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.

COP31

1. What does COP stand for and why do world leaders meet at this conference?
2. What are fossil fuels? Give three examples.
3. Why is burning fossil fuels harmful to the environment?
4. What is the 35 by 35 electrification pledge?
5. What did you learn watching the BTN story?

Check out the teacher resource on the Archives page.

Ball Tampering

1. What happened during the 2018 cricket Test match in Cape Town?
2. Why do cricket players try to create swing when they bowl?
3. What can cricket players do to a ball to try to create swing in a legal way?
4. Why has the scandal been in the news again recently?
5. How do you feel about the ball tampering incident? Discuss in pairs.

Shark Study

1. What did the researchers discover about how children's attitudes towards sharks change as they get older?
2. What role do sharks play in keeping marine ecosystems healthy?
3. What percentage of shark and ray species are at risk of extinction?
    a. 20%
    b. 40%
    c. 60%
4. How have humans impacted shark populations?
5. Name three things you learnt watching the BTN story.

EPISODE 33
17 November 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.

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Check out the teacher resource on the Archives page.

Young Basketballer

1. What team does RJ play for?
    a. Adelaide 36ers
    b. South East Melbourne Phoenix
    c. Sydney Kings
2. How did RJ first become interested in basketball?
3. How old was RJ when he signed his professional basketball contract?
4. How does RJ balance basketball training and schoolwork?
5. If you could interview RJ, what question would you ask him?

Slam Poet

1. What is slam poetry?
2. How old was Blake when he won the Australian Poetry Slam competition?
3. What role did Blake's teacher play in encouraging him to share his poem?
4. What inspired Blake to write about ChatGPT?
5. What did you like about the Slam Poet story?

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Teacher Resource

COP31

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 does COP stand for and why do world leaders meet at this conference?
2. What are fossil fuels? Give three examples.
3. Why is burning fossil fuels harmful to the environment?
4. What is the 35 by 35 electrification pledge?
5. What did you learn watching the BTN story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN COP31 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

After watching the BTN COP31 story, hold a class discussion using the following discussion starters.



- Before watching the BTN story, had your heard of COP (Conference of the Parties)?
- What is the aim of the COP31 meeting?
- Why might countries around the world need to meet to discuss climate change?
- What message would you like to send to world leaders about tackling climate change?

EPISODE 33
17 November 2026

KEY LEARNING
Students will learn about the purpose of COP, its history and key milestones. Students will compare renewable and non-renewable energy sources.

CURRICULUM

Geography – Year 4
Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place.

Geography – Year 7
Classification of environmental resources and the way that water connects and changes places as it moves through environments.

Science – Year 5 and 6
Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions.

Science – Year 7
Explain how new evidence or different perspectives can lead to changes in scientific knowledge.

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Activity: Key Words

Students will brainstorm a list of key words that relate to the BTN COP31 story. Here are some words to get them started.

GREENHOUSE GASES	ELECTRIFICATION	FOSSIL FUELS
RENEWABLE ENERGY	CLIMATE CHANGE	GLOBAL WARMING

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: Research

What questions were raised in the discussion about the BTN COP31 story 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 **know**?	What do I **want** to know?	What have I **learnt**?	**How** 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 does COP stand for? Explore the origins of COP and key milestones in its history including when the Kyoto Protocol, Paris Agreement and the Geneva Convention were adopted.
- When are where is COP31?
- Who is hosting COP31? What countries have sent the most delegates to COP31? List the top 10 countries.
- What is the main issue being discussed at COP31? Imagine you are a journalist reporting on COP31. Create a news article. Include a headline, photographs and key issues.
- What pledge did Türkiye make at COP31? What pledges have been made at previous COPS? Compare and contrast. What did they target (e.g. emissions, finance, or nature)?
- What are fossil fuels and where do they come from? Explore where coal, oil and gas each come from.
- What is the difference between renewable and non-renewable energy? Record your responses using a Venn diagram.
- How much of the world's energy supply comes from fossil fuels? Create a pie chart showing the world's main sources of energy.

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Activity: What is the Greenhouse Effect?

