosity when asking questions about the Earth’s oceans.

What do you wonder about the ocean?

Students will come up with questions they think scientists ask and solve about the ocean. Individually or in pairs, students will write their questions on small pieces of paper. Give students 10-15 minutes to write down their questions – there is no limit to how many questions, and there is no wrong or right question. Encourage all types of questions – scientific, imaginative and mysterious.



Announcing UN World Oceans Day 2025: Wonder (Source: [YouTube](#))



Questions could include:

- What is the deepest part of the ocean?
- How do plastic bags get into the ocean?
- How do whales communicate?
- How can the ocean be cleaned of pollution?
- What does the floor of the ocean look like?
- How do coral reefs grow?
- What causes tsunamis?
- Why is there a line where the Atlantic and Pacific oceans meet?
- Are there mountains underwater?
- How much of the Earth's water is found in our oceans?

What do you wonder about the ocean?

Gather your students' questions and read them aloud to the class, writing them on the board as you go. Organise the questions into scientific themes.

Students will use the internet to find answers to their questions and share their findings with the class. Below are some BTN stories which may spark your student's curiosity about the ocean.



BTN [Whale Voice Box](#)



BTN [Ocean Census](#)



BTN [Underwater Sounds](#)

Activity: Did You Know

Ask your students to share one fascinating fact they discovered during their research about the Earth's oceans. Create a classroom *Did You Know* about oceans and share your findings with your school community.

Did you know...

- The Earth's largest mountain range is found underwater
- The ocean produces most of the oxygen we breathe
- The ocean covers about two-thirds of the Earth's surface
- Less than 20% of the ocean floor has been mapped.

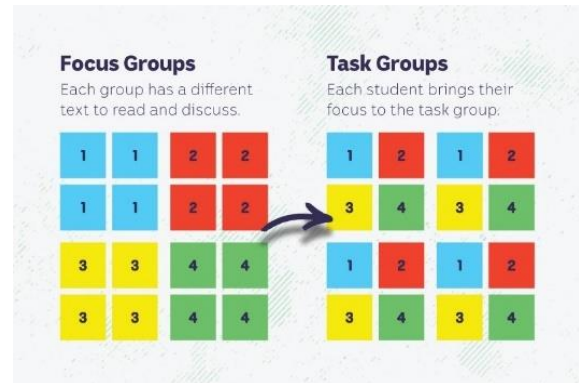
Did you Know...

Activity: Geographical Knowledge

In this jigsaw learning activity students will work cooperatively to build on their geographical knowledge of the Earth's 5 oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, and Southern Ocean. Each group will become experts and then share what they have learnt with other students.

Form groups

Divide the class into 5 x Focus Groups. Each Focus Group will be assigned a different ocean and become experts. Each group will need to decide how they will collect and communicate the information they find during their research.



Research

Each Focus Group will work as a team to learn as much as they can about their topic. They will use the following as a guide for their research.

- What is the name of the ocean? Investigate the origin of the ocean's name.
- How big is the ocean? What area does it cover geographically. Highlight its location on a map. What percent of the ocean covers the Earth's surface?
- What is the average depth of the ocean? What is the deepest point of the ocean?
- Are there any trenches in the ocean? Name them.
- How does the ocean help people?
- How can we protect the ocean? Are there already any innovative ways that people are protecting the ocean.
- Interesting facts!

Share

Mix the Focus Groups to form Task Groups (Task Groups include one student from each of the Focus Groups) to share the information they have collected. Students will share the information they have collected and learn from one another.

