



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.

Nepal Landslide

1. Where is the Rasuwa district of Nepal? Locate on a map.
2. What is a landslide?
3. Why was this landslide unusual?
4. What are authorities doing to help people affected by the disaster?
5. How did this story make you feel?

National Debt

1. The Australian Government's debt has recently reached...
 - a. \$1 million
 - b. \$1 billion
 - c. \$1 trillion
2. Why do governments need to sometimes borrow money?
3. Why can debt be controversial?
4. *Government debt is not necessarily a bad thing.* Do you agree or disagree? Give reasons for your answer.
5. What questions do you have about the story?

Ocean Temperatures

1. What are the two big reasons ocean temperatures have been climbing?
2. What is El Niño and how does El Niño affect ocean temperatures?
3. The ocean works a bit like a heat sponge. What does that mean?
4. How are corals and most marine organisms affected by warmer water?
5. What did you learn watching the BTN story?

EPISODE 25

1 September 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.

AI Music

1. Summarise the BTN story in 2-3 sentences. Share your summary with another student.
2. When did computers first start being used to create music?
3. What changes has ARIA made to its rules about AI-generated music?
4. What could be some benefits of using AI to help create music? What could be some problems?
5. Why is it important to know who or what created a piece of music?

Cameron's Spud Business

1. What different types of food is grown on Cam's farm?
2. What is Cam's favourite crop to grow?
3. When does potato season start and finish?
4. Why does Cam find writing the names of potatoes difficult?
5. What does Cam do with the money he makes?



Teacher Resource

Ocean Temperatures

Focus Questions

As a class, discuss the stories featured in the BTN Book Week 2026 Special. Students will then respond to the following focus questions:

1. What are the two big reasons ocean temperatures have been climbing?
2. What is El Niño and how does El Niño affect ocean temperatures?
3. The ocean works a bit like a heat sponge. What does that mean?
4. How are corals and most marine organisms affected by warmer water?
5. What did you learn watching the BTN story?

Activity: Comprehension

After watching the BTN Ocean Temperatures story students can answer one or more of the following questions, for example:

- What are some keywords from the BTN story?
- What did you learn from the story? Write a summary.
- What is the purpose of this news story?
- Why do you think BTN covered the story?

Activity: Mind map

Discuss the information raised in the BTN Ocean Temperatures story.

As a class, build a mind map with RISING OCEAN TEMPERATURES in the centre. Include four main branches.

- *What causes it?* What could cause ocean temperatures to rise?
- *What could be affected?* Think about fish, coral, seaweed, turtles, whales and other marine life.
- *What could happen?* Think about changes to habitats, food sources, migration and food webs.
- *What could we do?* Think about ways scientists, communities and governments could respond.



EPISODE 25

1 September 2026

KEY LEARNING

Students will develop an understanding of how rising ocean temperatures affect marine ecosystems.

CURRICULUM

Science – Year 5

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

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

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.

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

Activity: Ocean Research

Discuss the information raised in the BTN Ocean Temperatures story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will choose one or more of the questions below to research and respond to.

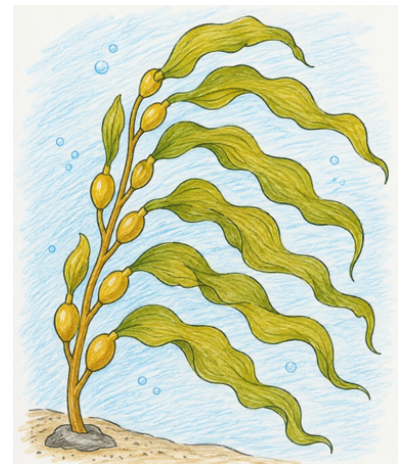
Research Questions

- How do scientists know that ocean temperatures are changing?
- Why is the ocean important to Earth's climate system?
- Why might a small change in average ocean temperature have large effects on ecosystems?
- What are marine heatwaves and what impact do they have on marine ecosystems?
- How could one change in an ecosystem affect many different species?
- Why might some species cope with warmer water better than others?
- Which actions could make the biggest difference to the future health of our oceans?

Activity: Rising temperatures and marine life

Students choose one marine organism to investigate and find out how rising sea temperatures could affect its survival. They can either choose one from the list below or another one that interests them.

