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.

AI Race

1. Which two countries are leading the global AI race?
2. What are two big AI companies in the US?
3. What is used to power modern AI?
4. Which US company mentioned in the BTN story is a major designer of AI computer chips?
    a. Nvidia
    b. Apple
    c. Microsoft
5. What questions do you have about the BTN story?

Antibiotic Resistance

1. Most bacteria are harmless to humans. True or false?
2. What is a type of bacteria that can make you sick? Name one.
3. What scientists were involved in discovering and turning penicillin into a usable medicine?
4. What are antibiotics used for?
5. What is antibiotic resistance?

Check out the teacher resource on the Archives page.

Voyager 1

1. What year were the Voyager 1 and Voyager 2 spacecraft launched into space?
2. Why were the spacecraft launched into space?
3. What did the spacecraft photograph as they flew by one of Jupiter's moons?
4. What else did they discover? Give 2-3 examples.
5. How far away is Voyager 1 from Earth?

Check out the teacher resource on the Archives page.

EPISODE 34
24 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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Gaza Kids Animation

1. Where is Gaza? Find on a world map.
2. What did the kids create their animations out of?
3. What is the message in Hamad's animation?
4. What organisation is helping the kids make the animations?
5. What is stop motion animation?

Neil the Seal

1. What type of seal is Neil?
    a. Bearded seal
    b. Southern elephant seal
    c. Northern elephant seal
2. Where in Australia does Neil the Seal come ashore?
3. What new guidelines has the government introduced to protect Neil the Seal?
4. What three words would you use to describe Neil the Seal?
5. What did you like about the BTN story?

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Teacher Resource

Antibiotic Resistance

EPISODE 34
24 November 2026

KEY LEARNING
Students will understand how antibiotics treat bacterial infections, the importance of using them responsibly, the impact of antibiotic resistance, and Howard Florey's contribution to the development of penicillin.

CURRICULUM
Science – Years 5 & 6
Examine why advances in science are often the result of collaboration or build on the work of others.

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions.

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. Most bacteria are harmless to humans. True or false?
2. What is a type of bacteria that can make you sick? Name one.
3. What scientists were involved in discovering and turning penicillin into a usable medicine?
4. What are antibiotics used for?
5. What is antibiotic resistance?

Activity: Think-pair-share

Before watching the BTN Antibiotic Resistance story, ask students to think independently about the questions below before discussing these with a partner.



- What do you think antibiotics are?
- Do you know what sorts of illnesses antibiotics treat?
- Have you or someone you know taken antibiotics?

Activity: Class Discussion

Discuss the BTN Antibiotic Resistance story in small groups or as a class. Use the following questions to help guide the discussion:

- Are all bacteria harmful? Explain why or why not.
- What are antibiotics?
- What do they do?
- What illnesses do antibiotics treat?
- What impact have they had on controlling disease?
- What might happen if antibiotics stopped working against harmful bacteria?

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Activity: Key Words

Students will brainstorm a list of key words that relate to the BTN Antibiotic Resistance story. Ask students to write what they think is the meaning of each word (including unfamiliar words). Check these against the dictionary definition.

BACTERIA	ANTIBIOTIC	PENICILLIN
INFECTION	ANTIBIOTIC RESISTANCE	MICROBE

Activity: Research

Discuss the information raised in the BTN Antibiotic Resistance story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will develop their own question/s to research or choose one or more of the questions below.

Research Questions

- What is the difference between bacteria and viruses? Create a Venn diagram to show the similarities and differences.
- What are antibiotics and how do they work?
- Why have some bacteria become resistant to antibiotics?
- What would happen if antibiotics stopped working?
- How are helpful bacteria important to the human body?
- How might the world be different today if penicillin had never been discovered?
- Why do you think it took scientists several years to turn Fleming's discovery into a medicine?
- How did World War II influence the development and production of penicillin?

Create a timeline showing important events in the history of antibiotics. Include:
The year or time period.
A short explanation of what happened.
A picture or drawing for each event.

Activity: Howard Florey Biography

Students will learn more about the life and achievements of Australian scientist Howard Florey and his role in developing penicillin into a usable medicine. Students can use the following questions to guide their research to create a biography.