Working in pairs or small groups, ask students to discuss their understanding of the greenhouse effect. Use the following questions to guide discussion.

- What is the greenhouse effect?
- Why is it called the greenhouse effect?
- How is the earth a greenhouse? What are the similarities between earth's atmosphere and a greenhouse that you would find in a garden?

In their pairs or groups, students will create a diagram/illustration to explain the greenhouse effect, including the following elements in their image: sun, earth, atmosphere, ozone layer and greenhouse gases.

What are the Consequences?

Ask the class to consider a range of consequences for not reducing greenhouse gas emissions. Rate the consequences on a scale of 1 to 10, where 1 is a low impact and 10 is severe impact.

Have students give their opinion on the likelihood of each consequence. Below are some suggested consequences:

- Rising temperatures
- Ice will melt
- Sea levels will rise
- Plants and animals at risk
- How are our natural ecosystems affected by climate change? (e.g., the Great Barrier Reef ecosystem)
- Health will be affected
- Extreme weather (heat waves, flooding, bushfires, drought)

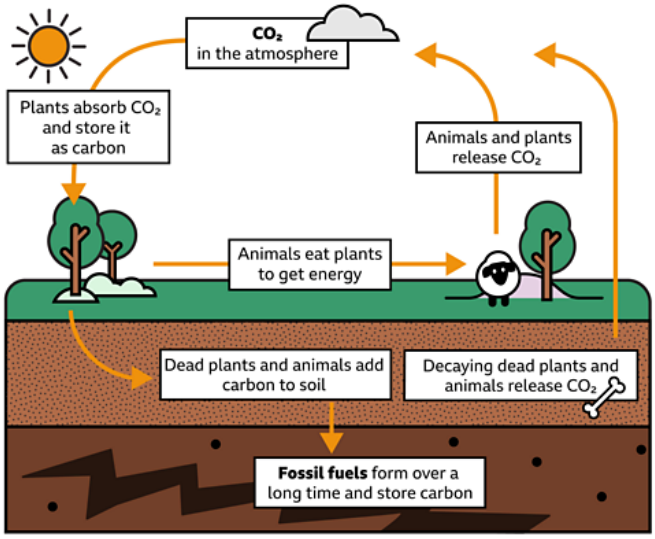
Activity: What is Climate Change?

BBC Bitesize explains climate change in bitesize pieces! Students can learn about the following topics and then take a quiz to see how much they've learned.

Topics

- What is climate change?
- What are greenhouse gases?
- What is the carbon cycle?
- What is global warming?
- What causes global warming?
- Why is climate change a problem?
- What can we do to help?

BBC Bitesize – What is climate change?



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Activity: Take Action

Ask your students, '*What can we do and why is it important to get involved in tackling climate change?*' Facilitate a brainstorming session and record students' responses on a mind map. Individually or in pairs, students will explore ways their school and home can reduce their carbon emissions and become more environmentally sustainable.

Students can undertake one or more of the following activities:

- As a class brainstorm actions that individuals can take to help tackle climate change. They can be everyday activities, for example switching off lights, using public transport, or avoiding single-use plastics. Record your responses into different categories: energy, transport, waste, food, nature and water. Choose three actions that you could implement in your class or school community. Explain how these actions could reduce carbon emissions.
- Write letters to local or federal politicians expressing your school's views on greenhouse gas emissions and its impact on communities, plants and animals in your local area.
- Contribute a class article to the school newsletter sharing your research.
- Contact your local council and/or other schools in the area to find out how they are reducing their carbon footprint. Share ideas on how your community can reduce their greenhouse gas emissions.
- Propose some goals (short-term and long-term) that your school could set to try and reduce their carbon footprint. Include a pact or plan of action in your proposal.

Activity: BTN stories

Watch one of the following BTN stories to learn about hands-on projects that kids around Australia are working on at home, in the classroom and in the community to help the environment and reduce their carbon footprint. After watching any one of the BTN videos ask students to respond to the discussion questions (to find the teacher resources go to the related BTN Classroom Episode and download the Episode Package).