Reflect

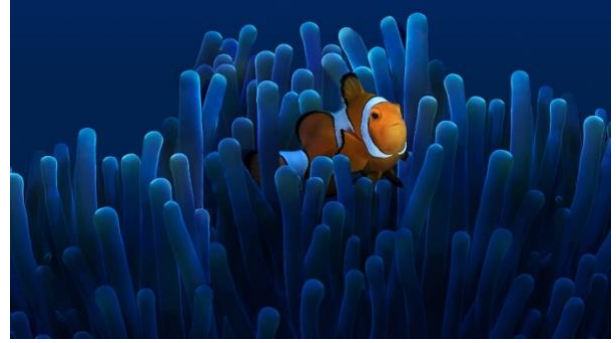
Students will reflect on the activity by responding to one or more of the following questions:

- What did you enjoy about this investigation?
- What did you find surprising?

Activity: ABC Education Digibook

Over millions of years, the East Australian Current (EAC) has created the conditions for some of the most diverse and abundant ecosystems on the planet, but the warming of the atmosphere and oceans is causing widespread change from Far North Queensland right down to Antarctica.

Explore this [ABC Education digibook](#) to learn what the challenges are and what we can do to meet them in the future. Each chapter includes a video and questions to think about for your students.



Australia's Ocean Odyssey (Source: [ABC Education](#))

Activity: Teaching Sustainability

On World Environment Day (Thurs June 5), Stay Tuned To Our Planet (STTOP) launched an Australian curriculum-mapped program that gives high-school kids hope, with practical tips to help protect the planet.

Watch this video, [Dump the Bottle](#), made by STTOP with your students to learn about the impact of single use plastic bottles on our ocean and why we need to break up with them.



Dump the Bottle (Source: [STTOP](#))

Useful Websites

- [World Oceans Day](#) – United Nations
- [Ocean Census 2025](#) – BTN
- [Ocean Census 2023](#) – BTN
- [Ocean Treaty](#) – BTN
- [Australia's Ocean Odyssey](#) (Digibook) – ABC Education
- [Attenborough's message for World Oceans Day](#) – BBC Earth
- [World Oceans Day 2025: What's it all about?](#) – BBC Newsround



Teacher Resource

Cane Toads

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. Where are cane toads originally from?
2. Why were they brought to Australia?
3. What makes the cane toad an invasive species?
4. What impact have they had on the environment and native species?
5. What methods have been used to control cane toads?

Activity: True or false?

Students begin the Cane Toads activity with a quick true or false quiz. Circle the correct answer.

1. Cane toads are native to Australia.	True False
2. Cane toads were originally introduced to control sugarcane pests.	True False
3. Cane toads were very helpful to sugarcane farmers.	True False
4. Female cane toads can lay up to 30,000 eggs at a time.	True False
5. Efforts to control cane toad populations have been completely successful.	True False

Answers: 1. False, 2. True, 3. False, 4. True, 5. False

Activity: Discuss

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

- What did you learn from the BTN story?
- What SURPRISED you about what you saw in the story?
- Think of three questions you have about the story.
- What more do you want to learn about cane toads and invasive species?



EPISODE 17

17 June 2025

KEY LEARNING

Students will learn more about cane toads and their impact on native species.

CURRICULUM

Science – Years 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

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

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

Activity: Glossary

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

INTRODUCED SPECIES	INVASIVE	ECOSYSTEM
PREDATORS	TOXIC	NATIVE SPECIES

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

Activity: Invasive Species Research

Discuss the information raised in the BTN Cane Toads 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 impact have cane toads had on native Australian species?
- What are some ways scientists or communities try to control cane toad populations?
- How can you tell the difference between a cane toad and a native frog? Create a labelled diagram to show the differences.
- Investigate a species (plant or animal) that have been introduced into Australia and have become invasive. Are there invasive species near where you live?
- How do we try to stop the spread of diseases and pest species in Australia?
- Investigate ways of controlling and eradicating invasive species.
- What is biosecurity and how does it help to keep Australian ecosystems healthy?
- Choose an invasive species and find out how it competes with native species.
- Investigate examples of native species becoming extinct because of invasive species.

Activity: Invasive Species Profile

Students will investigate the impact invasive species have on the environment and choose one to research in more detail. They may choose an invasive species that is found near them. Use the following questions as a guide for their research.