- When and where was Howard Florey born?
- How did Howard Florey help develop penicillin into a usable medicine?
- What challenges did Florey and his team face?
- What awards and recognition did he receive?
- How did his work change the world of medicine?
- Why should Howard Florey be remembered today?
- Imagine you could sit down and talk to Howard Florey. What questions would you ask about his life and achievements?



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Activity: Quiz

1. What are bacteria?

A. Small animals with many cells

B. Tiny single celled organisms

C. Medicines that help fight infections

2. All bacteria are harmful.

A. True

B. False

3. What are antibiotics designed to treat?

A. All illnesses

B. Viral infections

C. Bacterial infections

4. Antibiotics can be used to treat the common cold.

A. True

B. False

5. Who accidentally discovered penicillin?

A. Alexander Fleming

B. Howard Florey

C. Ernst Chain

6. What did Howard Florey and his team help achieve?

A. They discovered bacteria

B. They developed penicillin into a useable medicine

C. They invented vaccines

7.What does antibiotic resistance mean?

A. Antibiotics become stronger over time

B. Bacteria change so antibiotics no longer work effectively against them

C. Viruses turn into bacteria

8. Handwashing can help prevent the spread of infections and reduce the need for antibiotics?

A. True

B. False

Quiz Answers:
1B, 2B, 3C, 4B, 5A, 6B, 7B, 8A

Useful Websites

- Penicillin – National Museum Australia
- Antibiotics – BTN
- Sir Howard Florey – The Nobel Prize
- Howard Florey, the story – ABC Science

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Teacher Resource

Voyager 1

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 year were the Voyager 1 and Voyager 2 spacecraft launched into space?
2. Why were the spacecraft launched into space?
3. What did the spacecraft photograph as they flew by one of Jupiter's moons?
4. What else did they discover? Give 2-3 examples.
5. How far away is Voyager 1 from Earth?

Activity: See, Think and Wonder

After watching the BTN Voyager 1 story, students will respond to the following questions:

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



Activity: Q&A

Are you curious about what you saw in the BTN Voyager 1 story? Students will make a list of questions they have about the BTN story and do further research to find answers to their questions.

- *How is the Voyager 1 powered and how long will it be in space?*
- *Where will Voyager 1 go next?*
- *How has the Voyager 1 not hit anything?*
- *How big is the Voyager 1?*
- *What is interstellar space?*



EPISODE 34
24 November 2026

KEY LEARNING
Students will explore the significance of the Voyager 1 spacecraft mission. Students will design a modern "Golden Record" time capsule which captures a snapshot of life on Earth.

CURRICULUM
Science – Year 5
Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives.

The Earth is part of a system of planets orbiting around a star (the sun).

Science – Years 5 & 6
Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 6
Describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length.

Science – Year 7
Model cyclic changes in the relative positions of the Earth, sun and Moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.

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Activity: Glossary

Students will watch the BTN Voyager 1 story and summarise the story in their own words. Students will watch the story again and listen carefully, circling each of the following words as they hear them and recording any unfamiliar words.

INTERSTELLAR SPACE	VOYAGER	SOLAR SYSTEM
NASA	GOLDEN RECORD	LIGHT-DAY

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.