- coral
- sea turtle
- fish
- seagrass
- kelp
- penguin
- whale



Investigate the following questions:

- What type of environment does the organism live in?
- What does it eat or what does it need to survive?
- How could warmer water affect it?
- Could it move to a cooler environment? Why or why not?
- What other organisms depend on it?
- What could happen to the food web if its population decreases?
- Is the organism already being affected by changing ocean conditions?

Create a marine organism profile

Students present their research as a poster, infographic, oral presentation, fact file or short video.

Include:

- **The organism:** Name, picture, habitat and interesting facts.
- **Survival:** What it eats, where it lives and what it needs to survive.

- **Ocean warming:** How rising temperatures could affect it.
- **Food web:** Show what the organism eats and what depends on it. Explain what could happen if its population decreases.
- **The future:** Predict what might happen to the organism and suggest ways it could be protected.

Activity: El Niño

Students will learn more about the impact El Niño has on rising sea temperatures. Begin by watching the [BTN Godzilla El Niño](#) story. Using the information in the BTN story and their own research, students respond to the questions below.

- What is El Niño?
- What happens to ocean temperatures during an El Niño event?
- How does El Niño affect weather patterns?
- What effects can El Niño have on Australia?
- How might El Niño affect farmers, plants and animals?
- How can El Niño contribute to drought, heatwaves or bushfire risk in some parts of Australia?
- Does El Niño affect every part of Australia in the same way? Explain.
- How is El Niño different from La Niña?



Become a climate communicator

Students choose one of the formats below to explain El Niño.

- An infographic using [Canva](#)
- An online news article
- A short weather report
- A BTN style rookie report. Check out the [Rookie Reporter page](#) on the BTN website
- An illustrated poster

Their explanation should include:

- What El Niño is.
- What causes it.
- How it affects Australia.
- At least two impacts on people or the environment.
- One labelled diagram.
- Information from at least two reliable sources.

Useful Websites

- [Ocean temperatures hit 'very troubling' record high](#) – ABC News
- [Reef Report](#) – BTN
- [Sea Temperature](#) – Reef Authority



Teacher Resource

AI Music

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. Summarise the BTN story in 2-3 sentences. Share your summary with another student.
2. When did computers first start being used to create music?
3. What changes has ARIA made to its rules about AI-generated music?
4. What could be some benefits of using AI to help create music? What could be some problems?
5. Why is it important to know who or what created a piece of music?

Activity: Class Discussion

Before watching the BTN AI Music story...

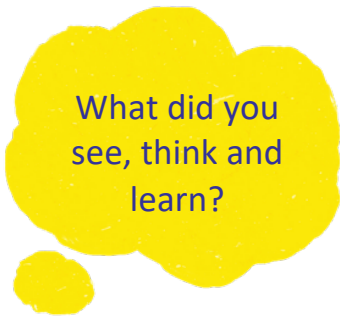
- What do you know about AI?
- What words do you associate with AI?
- Have you come across AI music before?
- Where else do we see the use of artificial intelligence in our everyday lives?

While watching the BTN AI Music story...

- How are people using AI in music?
- What is an example of a song that has been made using AI?
- Why does ARIA want to ban AI generated music?

After watching the BTN AI Music story...

- Do you think that music which is fully generated by AI is cheating? Why or why not?
- What are the pros and cons of AI generated music?
- Do you think AI should be allowed in music? Explain why or why not.
- Do you think that AI can be as creative as humans? Give reasons for your answer.



What did you see, think and learn?

EPISODE 25

1 September 2026

KEY LEARNING

Students will explore the impact of artificial intelligence on the music industry.

CURRICULUM

Science – Year 5 & 6

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

Design and Technologies – Years 5 & 6

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use.

Activity: Glossary

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

ARTIFICIAL INTELLIGENCE	AI-GENERATED MUSIC	ALGORITHM
GENERATIVE AI	HUMAN CREATED MUSIC	COPYRIGHT

Activity: Listening Challenge

Class Discussion

Start this activity by asking your students the following question: *Do you think you could tell the difference between a song made by AI and a song made by a human?* Students will respond with a yes, no or maybe.

Do you think you could tell if a song was made by AI or a human?

Listening Challenge

Students will then become music detectives. They will listen to four songs and decide whether they think each one was created by AI or by a human.