Research

- Name of invasive species.
- Which country did the species come from?
- When and how was the species introduced to Australia?
- Where in Australia is the species found? Locate on a map.
- What impact does the species have on the ecosystem? Does it compete with native species?
- What methods have been used to control or eradicate the species?
- How successful has control or eradication been?

Design a public education campaign to raise awareness about an invasive species in Australia. Think about your campaign's aim, your target audience, and the value of raising awareness.

Create a poster of Australia's 10 most unwanted invasive species. Describe each species and the impact the species has on the environment.

Watch these BTN stories to learn more about introduced and invasive species.



[Rabbit Scan](#)



[Fire Ants](#)



[Bumblebee Tracking](#)



[Toad Training](#)



[Controlling Carp](#)



[Mouse Plague](#)



[Feral Species Cost](#)



[Calligrapha Beetle Business](#)



[Garden Weeds](#)

Activity: Citizen Science

A great way to monitor your local native frogs, and detect any calling cane toads, is to get involved in the FrogID citizen science project. [Download the free FrogID app](#) and record the calls coming from your pond, dam or local creek.



Useful Websites

- [Cane Toad](#) – Australian Museum
- [Introduction of cane toads](#) – National Museum Australia
- [Darwin teams milk cane toad toxin for trap bait to protect native wildlife](#) – ABC News



Teacher Resource

BTN Transcript: Episode 16- 10/6/2025

Yaama, I'm Jack Evans and you're watching BTN. Here's what's coming up. We get the lowdown on LA's protests, dive into the problems facing our oceans, and leap back to the beginning of Australia's cane toad invasion.

Iran

Reporter: Wren Gillett

INTRO: But first today, we're going to find out a bit more about what's happening in the Middle East. For the past few days, Israel and Iran have been firing rockets at each other, and many are worried the fighting could get worse. Here's Wren.

On Friday night, explosions were heard around Iran's capital Tehran, as Israel bombed sites around the country.

BENJAMIN NETANYAHU, ISRAELI PRIME MINISTER: Moments ago, Israel launched Operation Rising Lion, a targeted military operation to roll back the Iranian threat to Israel's very survival.

Israel hit ballistic missile factories, as well as a plant that enriches uranium, a mineral that's used as a fuel for nuclear power plants and can be used for nuclear weapons. Israel also killed members of Iran's military command and nuclear scientists. According to Israel's prime minister, it was all part of an effort to stop Iran from developing nuclear bombs.

BENJAMIN NETANYAHU: If not stopped, Iran could produce a nuclear weapon in a very short time.

Iran, which says it has no interest in nuclear weapons, called the strikes a declaration of war and promised to fight back, while world leaders called for restraint.

MARK RUTTE, NATO SECRETARY-GENERAL: It is obviously a rapidly evolving situation, and this was a unilateral action by Israel. So I think it is near crucial for many allies, including the United States, to work, as we speak, to de-escalate.

But it wasn't long before Iran fired missiles at Israel. Israel has a missile defence system known as the Iron Dome, but some missiles managed to get through. What followed was a weekend of fear for people in Israel and Iran, as missiles flew over towns and cities. In Israel, at least a dozen people have been killed, and hundreds more injured. Meanwhile in Iran, authorities say the death toll is higher than 200, with more than a thousand injured.

While there's a long history of tension between Israel and Iran, this is the most serious escalation in a long time, and it has a lot of people around the world worried. On the weekend, world leaders gathered in Canada for the G7 summit, where there was a lot of talk about the fighting between Israel and Iran and the need to find a peaceful solution soon.

URSULA VON DER LEYEN, PRESIDENT OF THE EUROPEAN COMMISSION: A diplomatic solution remains the best way in the long run, to address concerns about Iran's nuclear program.

ANTHONY ALBANESE, AUSTRALIA'S PRIME MINISTER: We, along with other like-minded countries, do want to see that priority on dialogue and diplomacy.