Climate Change Court Battle



Teen Waste Recycler



World Clean-up Day



Young Conservationists



Electric Car Class



War on Waste School

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School Strike 4 Climate



Generation Restoration



Endangered Seeds

Useful Websites

- COP30 – BTN
- COP29 – BTN
- Net Zero – BTN
- COP31 summit targets major electrification push as 1.5C goal slips away – ABC News
- What is climate change? – CBBC Newsround
- Fossil fuels – CBBC Newsround

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Teacher Resource

Shark Study

EPISODE 33
17 November 2026

KEY LEARNING
Students will develop their understanding of sharks, their role in marine ecosystems, the threats they face and the importance of shark conservation.

CURRICULUM
Science – Year 4
Living things have life cycles. Living things depend on each other and the environment to survive.

Science – Year 5
Examine how particular structural features and behaviours of living things enable their survival in specific habitats.

Science – Year 6
Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.

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 did the researchers discover about how children's attitudes towards sharks change as they get older?
2. What role do sharks play in keeping marine ecosystems healthy?
3. What percentage of shark and ray species are at risk of extinction?
4. How have humans impacted shark populations?
5. Name three things you learnt watching the BTN story.

Activity: Before Viewing

Before watching the BTN story

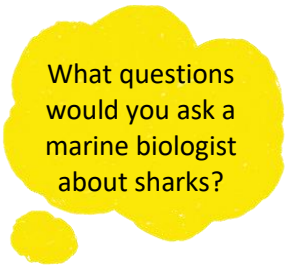
- Three things I know about sharks are...
- Two things I'm curious about sharks are…
- One thing I find interesting about sharks is...
- When I think of sharks, I imagine...

Activity: Mind Map

Discuss the BTN story as a class. Create a class mind map with SHARKS in the middle. In small groups, ask students to brainstorm responses to the following questions and then share with the class:

- What do you know about sharks?
- What make sharks different from other animals?
- What do they need to survive?
- Why are sharks important?
- Why are they unique?
- What are some threats to sharks?







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Activity: Key Words

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

SPECIES	ECOSYSTEM	APEX PREDATOR
ADAPTATION	HABITAT	CONSERVATION

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: Shark Profile

Students will research and write a profile featuring a species of shark. Encourage students to use a range of sources to find their information.

Research

Students will research and create a profile of a species of shark. Include the following information in the profile.

- Scientific and common name
- Physical characteristics
- Habitat and geographical location
- Diet and feeding habits
- Special adaptations
- Conservation status
- Why this species is important to the ocean ecosystem

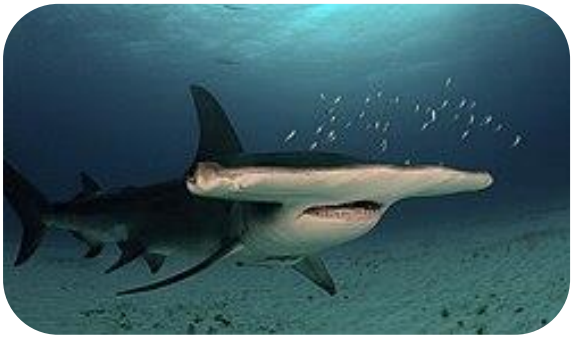
Further Investigation

Students will respond to one or more of the following questions.

- How does each of the shark's five senses help them search for prey? Draw a diagram to show your learning.
- Why are sharks an important part of the marine ecosystem? Predict what might happen if sharks are removed from the food chain.
- What threats exist to shark populations?



Tiger shark



Hammerhead shark



Whale shark

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Activity – Choose an activity

Individually or in small groups, students will choose one of the following activities to work on.

Create a quiz
Use the information in the BTN story and any other research you've done to create a quiz about sharks. Include a range of quiz styles – multiply choice, true or false, fill in the blank.

Did you know?
Using the information in the BTN story and your own research, create a Did You Know fact sheet about sharks. Publish using Canva.

Public opinion
Interview a range of people to find out the different opinions and feelings people have about sharks. Present your finding to the class.