Whilst listening to each song ask students to think about what they can hear and encourage them to listen for the following:

- Repetition of sounds
- Lyrics that don't make sense
- Unusual timing and rhythm
- Unusual sounds
- Does the performance sound natural?

Play an excerpt from each of the following songs to your class (each of these songs can be found on YouTube). Students will make their prediction as to whether it is made using AI or by a human.

Song 1

Doin' It Right by Daft Punk

AI

HUMAN

Song 2

Dust on the Wind by The Velvet Sundown

AI

HUMAN

Song 3

My Magic Chair by Chris Vana

AI

HUMAN

Song 4

Chosen One by Art vs Science

AI

HUMAN

For each song, students will record the following:

1. Is it AI or human?
2. How confident are you? (1 = not confident, 5 = very confident)
3. What did you hear that made you think this?

Students will compare their answers with a classmate. Reveal the answers to your class!

Answers:

Song 1: Doin' It Right by Daft Punk (human)

Song 2: Dust on the Wind by The Velvet Sundown (AI)

Song 3: My Magic Chair by Chris Vana (AI)

Song 4: Chosen One by Art vs Science (human)

Reflection

Students will reflect on the listening challenge and respond to the following questions.

- How many did you get correct?
- Which song was the hardest to identify?
- How difficult was the challenge?
- How can you tell if music has been generated using AI? What are some things to look out for?

Activity: Persuasive Text

Students will explore the issues raised in the BTN AI Music story and develop a persuasive text for or against the following statement: *'AI-generated music should be banned from the ARIA charts'*. Before starting the activity, discuss with students the pros and cons of AI-generated music.

Persuasive Writing

Students will weigh up the pros and cons of the issue and then write a short persuasive argument using the following as a guide.

Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this *Read Write Think* [persuasion map](#) to plan your exposition text.

Reflection

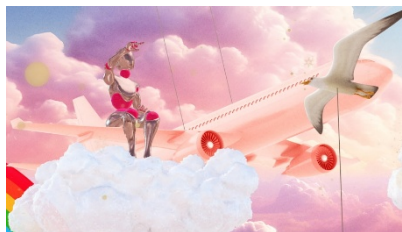
- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- What did you learn from this activity?

BTN Stories

As a class watch one or more of the following BTN stories to learn about the impact of artificial intelligence on the creative industries.



[AI Art](#)



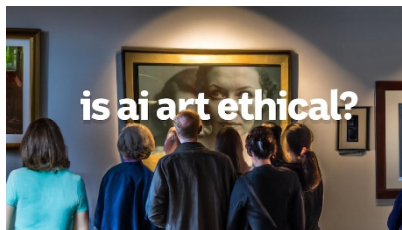
[Creative AI](#)



[AI Song Contest](#)



[AI Videos](#)



[AI photography \(BTN High\)](#)

Useful Websites

- [ARIA AI Ban](#) – BTN Newsbreak
- [Fully AI-generated music to be banned from ARIA charts](#) – ABC News
- [ARIA Charts](#) – ARIA
- [Technology for Learning: GarageBand](#) – NSW Government
- [Viral Video Challenge: Can You Spot the AI Fakes?](#) – BTN High
- [Can you tell if these artworks were created by artificial intelligence or a human? Take our quiz](#) – ABC News
- [How to spot fake and AI images](#) – ABC News



Teacher Resource

BTN Transcript: Episode 25 – 1/8/2026

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for hanging out with us again. Let's see what's coming up on today's show. We'll find out about the AI music debate, delve into Australia's national debt, and meet a young Tasmanian with his sights set on an agricultural career. All that soon.

Nepal Landslide

Reporter: Wren Gillett

INTRO: But first, today there's a big rescue effort going on in Nepal and Tibet after the region was hit by a deadly landslide. Wren looked into what's going on and what may have caused the disaster.

WREN GILLETT, BTN REPORTER: This is what the Rasuwa district in northern Nepal looked like before last week. This is what it looks like now.

SHRINKHALA THAPA, INTERNATIONAL RED CROSS: The villages have been swept away, so there are no roads. All roads are swept away. All houses are gone. So it's massive.

LILA PIETERS YAHIA, UNITED NATIONS: I mean, the magnitude of the disaster is just... I can't find the word to describe what happened.