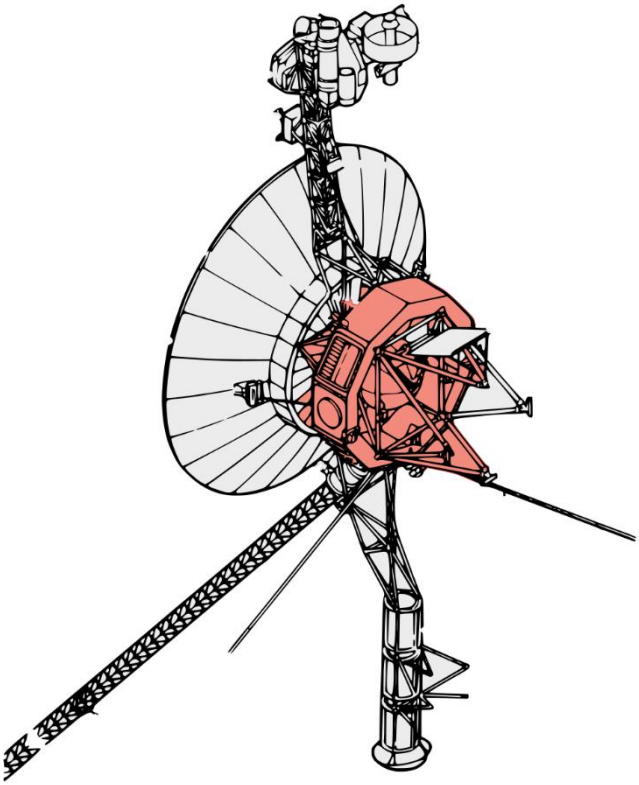
Activity: Research Project

Research project - Spacecraft

Students will explore the Voyager 1 or Voyager 2 spacecraft in more detail and respond to the following research questions to create a profile on the spacecraft.

- Who created the spacecraft?
- When was it created?
- What size is it?
- What is the purpose of the spacecraft? Briefly summarise the mission.
- Imagine you are the creator and write a paragraph explaining why you created the spacecraft.
- How has the spacecraft helped people and our understanding of space?
- Include photographs and diagrams in your research.

Students will create a model of the spacecraft using recycled materials and display them in the classroom.



Wikipedia: Voyager 1

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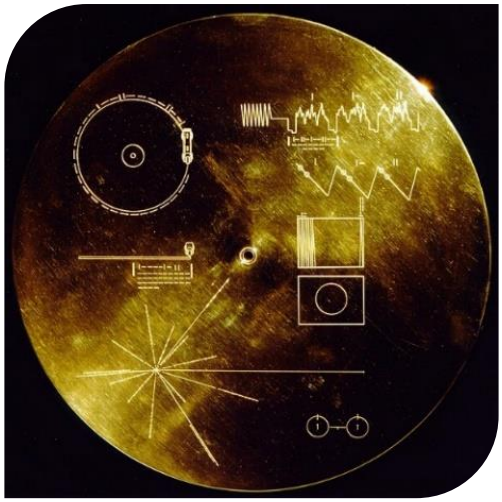
Activity: Voyager's Golden Record

The Voyager 1 and Voyager 2 spacecraft carry a *Golden Record* that contains sounds and images that portray life on Earth and are intended for any intelligent extraterrestrial life form who may find them. Ask students to respond to the following questions:

- What is the *Golden Record* onboard Voyager? Write a brief explanation.
- Why did scientists decide to send it into space?
- What information does it contain? Give some examples. Here is more information about what's on the *Golden Record.*
- What would you include on a *Golden Record*? Give reasons for your answer.
- What message would you send to aliens? What would you want them to know about Earth?
- What does the *Golden Record* tell us about human's curiosity and hope about finding alien life?



NASA: Sounds of Earth record cover.

Sounds of Interstellar space

Watch this video that explains how NASA's Voyager 1 spacecraft captured sounds of Interstellar space. Why was this an important moment in space exploration?

Activity: Time Capsule

Ask your students, "if you could send a message about Earth and humanity into space what would we want extraterrestrial life to know about us?". Discuss and brainstorm as a class.

Class Discussion

- What would you want extraterrestrial life to know about Earth?
- How would you explain what it is like to be human without using words?
- What sounds and music represent humans?
- What images show what life is like on Earth?

Activity

Students will imagine they have been asked by NASA to create a "Golden Record" time capsule which will be carried on a spacecraft into interstellar space. Students will explore how images, sounds, greetings and music can communicate information about Earth, humanity and our cultures. It will capture a snapshot of life on Earth in 2026 and is designed as a message to be discovered in the future. Students will use the following to guide them through this activity.

Mission rules

- Positive – focus on the beauty, curiosity and diversity of Earth when creating your "Golden Record".
- Common Language – use sounds, visuals and symbols to convey your ideas, without using words.

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- Limited Space – choose 5 to 10 items in total as the spacecraft has limited space. You will need to justify and explain why you've chosen these items and why they are important.