Summary
Summarise the BTN Shark Study story in three sentences. Share your summary with another student. How did your summaries differ?

Useful Websites

- Shark Species – Australian Museum
- What is a shark? – Australian Museum
- Shark Nets – BTN

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Teacher Resource

BTN Transcript: Episode 33 – 17/11/2026

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for joining us again. Let's see what's coming up on today's show. We find out why people are talking about Sandpapergate, deep dive on our attitudes towards sharks and meet Australia's youngest NBL player.

COP31

Reporter: Jack Evans

INTRO: Right now, there's a big meeting going on in Türkiye which is all about climate change. It's called COP, or Conference of the Parties, and it's where countries come together to try to, well, save the world. Jack found out what's on the agenda this year. Take a look.

DANNY: Why, this car could be systematic, hydromatic, ultramatic. Why, it could be running on electricity by the year 2035?

JACK EVANS, REPORTER: Right now, a lot of people are talking about electricity, how to make it and how to use it to fight climate change.

DANNY: Tell me about it, Jack. No, really. Tell me about it. I don't know what you're talking about.

Alright, buckle up. For a while now we've known that burning fossil fuels in these or these isn't great for the environment because they pollute the air and produce greenhouse gases. When there are too many greenhouse gases in the atmosphere, they can trap the sun's heat and cause global temperatures to rise. Something that scientists say has been happening for a while now and it's getting worse. Since 2023 we've had multiple years of record temperatures. That doesn't just mean hot weather, it means more extreme weather, intense fires, storms and other natural disasters.

SIMON STIELL, UN CLIMATE CHANGE EXECUTIVE SECRETARY: Global heating is already costing the earth. Appalling tragedy has hit the Himalayas, adding to the ever-expanding catalogue hitting communities across every region.

It's why almost every year since 1995 the United Nations has held COP, or Conference of the Parties. It brings world leaders together to try to do something about the changing climate and the risks it poses to all of us. This year's COP, COP31, is being held in Türkiye.

CHRIS BOWEN, ENVIRONMENT & CLIMATE MINISTER: We welcome delegates from right across the globe.

Oh, and Australia is co-leader, which means we'll play a big part in trying to get countries to agree to a plan. It won't be easy, a lot of other climate plans have failed, and the UN says we're not on track to meet previous targets or to stop the temperature rising by more than 2 degrees by the end of the century. Which is what experts say we need to do to avoid catastrophe.

DANNY: Wait, is this still about cars?

Yeah, yeah, I'm getting there. At this year's conference, Türkiye presented something called the 35 by 35 electrification pledge. So, by the year 2035 they want 35% of the world's power to come from electricity. At

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the moment only 23% comes from electricity with most of the rest coming from directly burning things like gas, oil or coal.

DANNY: But wait, Jack, don't we generate electricity by burning coal?

Well, Danny, you're smarter than I thought.

DANNY: Sorry. What was that? I got distracted by my reflection.

Right now, a lot of our electricity comes from fossil fuels, but that is changing. With many countries replacing their old power plants with renewable energy alternatives and a lot of motorists switching their petrol guzzlers with electric cars. Of course, the price of petrol has played a big part in that, which the UN says is another reason to switch to renewables.

ANTONIO GUTERRES, UN SECRETARY GENERAL: Let's be clear, fossil fuels are not only driving the climate crisis, dependence on them carries a steep economic and security price. As the crisis in the Middle East has laid bare.

Not everyone is convinced that 35 by 35 is the right move, some reckon we need to be more ambitious and more specific about where our electricity is coming from. Meanwhile leaders of the US, one of the world's biggest polluters, have skipped COP31 altogether.

PERSON: That's why we are all here.

As for Australia, our leaders have backed the pledge for greater electrification.

ANTHONY ALBANESE, PRIME MINISTER: We must ensure that we are heading towards a future where our energy is clean, reliable and affordable and our economies are strong.

Which means, in the future, our energy supply could be a little more...

DANNY: Electrifying.

News Quiz

ANNOUNCER: No aircraft are taking off or moving.