Gaza Kids

Reporter: Wren Gillett

INTRO: Now we're going to hear from some kids in Gaza. Recently, there've been calls from activists and world leaders to do more to help the more than one million young people living in the war-torn region. Take a look.

DIMA, GAZAN CHILD: My name is Dima Abdelhadi. I'm from Beit Hanoun city, 12 years old, in sixth grade. Before the war, we used to wake up at 6 am and go to school, me and my siblings. We would go there, have breakfast and go to the playgrounds to play, with friends, and my siblings. Now, the situation is hard. We can't go out. Everywhere is dangerous. Bombing is everywhere, and we could get hurt.

For the past one and half years, life for children like Dima has changed a lot.

DIMA, GAZAN CHILD: We don't like the night. The night comes heavy with sorrow. The sound of bombing, the ambulances, the missiles and rockets. We are afraid of the night. We used to sleep on one mattress, me and my sisters, out of fear.

Of the roughly 2 million people living in Gaza, nearly half are kids. Many are going without the basics, like food, water or a safe place to live.

ADAM, GAZAN CHILD: I live in a classroom where there is no electricity or water. It is very difficult. I wake up at 5 am and walk very far to get to the water.

SABEEL, GAZAN CHILD: Before the war, we used to eat better, we had fruits, eggs, meat, and everything available. Now, there's nothing, there's no food.

The Gaza Strip isn't very big, and even though there is farmland, even before the war, a lot of food and other supplies had to be brought in to feed everyone. But since the war began, that's become a lot more difficult.

ALICE HALL, CHIEF OF STAFF FOR UNICEF AUSTRALIA: Most families have had their homes destroyed or damaged. You can imagine that when there's so little water as well, it's really easy to get sick, so we've got a lot of conditions. Skin conditions like scabies but also the hospitals have been really badly damaged and it's hard to get medical supplies in.

Things got better back in January when there was a ceasefire between Israel and Hamas, the group that controls Gaza. But in March, the fighting started again, and for almost 80 days, Israel stopped all aid from being delivered. The Government said it wanted to put pressure on Hamas to release more of the hostages that were taken when Hamas attacked Israel on October 7, 2023. It also said Hamas was stealing some of the aid meant for Gazan people. But the decision to block aid was criticised by many.

Now, Israel is allowing some aid into Gaza, but some say it's not enough, and it's not being delivered effectively.

ANTHONY ALBANESE, AUSTRALIAN PM: Australia finds these actions as completely unacceptable, and we find Israel's excuses and explanations completely untenable and without credibility.

ALICE HALL, CHIEF OF STAFF FOR UNICEF AUSTRALIA: At the moment, sadly, in Gaza, for agencies like

UNICEF and for NGOs, we're pretty much prevented from bringing aid and supplies in and delivering them to families. There's a lot of reasons why that is being prevented. We know that what's arriving is not enough. It's not safe, and it's often not safe for families to collect the aid that does go in.

Kids like Dima, are doing what they can to help their families, and live as normal a life as possible.

DIMA, GAZAN CHILD: We draw and play during our free time. Then we string beads and make bracelets, necklaces, and earrings. I sell them to buy food for my family.

Temporary schools have been set up in parts of Gaza, to give kids a chance to keep learning.

AHMAD, GAZAN CHILD: We have been deprived of education for a long time, and I truly love learning. I am grateful to be in the school, even though it's set up under a tent.

But what everyone is hoping for is a lasting peace.

AHMAD, GAZAN CHILD: I want to become a doctor because there are many injured people here who need help. I believe opening the borders would be able to help us treat them more easily. Once I become a doctor, I hope I can help them, even if the borders don't open.

If you're feeling worried or upset about those stories or anything else you've seen in the news, make sure you talk to someone about it. You can call Kids Helpline on 1800 55 1800, and you can also check out our website, where we've got some resources with tips on how to deal with upsetting news.