Select the contents

- Greetings – Record short greetings in all the languages spoken by students in your class.
- Sounds of earth – Capture everyday audio clips, in the classroom and in the school yard. They need to reflect life without using words.
- Music – Pick 2 or 3 songs that reflect different human emotions, for example, inspirational, curiosity and joy.
- Images and drawings – Draw or select photos showing human daily life, your favourite foods, animals and plants, and Earth's landscapes.

Create

- Make a record using cardboard and cover it using gold foil or paint.
- Include a small plaque identifying the time and place of origin.
- Include a map showing where Earth is in the Solar System.
- Use a tablet to record your audio. Compile your recordings, music clips and photos in a digital playlist or generate a QR code.

Reflection

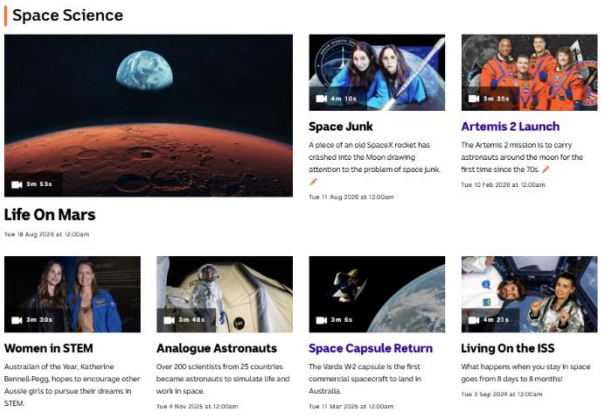
- Why did you choose these images, sounds and greetings?
- What does your "Golden Record" teach us about life on Earth?
- Compare your "Golden Records" with your classmates.

BTN Space Science stories

Visit BTN's collection of stories which focus on space science and space exploration. After watching any one of the BTN videos ask students to respond to the discussion questions.

To find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package.

Link to BTN's collection of Space Science stories



Useful Websites

- Voyager Signal – BTN
- Voyager – BTN
- Voyager – NASA
- The Golden Record – NASA
- Nasa's Voyager 1 approaches one light-day away from Earth – Newsround

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Teacher Resource

BTN Transcript: Episode 34 – 24/11/2026

Yaama I'm Jack and you're watching BTN. Here's what's coming up. We find out how antibiotic resistance is putting us under threat from bacteria, go on a light-day journey with Voyager 1 and learn about Neil the Seal's new management plan.

AI Race

Reporter: Joe Baronio

INTRO: But first up today to the great AI race. The tech rivalry between the US and China has been big in the news recently because of a meeting between the countries' leaders, a multinational agreement and a spy scandal. Here's Joe to explain.

COMMENTATOR: It's the race that could shape humanity's future; we have the United States versus China. On your marks, get set. Wait, wait, I haven't said go yet!

JOE BARONIO, REPORTER: Well, you're a little late because this race is well and truly underway. Unless you've been living under a particularly cosy rock, you'll know that AI is pretty big right now. Large language models have been blowing our minds, solving our problems, organising our lives, making groundbreaking discoveries. Oh, and threatening to upend work and life as we know it. And the two countries that have the most of it are these ones.

DONALD TRUMP, US PRESIDENT: We're leading China in AI. We're the most sophisticated country in the world, and frankly, I want to keep it that way. Because whoever wins AI, wins.

Yeah, for a long time, the race leader has been the US It's home to most of the world's biggest tech companies, including AI leaders like Anthropic and OpenAI, and, importantly, it's got the chips. Oh, not the fried potato ones, although the US is pretty good at them. I'm talking about semiconductors, the advanced computer chips that are used to power modern AI, and almost all of them are designed by an American company called Nvidia. It's made the company one of the richest in the world, and its semiconductors are a hot commodity.

Which brings us to China. It's got its own advantages in the AI race. It's ahead on research, and it has some pretty good hardware. Not necessarily this. It's also created its own large language models, and controls most of the critical minerals needed to actually make semiconductors, which is where our race gets complicated.