Planes in the US were grounded for hours last Friday because of a communications problem. How many American states did it affect? Is it 10, 20 or all of them?

PERSON: …ground stop throughout the US.

The answer is all of them. More than 1.5 million passengers were left stranded, and while the problem was fixed, all those delayed flights are still causing problems.

How many David Jones stores will close by the end of the year? Is it 10, 15 or 19? It's 19, which is about half of the existing stores. It's bad news for the hundreds of people who work at David Jones and for fans of the 188-year-old department store.

SHOPPER: Devastated. I've been coming here since I was a little girl.

SHOPPER: DJs can't go. If it goes, what have we got?

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Which Australian city hosted this very festive parade on the weekend? It was Adelaide. The Adelaide Christmas Pageant has been going since 1933, and this year more than 335,000 people rocked up to see the floats, oh, and this guy.

PERSON: It's almost Christmas.

Ball Tampering

Reporter: Samoda Silva

INTRO: Now to cricket and if you're a fan you might have heard that there's been a lot of talk about an incident that's sometimes called Sandpapergate. It was an act of ball tampering that actually happened way back in 2018, but it's made the news again because of a new book by Usman Khawaja. Here's Samoda with more.

SAMODA SILVA, BTN REPORTER: Us Aussies, we love our cricket.

AUSTRALIAN FANS: Yeah.

We love playing it, we love watching it, and we look up to our cricketing heroes.

But a few years ago, some of those heroes let a lot of cricket fans down in a scandal that's still rocking the sport today.

Back in 2018, when the Australian men's team was playing in the third test match against South Africa in Cape Town, Cameron Bancroft was caught taking something yellow out of his pocket and scuffing one side of the ball with it. That yellow thing turned out to be sandpaper.

What Bancroft was caught doing, was tampering with the ball, which is not only against the rules of cricket, many say it's against the spirit of the game.

JAMES SUTHERLAND, FORMER CEO, CRICKET AUSTRALIA: It's a very sad day for Australian cricket.

Bancroft was caught using the sandpaper to create reverse swing. Swing is a technique where the ball curves through the air, which makes it quite hard for the batter to face. You can get swing by keeping one side of the ball shiny and smooth, and the other side rough. This changes the way the ball moves through the air.

But when one side of the ball is really rough, it can swing in the opposite direction, which makes it even harder for a batter to respond to. It's not against the rules to try and make the ball swing. Players do it all the time by rubbing the ball on their pants. They used to rub saliva on the shiny side of the ball, but that's not allowed anymore. But, damaging the ball with another material, that isn't allowed.

COMMENTATOR: A little look at the ball.

It's not the first time that cricketers have been caught ball tampering. In 2016, South African captain Faf du Plessis was fined for ball tampering after he put sugary saliva from a mint that was in his mouth onto the ball. And in 2010, the Pakistani captain Shahid Afridi was found guilty of ball tampering after TV cameras caught him biting the ball. But cricket fans hadn't seen anything quite like what happened with the Australian team in 2018.

MICHAEL CLARKE, FORMER CRICKET PLAYER: It's blatant cheating, it's disgraceful. It's not accepted by anyone.

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MALCOLM TURNBULL, FORMER PRIME MINISTER: How can our team be engaged in cheating like this? It beggars belief.

The team's vice-captain at the time, David Warner, admitted to planning the entire thing. Steve Smith, who was the captain, admitted to knowing about the plan, but not doing anything to stop it.

STEVE SMITH, CRICKET PLAYER: I know I'll regret this for the rest of my life. I'm sorry, and I'm absolutely devastated.

Smith, Warner and Bancroft were all temporarily suspended, but no one else was implicated. And eventually, we all moved on. But now, the events of Cape Town in 2018 are making news headlines again.

TV REPORTER: Sandpapergate.

TV REPORTER: Sandpapergate.

TV REPORTER: Sandpapergate.

Former player Usman Khawaja has released a book, and in it, he says that the entire cricket team knew about the ball tampering plot.

USMAN KHAWAJA, FORMER CRICKET PLAYER: Whether we like it or not, we are all responsible for what happened, together, as a team, we need to take that collectively.