News Quiz

A military parade was held in the US capital Washington DC on the weekend. What was it in honour of? President Donald Trump's 79th birthday, the US army's 250th anniversary or Independence Day? It was the US army's 250th anniversary, although it did also happen to be the president's birthday.

Meanwhile there were protests around the US against President Trump. Do you know what their theme was? No Billionaires, No Kings or No Felons? It was No Kings.

PROTESTOR: No king, we don't not want Trump in office forever, we don't want him in office now.

There was a king at this military parade in the UK. It's a tradition held every year to celebrate the monarch's birthday which is known as what? Flying the flag, Trooping the Colours or the Merry March? It's Trooping the Colours. Along with the celebrations, this year, the King took time to honour victims of the Air India plane crash in Ahmedabad last week.

OVER LOUD SPEAKER: There will now be a minute of silence to remember those who lost their lives.

US Update

Reporter: Tatenda Chibika

INTRO: Now as you just saw, there's been a lot happening in the US recently. From protests in LA to a public fight between the president and the world's richest man. So, Tatenda thought it was time we caught up with Quinn Mitchell, a US teenager who's been reporting on politics since he was at primary school. Take a look.

TATENDA CHIBIKA, REPORTER: Welcome back to BTN.

QUINN MITCHELL, POLITICAL JOURNALIST: Yeah, let's do it.

TATENDA: We've been hearing a lot about the US, this happening and other things happening. Can you explain, I guess what's going on?

QUINN: One of the main Trump administration initiatives is the deportation of undocumented immigrants in the United States. It's what he ran on and the organisation that carries it out, is named I.C.E and they basically have been doing these mass raids across the country.

DONALD TRUMP, US PRESIDENT: You have violent people and we're not going to let them get away with it.

QUINN: It's obviously hit a lot of people in a profound way because there's been mass protests around the nation but these protests in Los Angeles just led Trump to declare an open rebellion, then to send federal troops in.

DONALD TRUMP: Thank goodness we sent out wonderful national guard they really helped.

QUINN: It's just shocking for people to see active-duty Marines being called in, especially when some people just see this as peaceful protests and nothing more.

GAVIN NEWSOM, CALIFORNIA GOVERNOR: Donald Trump without consulting California law enforcement leaders commandeered 2000 of our state's National Guard members to deploy on our streets illegally and for no reason. This brazen abuse of power by a sitting president inflamed a combustible situation.

TATENDA: I'm not sure if you saw the video, but there's like an Australian reporter who was shot by a rubber bullet.

QUINN: I did.

QUINN: I think at the end of the day, the press is the bedrock of democracy and if they aren't in there at the front of the action, what are we going to know about that? Who are we going to trust?

TATENDA: Well, that's the protests. Can you tell us what some other stuff that's been going on 'cause I know there's a lot?

QUINN: The big story before I think before the LA protest was that Elon Musk and Donald Trump are fighting.

This all started on Twitter and obviously for those who don't know , Elon Musk is a multi-billionaire

TATENDA: He's got a lot of money

QUINN: He's got a lot of money, more than I can imagine for sure and he helped fund President Trump's campaign and President Trump then gave him a job at DOGE, which is the Department of Government Efficiency.

DONALD TRUMP: Which is headed by Elon Musk who is in the gallery tonight.

QUINN: And recently, he left the Trump administration, and he went on Twitter, and he attacked Trump's tax plan.

DONALD TRUMP: The One Big Beautiful Bill

ELON MUSK: I think a bill can be big or it can be beautiful, but I don't know if it can be both.

In recent days, the tensions have definitely eased, most likely... and this is because of the LA protests.

TATENDA: What makes President Trump different from other presidents.

QUINN: I've been to Trump events myself, and one thing that struck me about him, and I really want to understand his base of support is how genuine he seems to people.

DONALD TRUMP: We're the hottest country in the world right now.

QUINN: Trump is unique in the way that he uses his adjectives and his expanded use of presidential power and his speeches come across that way. Using adjectives such as 'open rebellion', 'there's a migrant invasion in America'.