The US says it has to win the race because it reckons China could use it for things like surveillance and cyberattacks. In 2022, the U.S. actually banned the export of advanced AI semiconductors to China. The ban caused controversy and political tension, especially because most of Nvidia's semiconductors are manufactured in Taiwan, which is a U.S. ally, but according to China, is part of China. You can see the issue.

The US also suspects that China has been cheating in the race. Recently, Nvidia's former CEO Jensen Huang stepped down after it was revealed he'd had a relationship with a woman who was suspected of secretly working for China and may have helped China to access Nvidia chips.

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NEWSREADERS: Huang admitted to having an affair. Jensen Huang has resigned, effective immediately. A suspected Chinese spy...

It was a huge scandal that had a big effect on Nvidia and the whole AI industry.

Some see it as a big stumble for the US in the AI race, but it's trying to get back on its feet. Last week, US President Donald Trump met with leaders from Southeast Asia to talk about securing AI supply lines and critical minerals. Australia signed on to a new deal called the San Francisco Declaration, which aims to reduce reliance on China.

ANTHONY ALBANESE, PRIME MINISTER: Building trust that AI is being developed in our interests if we are to grasp the enormous opportunity for growth and productivity.

But some say Australia and the rest of the world are too reliant on both of these two superpowers, in a race where we don't know what winning will mean and no finish line in sight.

News Quiz

Can you name the climate conference that just wrapped up in Türkiye? Is it APEC, COP or the G20? It's COP, or Conference of the Parties, and it's held every year by the United Nations to try to get countries to agree to action on climate change. Except this year that didn't happen. After hours of negotiation led by Australia, which was co-chairing the summit, a number of countries refused to sign onto the pact because it didn't mention fossil fuels.

The leaders of which three countries held a historic meeting in China last week? It was Russia, China and the United States of America. Donald Trump, Vladimir Putin, and Xi Jinping met in Shenzhen, where the APEC summit was taking place. It's the first time the three leaders have come together, and it was really controversial, given the US-China rivalry and Russia's invasion of Ukraine.

DONALD TRUMP, US PRESIDENT: It's my friend.

The leaders made an agreement to boost refined oil supplies, reform the United Nations, reduce nuclear risks, and push back against the International Criminal Court.

Which of these three actors was chosen to play James Bond in the famous movie franchise? It's Robert Pattinson. The Twilight and Harry Potter star is taking on the coveted role of the spy agent known as 007.

Antibiotic Resistance

Reporter: Justina Ward

INTRO: Now to antibiotics, a type of medicine that you may have taken before. They help fight infections caused by bacteria. But experts say these medicines aren't working as well as they used to. Here's Justina to explain.

TEACHER: Good morning class.

STUDENTS: Good morning Miss Prokaryotic.

TEACHER: Today we're going to learn about antibiotic resistance. Yes?

KEVIN: What's an antibiotic?

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TEACHER: That's what we're learning about Kevin.

REPORTER: Yeah, for the past 100 years antibiotics have had a big effect on the lives of many bacteria.

KEVIN: What's bacteria miss?

TEACHER: We're bacteria.

STUDENT: What about me?

TEACHER: Yes, we're all bacteria.

These teeny-tiny, single-celled organisms are some of the oldest and most common lifeforms on earth. They're so small you need a microscope to see them. They come in all sorts of shapes and sizes, and they grow by splitting themselves in half to make two.

KEVIN: Whoa!

TEACHER: Kevin, you know the rules. No multiplying in class.

KEVIN: Sorry miss.

Most bacteria are harmless to humans. In fact, we need some of them to keep us healthy, but others can make us sick.

TEACHER: Just like you Streptococcus.

STREPTOCOCCUS: Yeah, and Salmonella.

SALMONELLA: Yep.

For a long time, bacterial infections were one of the biggest killers of humans whether it was a bacterial disease like the plague or a paper cut that got infected.

MAN: Aw, man!

But that changed in 1928 when a Scottish scientist called Alexander Fleming went on a holiday and left a Petri dish of germs in his lab and when he returned, he noticed the mould growing in the dish was killing the bacteria around it.

TEACHER: I know it's a scary story. He called the germ-killing mould-juice 'penicillin'.