He also claims it wasn't the first time the squad used sandpaper on that tour. But Pat Cummins, who was part of the 2018 team, says Usman's claims aren't true.

PAT CUMMINS, AUSTRALIAN CRICKET CAPTAIN: Did I know sandpaper was ever going to be taken on the field? No, never.

Cricket Australia says it's not going to reopen the investigation, but it's opened old wounds for a lot of Aussie cricket fans and players, and it's going to take a bit more time before Australia gets over this low point in our country's cricket history.

Did you know?

What move was the cause of another Aussie cricketing controversy that happened in 1981? Was it chucking the ball, bowling underarm or bowling at the batter's body? It was underarm bowling. On the final ball of a match against New Zealand, Australian captain Greg Chappell ordered his brother Trevor to roll the ball underarm along the ground so the batter couldn't hit the six needed to tie the game. While it wasn't technically against the rules, it was seen as against the spirit of the game and led to the move being banned.

Shark Study

Reporter: Tatenda Chibika

INTRO: Now, how do you feel about sharks? Well, a recent study has found that our attitudes towards them can change as we get older and most of us get more scared. Tatenda found out why that's not a good thing for shark conservation.

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STUDENT: Sometimes I'm scared of sharks when I'm at the beach.

STUDENT: Yeah, one time I didn't go swimming because of a shark.

STUDENT: If you see a shark coming near you, what do you do? You're scared because it will just eat you.

STUDENT: I feel like they're not that scary.

TATENDA CHIBIKA, BTN REPORTER: Sharks are a pretty controversial type of fish, and with teeth like that I can see why.

While some of us think they're cool, others find them terrifying, and a new study has found our fear of sharks could grow as we do.

Researchers from Adelaide University surveyed 374 children and found that 69 per cent of them actually liked sharks. Many of the younger kids described sharks as cool, good swimmers or visually appealing but overall, kids in upper primary school were less positive.

DR BRIANNA LE BUSQUE, SENIOR LECTURER, ADELAIDE UNIVERSITY: As we get older, we get exposed to more news, and so it kind of makes sense that the 12-year-olds have probably heard more about sharks as being dangerous or seen some of those news reports.

That's Bri. She's an environmental science lecturer and she suspects the way sharks are portrayed in the media could influence our feelings about them.

BRUCE, FINDING NEMO: Why trust a shark, right?

Do you recognise that music?

PERSON: Get everybody out!

And does it make you think of sharks? It's from a movie called Jaws.

CHIEF BRODY, JAWS: You're gonna need a bigger boat.

It came out in 1975, and some experts reckon it changed the way the world saw sharks.

REPORTER, 1975: You saw Jaws, then?

PERSON, 1975: Yes.

REPORTER, 1975: Is it the only thing that's really influenced you against sharks, though, and against surfing?

PERSON, 1975: It's the main thing, yes.

Jaws popularised the idea of a 'man-eating shark', which deliberately hunts down humans.

DR BRIANNA LE BUSQUE: And there's no scientific evidence that happens and it still gets brought up a lot and we do think that that's because of the Jaws storyline.

Bri says humans aren't really part of the shark diet.

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DR BRIANNA LE BUSQUE: Typically, when a bite unfortunately does happen it's because sharks might think that we are turtles or seals or something else.

But humans have had a big effect on shark populations because of accidental catches in fishing nets, targeted fishing and shark culling. Scientists estimate around 100 million sharks are killed every year and around 40 per cent of shark and ray species are at risk of extinction. That's not just bad for sharks, it affects the whole ecosystem. Sharks are really important because they help to keep populations of other species balanced and habitats healthy.

TATENDA: That's not to say some sharks aren't dangerous.

Every year, people are attacked, sometimes fatally. But when it comes to the world's deadliest animals, sharks are way behind other species like snakes, dogs and mosquitoes. And some types of shark aren't dangerous at all.

DR BRIANNA LE BUSQUE: So we're talking about 480, 490 species that do not hurt people at all, and a lot of those are endangered or critically endangered.