It's setting the standard that if people don't support me and that I'm basically fighting to save America from doom basically. One of his main slogans was.

DONALD TRUMP: They're coming after me, because I am fighting for you, that's what's happening.

TATENDA: All of this news and events unfolding. Does it still make you want to be a journalist, specifically a political journalist?

QUINN: I think it just strikes me that there's definitely a need for even more journalism and more people holding those in power accountable and reporting on the stories that matter because I think democracy really runs on a free press.

TATENDA: Thanks for joining me and I guess we'll see you, see you again for the next big thing that happens.

QUINN: Haha I'll talk to you when the next thing happens probably very soon.

Oceans Conference

Reporter: Joe Baronio

INTRO: Now we're heading underwater. Last week world leaders, scientists and environmentalists met in France for the United Nations Ocean Summit, which was all about, you guessed it, oceans and the many problems that they're facing thanks to human beings. Here's Joe.

Here in this abnormally warm ocean, we can see a hive of new stuff. The common plastic bag floats with grace through the currents, while the discarded plastic bottle bobs along the surface. Ahem. Uh, maybe we'll let the actual David Attenborough say it.

DAVID ATTENBOROUGH, NATURAL HISTORIAN: What we have done to the deep ocean floor is just unspeakably awful. I mean, if you could do anything remotely like it on land, everybody would be up in arms.

Yeah, he's one of many experts who are concerned about the state of the world's oceans right now, and the threats that continue to face marine ecosystems like plastic pollution, climate change, and overfishing. In fact, the United Nations says that a whopping 50% of coral reefs have been destroyed by climate change warming oceans, and 90% of big fish populations have been reduced by overfishing.

ANTÓNIO GUTERRES, UN SECRETARY GENERAL: There's a tipping point approaching, beyond which recovery may become impossible.

It's a big deal because more than 70% of the Earth's surface is ocean, and it provides way more than just cool nature documentaries. Although the nature is pretty spectacular. Check out this, I don't even know what that is. In fact, scientists say there are a whole bunch of creatures living down here that we haven't met yet and might not get to, if we destroy their homes and food supply. Oceans also produce at least 50% of the planet's oxygen thanks to teeny-tiny organisms like phytoplankton that turn sunlight into O₂, and they provide food for billions of people and animals, which means the pollution ending up in the ocean is a huge problem.

PETER WHISH-WILSON, GREENS SENATOR: We just got this bag out of a bird's stomach.

While humans might not be eating plastic bags, we are ending up with micro-plastics and other pollutants in our seafood.

Then, there's the weather. See, currents deep in the ocean act like a conveyor belt pumping around warm and cool water, which has a huge effect on the rainfall and temperatures here on land, but the changes in ocean temperature can disrupt the cycles and lead to more extreme temperatures and weather events.

So, yeah. Oceans are pretty important, and that's why the UN gets leaders and experts together every year to come up with more ways to protect them.

ANTÓNIO GUTERRES: Sustainable fishing is not a choice – it is our only option. The fight against climate change must extend to the seas. The ocean has given us so much. It is time we returned the favour.

There were some wins from this year's conference, like 18 new countries joining the High Seas Treaty which is an agreement designed to increase biodiversity in international waters. If 11 more countries sign up, it will become law. There were also plans for new marine parks and less pollution.

URSULA VON DER LEYEN, EUROPEAN COMMISSION PRESIDENT: We will strive to cut plastic and nutrient pollution by half within five years.

Some people say it's not enough, and we need to act now.

ANTÓNIO GUTERRES: What was lost in a generation can return in a generation. The ocean of our ancestors, teeming with life and diversity, can be more than a legend. It can be our legacy.

Sport

History was made at Lord's Cricket Ground in London over the weekend, just not for Australia.

PRESENTER: South Africa!