STUDENTS: Eww.

With some help from other scientists, including an Australian Howard Florey, Fleming eventually turned penicillin into a medicine winning a Nobel prize in the process. Penicillin saved millions of lives and eventually it was joined by other antibiotics, some made from fungi, or even other bacteria, and some made from synthetic chemicals. Today we use antibiotics all the time if we get sick, or hurt, or have to have an operation. Antibiotics are also sometimes used in agriculture to kill harmful bacteria in plants and animals.

STUDENT: Teacher I'm scared.

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KEVIN: Can we get to the part where you tell us how smart and strong we are?

STUDENTS: Yeah.

TEACHER: Alright.

You see there's a problem with using antibiotics too often, it means weak bacteria are wiped out leaving only the toughest ones behind, which then multiply.

KEVIN: So, we get stronger?

TEACHER: Yes, exactly Kevin, and we become antibiotic resistant.

Antibiotic resistance is becoming a big problem around the world. In fact, a report released by the Australian Medical Association last week, said that cases of antibiotic resistance in Australia were up by 25% and if nothing changes, tens of millions of people around the world could die from antibiotic resistant infections. It's why experts are calling for more research funding to find solutions to antibiotic resistance. Along with stricter rules about when antibiotics can be prescribed and tighter controls on how antibiotics are used in farming. They also say there are things we can do, like only taking antibiotics that are prescribed for us, and following their instructions. As well as returning leftover antibiotics to the pharmacy and practising good hygiene to stop bacteria from spreading.

TEACHER: Yes Kevin?

KEVIN: Do bacteria have brains?

TEACHER: No.

KEVIN: Oh.

Did you know?

Did you know there are an estimated 5 nonillion bacteria on Earth. That's a 5 with 30 zeros and it's more than all of the stars in the known universe.

Gaza Kids

Reporter: Justina Ward

INTRO: Now we're going to meet some kids from Gaza, who have been taking part in a workshop run by UNICEF. They've been creating stop-motion animation movies to tell stories about themselves and how their lives have been impacted by war. Here's Justina with more.

LANA: The story of our film is about a girl who wanted to help her family because they kept arguing about who would go to the market. The market is tiring, the sun is strong, and the weather is hot.

JUSTINA WARD, REPORTER: These kids have been creating films out of paper and using them to tell stories about themselves and kids like them.

AMANI: The film we made is called "From the Beginning Again." The message is that we are tired of the water problem. For example, children go every day to collect water, and the place is far from us.

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They live in Gaza, a region that's been devastated by war for the past three years and for children living there, life has changed a lot.

TUQA: We haven't been studying because we have been out of school for almost two or three years.

LANA: We have had to endure things beyond our age.

NERMIN: The most difficult things I face are collecting water and making a fire. We need safety, spacious areas, and emotional release.

UNICEF has been working with more than 6000 kids across Gaza teaching them how to create stop-motion animation, which is when you move objects and photograph them as you go so that when all of the photos are put together you get an animation.

TUQA: The idea of the film is that you can make great things from simple materials and that they can help us throughout our day.

These guys say they've learnt everything from drawing to voice recording and editing.

SHAHINAZ: We learnt how to draw the mouth and the eyes. Then the body, legs, and hands. Then we started drawing and cutting paper.

TUQA: My experience with the drama animation workshop was very beautiful. We met new girls, laughed, and had fun. We felt comfortable and got rid of all of the worries in our hearts. We turned to laughing, having fun, and drawing.

They say the workshops have been a way to come together, make friends and focus on something positive.

NERMIN: It allows you to talk about the things you keep bottled up inside.

LANA: It gave me a lot of confidence in myself. And it allowed me to practise something that I am good at and love.

They hope that their films can be seen by people outside of Gaza.

SHAHINAZ: Everyone should see everything that we are doing so they can see the suffering of the people of Gaza and the war.

And they're looking forward to a time when their lives can get back to normal.

LAYAN: I would like to continue drawing and making characters and keep ourselves occupied with things that take our minds off what has been troubling us.

LANA: The main message I would like to say is, always stay standing and don't fall.