Bri says attitudes towards sharks can impact conservation efforts, which is why it's important to learn about sharks and not just believe what you see in the movies.

DR BRIANNA LE BUSQUE: Knowing more about sharks can be really helpful. So, for example, if you have an opportunity to go to an aquarium or something like that, I think just broaden and learn anything that you can.

Did you know?

Did you know Sharks have no bones? Their skeletons are made of cartilage which is the same rubbery stuff that's in the tips of our noses and ears.

Young Basketballer

Reporter: Cale Matthews

INTRO: Next up, we're going to meet a basketballer who's gone pro while still at high school. At 16, Raheim Brown Jr is the youngest player to sign for a National Basketball League team in more than 44 years, and Cale went to shoot some hoops with him. Take a look.

CALE MATTHEWS, BTN REPORTER: Hey. So that's me. And that... up in the air is RJ Brown.

COMMENTATOR: He gets off the three...

RJ: My name's Raheim Brown Jr but people know me as RJ. I just turned 16 years old and I play for the Adelaide 36ers.

Yeah, this kid is pretty good at basketball. Right now he's the youngest player in the NBL, and today I'm out at the 36ers training to play him in a quick game of one-on-one.

CALE: Oh, no!

But before we see how I go, let's wind the clock back and find out how RJ got here.

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RJ: So, my dad played basketball. Just growing up around him, he would show me little clips of him from high school. For school I would just, yeah, try everything, really, but basketball was definitely the main thing I wanted to play.

RJ started playing club basketball in under 12s for the West Adelaide Bearcats. Then, just a few years later, at only 15 years old, he became the youngest player to sign a pro contract in Australia in 44 years.

RJ: One day I just came home from school and my dad just said, "Would you like to be a Sixer?" And I couldn't even believe it.

Earlier this month, RJ made his debut and with the 36ers up big, he got to sub into the game.

RJ: When it got down to the final minute and coach said "RJ" I heard the crowd go crazy.

Then with the clock ticking down he did this.

RJ: Yeah, I just looked at the clock and just tried to push the ball and get a shot off.

COMMENTATOR: He gets off the three...

RJ: The crowd just instantly went crazy, and my teammates were all there to support me, and yeah, I really thank coach for putting me in the game.

Okay, so if I've any chance of beating RJ in a game of one-on-one...

CALE: Are you kidding?

...I'm gonna need the other players to tell me about his game, even the ones getting massages after training. See if you can tell which one that is.

ISAAC WHITE, ADELAIDE 36ERS PLAYER: He's got some God-given talent. He's a smooth operator.

JACOB RIGONI, ADELAIDE 36ERS PLAYER: He's pretty quick and shifty. He's got a good handle.

DEONTE WILLIAMS, ADELAIDE 36ERS PLAYER: Oh, he's quick.

ISAAC WHITE, ADELAIDE 36ERS PLAYER: And he's kind of wise beyond his years, mate. It's like he's been around a pro team before, but he's settled in seamlessly.

He might be wise beyond his years, but RJ is still 16, and I don't know if you guys know, but most 16-year-olds, well, they have to go to school.

RJ: My school and my teachers are really supportive. They've all helped me a lot. If I need to do extra schoolwork or send me stuff outside of school, I can just do it, so they were really supportive.

RJ's ultimate goal is to make the NBA, following in the footsteps of other Aussies like Dyson Daniels...

COMMENTATOR: Dyson Daniels winds up!

...and Josh Giddey, who also played for the 36ers.

CALE: This is so hard. I keep playing great D, getting a hand, he just hit shots.

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And I definitely hope he makes it because there is absolutely no shame in saying I lost a game of one-on-one to an NBA basketballer.

Sport

It was a sea of green and gold at the Rugby League World Cup in Brissie, with both the Kangaroos and Jillaroos crowned world champions. The Jillaroos ran away with a 34 to 10 victory over the Kiwi Ferns. Jaime Chapman was the star of the show scoring a hat-trick of tries.

COMMENTATOR: What a first half!

It was a similar story for the Kangaroos, who smashed the Kiwis 32 to 12 to take their fourth consecutive World Cup title.