WREN GILLETT: This is where the landslide happened between the border of Nepal and Tibet.

It's a region famous for its mountains. In fact, Nepal is home to the tallest mountain in the world, Mount Everest. And it's that mountainous terrain that makes landslides more common here. A landslide is basically what the name suggests. It's when a large section of land slides downwards.

WREN GILLETT: This landslide was unusual for two main reasons, one being the scale, how big it was, and two, how it happened.

DAN SHUGAR, GEOMORPHOLOGIST: To the best of our understanding at this point, the event was caused by extremely large mass wasting event, so a landslide, but composed of both rock as well as glacier ice.

Experts say the landslide may have been caused by a "glacial collapse", which is when a glacier or part of a glacier disintegrates. When the massive chunk of ice hit the bottom of this valley, it caused an earthquake that registered at a magnitude of 5.2.

TOM ROBINSON, UNIVERSITY OF CANTERVURY: It's fallen such a large height. The energy release is what's triggered that earthquake. That ice has then melted because it's travelling downhill, it's being churned up. There's a lot of friction and a lot of heat generated, so it's turned into water.

The water moved so quickly that this river rose by as much as nine metres in just half an hour. It was also incredibly powerful. Entire villages were washed away or covered in mud. Hundreds of people were killed and more than 2,500 people are missing, including 43 Australians.

PENNY WONG, FOREIGN MINISTER: The Government's priority is to confirm the whereabouts and welfare

of these Australians.

Right now, lots of people are working to help survivors, who have had to leave their homes.

PERSON: It's difficult to sleep. I miss my friends.

Some people are staying in evacuation centres, or even in people's homes.

PERSON: I immediately provided them my rooms. They're facing such hardship, and my heart truly goes out to them.

Many countries have announced support packages, including Australia, which has now committed more than 8 million dollars.

MATT THISTLETHWAITE, ASSISTANT MINISTER FOR FOREIGN AFFAIRS AND TRADE: Most of that will go to funding hygiene kits. There's a desperate need for hygiene kits for people in the region and solar lights. We stand ready to help the Nepalese government as they try and rescue as many people as possible.

Authorities say the most important thing right now is to make sure help is getting to people who need it.

LILA PIETERS YAHIA: The big, big, big priority is to search and rescue and to conduct an assessment and to deliver aid as quickly as possible.

Now, if you're upset by that story or anything else in the news, make sure you talk to someone about it. We've put together some resources on our website with tips for dealing with upsetting news so you can check that out too, whenever you like.

News Quiz

Fans all around the world have been celebrating the life of this music icon who died last week at 80 years old. Do you know her name?

DOLLY PARTON, SINGER: I got my work ethic from my dad. I got my music from my mama.

It's Dolly Parton. The music legend released dozens of albums over her 60-year career, won 11 Grammys and was inducted into the Country Music and Rock and Roll Halls of Fame.

PERSON: She came from nothing and just remained super humble and was very inspiring.

PERSON: She was a good human being, a nice person who cared about everybody.

DOLLY PARTON, SINGER: Thank you.

Which social media company has agreed to pay more than AUD 23 billion dollars after settling a lawsuit? It's Meta. The company was being sued in the US over teen social media addiction, but it's settled out of court by agreeing to pay billions and to add more child-safety features to its Instagram and Facebook apps.

And the second edition of the World Humanoid Robot Games just took place in China with more than 2000 robots from 16 countries competing in all sorts of sports. They even beat human world records. But in which event? Was it 100m sprint, 400m sprint or high jump? Ooh. Trick question. It's all three. One robot even smashed famous runner Usain Bolt's 100-metre sprint record twice. Wow. Although, stopping is... yeah, a little tricky.

National Debt

Reporter: Kushi Venkatesh

INTRO: Now, let's talk about debt. As you might know, people often go into debt, maybe to buy a house or a car. But countries can have debt too and Australia's just tipped over into one trillion dollars. Here's Kushi.

DR EVIL: Australia, I've been expecting you.

AUSTRALIA: Miss Evil, I came as soon as I heard. You wanted to talk to me?

DR EVIL: You see, it's come to my attention that you owe a lot of money.

AUSTRALIA: Oh yeah, I know it's a lot.

DR EVIL: One million dollars.

DR EVIL: No, sorry. One trillion dollars.