Voyager 1

Reporter: Joe Baronio

INTRO: Last week a little spaceship named Voyager 1 hit a big milestone. It became the first human-made object to travel one light-day away from Earth. Joe found out what that means.

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JOE BARONIO, REPORTER: If you were a beam of light shooting away from Earth, it would take around 12 minutes to get to Mars, 43 minutes to get to Jupiter, an hour and ten minutes to get to Saturn, and around five hours to get to Pluto, right on the edge of our solar system. But if you kept going, and going, and going, in one day, you'd meet a little human-made object called Voyager 1. But its journey didn't start a day ago.

It started way back in 1977. NASA launched two nuclear-powered robotic space probes, Voyager 1 and its twin, Voyager 2.

ANNOUNCER: We have ignition, and we have lift-off.

They were designed to take photos and measurements of the solar system's outer planets. In 1979, the Voyagers flew past Jupiter, sending us detailed close-ups of the famous red spot and an exploding volcano on one of the planet's moons; things we'd never seen before. Both probes then zipped onwards to Saturn, where they explored the planet's rings and collected data about the planet's largest moon, Titan, before going their separate ways.

Voyager 2 made the long journey to Uranus, where it discovered 11 new moons and two new rings, before reaching Neptune in 1989. Voyager 1, on the other hand, turned away from the planets and launched out into the abyss. Many of the probe's instruments were turned off to preserve power, but in 1990, Voyager 1's cameras were turned on for one last photo of Earth as a tiny pale blue dot from 6 billion kilometres away.

CARL SAGAN, ASTRONOMER: That's here, that's home.

In 2012, Voyager 1 became the first human-made object to leave our solar system and enter interstellar space, where it's continued soaring through the galaxy at nearly 61,000 kays an hour. Last week, it sailed beyond 25.9 billion kilometres from home, which is the distance that light travels in 24 hours, or, a light-day.

NICKY FOX, NASA: Voyager right now, the two Voyagers, they're in an area of space that we've never been to, so every single bit of data that comes back is precious because it's unique.

It's extra special because the probe was originally only designed to last about five years. NASA thinks we'll lose contact with Voyager 1 around 2036, but it's possible that one day it could make contact with another intelligent species somewhere out there.

KID: Hello from the children of Planet Earth.

And, if it does, they'll receive a message from us. On board the probe is a golden record containing a snippet of life on Earth: our music, sounds, photos, science, and even a guide on how to find us. Nobody knows if the record will ever be played or what will happen to the Voyagers, but no matter what, there'll always be a piece of humanity somewhere out there.

NICKY FOX: People sometimes ask, 'so when's the mission going to end?' It's never going to end. Even when we can no longer talk to Voyager, Voyager is, they're both going to keep going.

Did you know?

Did you know Voyager's Golden Record features two Yolngu manikay or ancestral songs including one about the planet Venus guiding souls between Earth and the Cosmos.

Sport

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It was a drama-filled Las Vegas Grand Prix with the lead changing 35 times. Red Bull's Max Verstappen started in pole position while McLaren's Oscar Piastri began all the way back in 17th. After some back and forth, Mercedes' George Russell retook the spot on Lap 28.

COMMENTATOR: And George Russell hits the front once again.

But Verstappen managed to take back the lead while George Russell crashed into a wall.

COMMENTATOR: And his chance of winning this race disappears.

In the end Max Verstappen won by just six tenths of a second followed by Lando Norris and Oscar Piastri.

MAX VERSTAPPEN, RED BULL DRIVER: It was a lot of fun. It was... It was pretty entertaining, that's for sure.

Both the North Melbourne Kangaroos and the Melbourne Demons have secured their spots in this year's AFLW Grand Final. While Carlton put up a good fight, the Blues were no match for Melbourne who cruised to a 30-point win. It was a similar story for the North Melbourne Kangaroos who held off the Sydney Swans to win 83 to 51.

And finally, to Portugal where Ducati's Marc Marquez has been crowned the 2026 MotoGP Champion. He actually finished eighth at the Portuguese Grand Prix, but he only needed to place in the top nine to secure the championship.

INTERVIEWER: Congratulations.