South Africa are champions of the world after winning the World Test Championship. The first few days were a bit of a wicket-fest with neither managing to make many runs but needing 282 runs for victory. South Africa's Aiden Markram was a cool head smashing 136 runs and guiding his team to victory. The win is the proteas first major cricket trophy in almost 30 years.

While we may have lost the world test Championship, the Socceroos have qualified for the FIFA World Cup for the 6th time in a row, after a 2-1 victory against Saudi Arabia. Saudi Arabia took the lead early but Connor Metcalf levelled the scores and then a goal from Mitch Duke put them ahead, before this beautiful save from Mat Ryan sealed the win and their 2026 World Cup ticket.

And finally to the Diamond League in Sweden where Aussie high jumper Nicola Ollyslagers claimed victory

with a leap of 2.01 metres. Meanwhile, Aussie runner Linden Hall has, well, run away with the win in the 3,000 metres.

Cane Toads

Reporter: Joe Baronio

INTRO: June 22nd marks 90 years since the very first cane toad hopped onto Australian soil. If you know anything about cane toads, you'll know that what came next wasn't great. Here's Joe to tell you about the history of one of Australia's worst pests.

MOVIE VO: They're creatures of the night. Invading every corner. With no way to stop them. It's the Toad-pocalypse.

Yep, it's a horror movie that's actually been playing out for the past 90 years, and while these lumpy creatures aren't a risk to humans directly, you can stop screaming now...

JOE: Oh.

It doesn't mean we shouldn't be concerned. No, don't scream again. Ugh.

See, cane toads are one of the most notorious and tricky invasive species. Mainly because they're toxic, thanks to poison glands on their backs which can kill animals that try to eat them, including lots of native Aussie animals like crocodiles, snakes, lizards, quolls, and dingoes. Not only that, these pesky toads can survive temperatures from 5 degrees to 46 degrees, eat pretty much anything that they could fit in their mouths, and reproduce in massive numbers. So, how did this invasion begin? It all started around 1930 in the sugar cane fields of North Queensland. Farmers noticed that beetles had developed a taste for their valuable sugar cane crops.

FARMER: Bloomin' beetles.

And hassled the government to find a way to get rid of the beetles. That's when a man named Reginald Mungomery found a toad from South America which had been successfully used to control beetles in sugar cane crops there. He decided to bring around one hundred of these toads into Queensland on the 22nd of June 1935, and within weeks there were thousands of them. But only after they were released into the wild, people realised the toads couldn't jump high enough to eat the beetles, and a few months later Aussie Scientist Walter Froggatt, yes, that was his name, sounded the alarm bells, saying:

SCIENTIST: This great toad, immune from enemies, omnivorous in its habits, and breeding all the year round, may become as great a pest as the rabbit or cactus.

And, well, he was right.

It wasn't until the 1950s that the cane toad was declared a problem species, but by then they'd spread far and wide, and nowadays there are more than 200 million of them hopping their way across Queensland, the Northern Territory, and Western Australia at about 40 to 60 kays per year.

The Australian Government Department of the Environment says we probably won't ever be totally free of cane toads, but lots of research has gone into finding new and, uh, interesting control methods, including clever traps to catch cane toad tadpoles, milking cane toad toxin to create baits for other cane toads, and making yucky, but non-toxic, cane toad sausages for native animals.

DIAN FOGARTY, WA PARKS AND WILDLIFE: That sausage will then make them sick and they'll be, probably vomit and have a bit of a tummy ache and then the next time they meet a grown cane toad they'll smell it,

it'll smell the same as that sausage and they'll choose to avoid eating it.

And if you come across any yourself, you can chuck on some gloves, catch them in a bag or bucket, and freeze them to help protect our native wildlife one warty pest at a time.

Closer

That's all we've got for you today, but we'll be back with more next week and in the meantime don't forget you can keep up to date with Newsbreak every weeknight in the studio. Plus, as usual, there's heaps to see and do on our website which you can check out whenever you want. Have a great week. See you soon.