DR EVIL: Yeah, exactly. I don't know what you were laughing about.

KUSHI VENKATESH, REPORTER: Yeah, one trillion is a pretty big number. I mean, it has twelve zeros. If one million dollars was a stack of \$100 notes that stack would be about 1.1 metres tall. While a stack of one trillion dollars would reach about 1092 kilometres high, which is well into space.

AUSTRALIA: So, that's a lot then?

Yeah, it is a lot, and it's why it was big news when Australia's government debt recently tipped over the one-trillion-dollar mark.

PERSON: Today cracked one trillion dollars.

PERSON: A trillion dollars in debt.

AUSTRALIA: How did this happen?

As you probably know governments spend a lot of money on all sorts of things like roads, healthcare, defence, welfare, you get the point. To pay for all of that it collects tax. But sometimes the tax doesn't cover the spending.

DR EVIL: And in that case you borrow money, don't you?

AUSTRALIA: But who from?

DR EVIL: Well, the name's bond. Government bond.

Bonds are basically IOUs, that governments sell to all sorts of people and organisations, like investors and banks here and overseas. In return, the government promises to pay them back later, with a little extra called interest.

AUSTRALIA: Yeah, I did do that, didn't I? OK, but how did I end up owing this much?

KUSHI: You mean 1 billion dollars?

AUSTRALIA: You mean trillion?

DR EVIL: 1 trillion dollars.

Australia has actually been in debt for quite a while. The global financial crisis in 2008 pushed it up, and then there was COVID, when the government spent a lot more than it was taking in to keep the economy going. Since then, the debt has kept growing.

AUSTRALIA: So, this is bad?

DR EVIL: Not necessarily.

Being in debt isn't automatically a bad thing. Just like your parents might borrow money to buy a house, governments might borrow money to pay for important things or deal with unexpected events, and while the one trillion dollars might sound like a lot, and it is, the number doesn't tell the whole story. Economists compare a country's total government debt to the size of its economy, or GDP, and Australia's one trillion dollars comes to around 34 percent of that. Meanwhile the US owes about 125 per cent, and Japan owes more than 200 percent.

AUSTRALIA: Cool, so I'm pretty good then.

DR EVIL: Whoa, not so fast.

The more governments borrow the more they have to pay in interest and borrowing today can mean taxpayers are still paying the costs years into the future. Which is why debt can be really controversial.

ANIKA WELLS, AUSTRALIAN MINISTER FOR COMMUNICATIONS: We understand that we need to grow the economy so that debt is affordable, but we also know that people need help now, and that's why we've been really focused on cost-of-living measures to help Australians address that.

It's why governments have to be really careful about how they spend money. So, we don't end up owing,

DR EVIL: One bajillion dollars. Sorry, I don't even know what's more than a trillion.

Ocean Temperatures

Reporter: Wren Gillett

INTRO: Now to the ocean, a place which is pretty hot right now, and not in a good way. Scientists tracking ocean temperatures say they're the highest on record, and it's impacting environments in and out of the water. Here's Wren.

WREN GILLETT, REPORTER: Who turned on the heater?

Yeah, unless you've been living under a rock, like old mate here, you've probably heard that our oceans are getting hotter.

WREN: No, seriously. Who has the remote?

We've actually been tracking the temperature of the world's oceans with satellites since 1979. Each line in this graph represents a different year. 2024 was the hottest year ever recorded for the ocean. But now that record has been beaten.

WREN: Yay.

No. This isn't a record we want to break, like at all.

SAMANTHA BURGESS, COPERNICUS CLIMATE SERVICE: This is yet another sign of our climate system under strain and the ocean under immense pressure.

Samantha works at Copernicus Climate Change Service, they're one of the teams keeping track of these temperatures, and she says there are two big reasons ocean temperatures have been climbing.

SAMANTHA BURGESS: So, the ocean in general has warmed about 0.8 degrees Celsius from human-induced climate change, and then we've got this boost from the El Niño event.

WREN: Who's "El Niño"?

El Niño is not a person. It's a natural climate pattern, and it comes around every few years. Normally, winds help push warm water across the Pacific and bring cooler water up from below, but during El Niño, those winds weaken or reverse. That means less cool water comes to the surface while more warm water hangs around. And experts say this year's El Niño could become one of the strongest we've seen in decades.