MARC MARQUEZ: Thank you.

Neil the Seal

Reporter: Jack Evans

INTRO: Finally, today to Australia's favourite one-tonne semi-aquatic celebrity. I'm talking about Neil the Seal, who recently made a low-key, six-week visit to Tasmania. Let's find out how authorities have been working to keep him and his fans safe.

PAPARAZZI: Oh, here he comes! Here he comes!

ALL: Neil! Neil! Neil!

PAPARAZZI: Over this way! Give us a smile, Neil!

JACK EVANS, REPORTER: You're probably familiar with Neil the Seal. He's the one-tonne megastar that pops up in Tasmania every now and again.

PAPARAZZI: Yes, Neil, give us nothing!

And while his recent six-week visit was fairly quiet, Neil's become famous for his antics in coastal towns. You see, twice a year southern elephant seals, like Neil, return to where they were born to come ashore and haul which isn't a big shopping spree but rather a time when seals rest and shed their fur. While most seals do this away from humans, Neil doesn't mind the spotlight.

PERSON: He's naughty, he knocks down stuff, and I like doing that too.

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PERSON: He's got a bit of a typical Aussie larrikin vibe to him.

PERSON: He causes drama, a lot of drama.

Neil's talents include blocking cars, breaking fences and chewing on traffic cones. Which is apparently what it takes to become an internet sensation.

PAPARAZZI: Hey, Neil.

PERSON: I love that he's just doing what he wants to do and no one can really stop him.

JEREMY ROCKLIFF, TASMANIA PREMIER: We all love him. Proud of him He's a great seal.

PERSON: He's quite big, he's a big chonker, that's for sure.

PERSON: I think he kind of just looks like a big lump of rock from over here, but he's very cute.

But for a while, authorities and wildlife experts have been concerned about the large crowds that gather whenever Neil appears.

PERSON: There are really a lot of people around him. And I don't know if he enjoyed that.

As cute as Neil is, he is still a wild animal and a big one at that. And elephant seals have been known to attack, especially if they feel threatened. Plus, if Neil gets too comfortable hanging out here it could impact his ability to survive in the wild.

DR DEANNA TEPPER, LA TROBE UNIVERSITY PSYCHOLOGY LECTURER: We think, he's being really cheeky, and he's being mischievous, and he's being a rebel, and he's sort of deliberately destroying these things to make us laugh, and of course that isn't actually the case. He's just displaying the behaviour of a wild seal.

Neil has racked up tens of thousands of dollars in damage, and he's had to be relocated multiple times. But now Neil has new management.

PAPARAZZI: Is it true you've signed with the same management as Sabrina Carp-enter?

Sorry, Neil has a new management plan. Recently the Tasmanian Government introduced new guidelines to protect him and other southern elephant seals that call Tasmania home. It includes a 30-metre restriction for people, dogs, boats, vehicles and drones. As well as penalties for anyone who disturbs or harasses Neil and other seals. There is also a step-by-step plan for what to do if Neil or his fans start to get out of control.

PAPARAZZI: Neil, tell us about the trademark?

PAPARAZZI: Oh, yeah, tell us about...

The Tasmanian government has also applied to trademark Neil the Seal after some Neil the Seal merch was sold, falsely claiming the money went to conservation groups.

PROF. JEANNIE PATERSON, EXPERT IN CONSUMER PROTECTION & AI: If you're marketing that this is, you know, I'm donating money to conservation groups, and you're not, it's misleading, it's also morally repugnant.

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It's hoped the management plan will better protect Neil and his fans. So, Neil can continue being the superstar he is and we can continue to adore and admire him, from a safe distance of course.

PAPARAZZI: Hey, maybe we should give Neil a break and just let him be a seal.

PAPARAZZI: Oh, I heard millions of red crabs on Christmas Island are doing their annual parade.

PAPARAZZI: Let's go!

Closer

Well, that's it for our penultimate BTN of the year which is a fancy way of saying second last. We'll be back next week with our special end-of-year episode. In the meantime, you can catch Newsbreak every weeknight or head to our website where there's plenty to see and do. Thanks for watching and I'll see you next time. Bye.

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