There wasn't quite so much to celebrate in Adelaide with England thrashing Australia by a record 135 runs. After Australia won the coin toss and chose to bowl first, England smashed 355 runs and lost 6 wickets in their 50 overs, claiming their highest ever One Day International score on Aussie soil.

COMMENTATOR: Bowled him!

England remained in control for most of the match to level the One Day International series 1 to 1.

And finally, to a nail-biting weekend of AFLW semifinals. The Sydney Swans defeated Geelong by just three points winning 50 to 47.

COMMENTATOR: ...to put the Blues back in front.

Carlton also came away with a close victory beating Hawthorn 43 to 38. This means both teams are through to the preliminary finals and have just one more game to win to make it into the Grand Final.

Slam Poet

Reporter: Michelle Wakim

INTRO: Finally, today we're going to meet Blake, who recently won the junior division of the Australian Poetry Slam. It's a slam poetry competition, which is poetry designed to be read aloud.

MICHELLE: How are you feeling this morning?

BLAKE: I'm feeling great. Yeah, super excited. I'm a big fan of BTN, actually.

MICHELLE: Oh, I'm glad to hear. Well, we're a big fan of you.

BLAKE: Dear ChatGPT, I know friendship is free, but do real friends come with a three-year warranty? And if I don't like them, is there a money-back guarantee?

MICHELLE: There might be a lot of our viewers who have never heard of slam poetry before. How would you describe it to them?

BLAKE: Well, it's like normal poetry, like, but it doesn't have to be like, you know, Shakespearean sonnets or something, like it doesn't have to rhyme every beat. It's like you're free to do anything you want.

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BLAKE: Ode to AI, your algorithms commit vandalism on my heart.

MICHELLE: Talk us through the recent competition that you were part of that's sort of blown up everywhere.

BLAKE: We were doing a unit on it in class, and I wrote a poem, like, for school work. And then my teacher was like, "Oh, this is good. Do you want to share it with the class?" I was like, "OK." So I shared it with the class. And then she was like, "OK, do you want to share it with all the other classes?" And I was like, "OK." So then I shared it with all the other classes. And we were learning about Solli Raphael. He's the only other person to win the Australian Poetry Slam at 12 years old.

SOLLI RAPHAEL: It was a nice sunny day as I felt the gentle touch of the sand. As I sat there peacefully without a phone in my hand.

BLAKE: And she was like, "Hey, you're 12 years old, why don't you enter the Australian Poetry Slam?" And then I went from sharing it to the class to sharing it in front of a bunch of people in an art gallery, where they did not expect a child to be there.

BLAKE: Shocked, mocked and exposed to slop, when will this stop?

BLAKE: And then I went to the Sydney State Library, which was amazing. And then a week later, I was in the Opera House. So, yeah, it all started from the first ever poem I wrote, which was two months ago, in class.

MICHELLE: Wow. And was this your first time competing?

BLAKE: This was my first time ever competing in a slam poetry competition or even writing poetry really.

MICHELLE: Oh, my goodness, this is amazing. What a cool story.

BLAKE: You're designed to addict us and never contradict us. Your microchips are fully equipped. Your friendship is endless. So why do I feel friendless?

MICHELLE: What inspired you to write about ChatGPT?

BLAKE: Well, I try to pick, like, issues and topics that affect me and other people my age because I've got a different experience to everyone else who's competing. I've seen kids, like, in school, just using AI, and like I've seen people online be friends with AI and think that it's like they don't need real friends, and use AI for schoolwork so they don't have to actually learn anything.

MICHELLE: Do you think more young people should be involved in writing poetry?

BLAKE: 100%. I think that's what we need right now. Just more young people out there writing poetry because that's two 12-year-olds now who have won the Australian Poetry Slam, and I guarantee you there could be more people out there.

Closer

Oh, turns out he was a poet and he didn't even know it. Sorry. Well, that's all we have for this week, but we'll be back with more next time. And if you need some news during the week, Nat will be here in the studio every weeknight with Newsbreak. Have a good one, and I'll see you soon. Bye!

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