Oh, and of course, there's climate change on top of that. See, our ocean kind of works like a heat sponge.

WREN: I like sponges.

It soaks up and stores more than 90 per cent of the extra heat trapped by greenhouse gases, and our sea friends are feeling it.

SAMANTHA BURGESS: Corals as well as most marine organisms get incredibly stressed when the water environment is too hot for them. It also leads to fish mortality.

Ocean warming can disrupt plankton populations, which can leave some fish with less food. Warmer water also holds less oxygen, and can help dangerous algae blooms grow, like the one we saw in South Australia. And the effects don't stop underwater. Warmer oceans give storms more heat and moisture, which can lead to heavier rain and sometimes more intense storms, and it can make heatwaves feel even worse.

SAMANTHA BURGESS: When we have a warmer ocean, such as we've had in Europe this summer, it amplifies the impacts of heatwaves because you don't get the cooler night-time temperatures with the sea breeze coming off the ocean when the ocean is very warm.

Here in Australia, experts say El Niño could increase the chances of a hotter and drier summer, which could mean more droughts and fires.

WREN: I'm stressed.

Look, fair enough. I get it. You're a starfish, and honestly, it's also worrying for us humans. It's why there are lots of scientists looking at ways to make marine life more resilient, whether it's specifically bred heat-resistant corals or carbon-soaking kelp forests. But experts say it's also a big reminder that we need to address climate change as soon as possible.

SAMANTHA BURGESS: The reality is we need to get to net zero as quickly as possible and our climate will continue to warm as long as we continue to emit fossil fuels into the atmosphere.

WREN: Well, I'm going back to bed.

Quiz

El Niño is a Spanish term that means what? The little girl, the little boy or the old lady? El Niño means the little boy, or the boy child. The name came from Peruvian fishermen in the 1600s, who named the warm water current El Niño de Navidad which means the Child of Christmas or the Christ Child because it usually peaked in December around Christmas time.

AI Music

Reporter: Tatenda Chibika

INTRO: Next up. The association behind Australia's biggest music charts has announced it's banning AI-generated tracks. It comes after controversy over a chart-topping hit that was made using artificial intelligence. Tatenda looked into it.

TATENDA, REPORTER: Right, I'm gonna play you a song and you have to tell me if it was made by a human or AI.

TATENDA: Do you think you can do it?

SENUTH: Yep.

SENUTH: I feel like it's AI. It sounds different to, like, actual songs.

SENUTH: It isn't?

SENUTH: I'm kind of bummed I got it wrong. There's another thing I'm bummed about you didn't give me a hint.

HYUGA: I would say it was made by AI because the voice and like the tone of it like sounded like AI voices.

TATENDA: What about this one?

ADRIANA: I think it was made by humans. Really?

Yeah, turns out spotting music made by AI can be pretty tricky.

ADRIANA: They're very similar. Soon, like, yeah, even now, like, you probably won't be able to tell the difference.

People have been using computers to create and produce sounds for a pretty long time. This song is from 1957, and it's recognised as the earliest example of computer-composed music. But these days, it's a whole lot easier.

TATENDA: Platforms like this let you create an entire song with just a simple prompt.

But some people say that's a problem.

DAVE FAULKNER, HOODOO GURUS: We've had people like jingle writers appropriate our sound.

Dave Faulkner is from the Aussie band Hoodoo Gurus. He says AI is trained on songs by real musicians like him and can reproduce similar sounds.

DAVE FAULKNER, HOODOO GURUS: And things like that were very much rammed home to me early on in our career, and that's a human doing it. But now it's got a machine that's automated to do it even better. And in fact, they are stealing it as we speak and we're not happy about it.

MADONNA: I hear your voice...

AI music hit the headlines recently when Aussie DJ Josh Fawaz produced a cover of this Madonna song. It was a huge hit gaining more than 49 million streams on Spotify and placing on two ARIA charts. But some people thought that some of it sounded a little suspicious.

@null_electronics: The number one song on Australian radio at the moment is an AI cover.

@Tallpoppygmt: Why are we playing an AI song?

After an investigation by the ABC, Fawaz says he did use AI as a tool and later changed the track listing on Spotify to say that the vocals and drums were AI-generated.

Now ARIA, which charts Australia's most popular music, is changing its rules around AI-generated music. Under its new code of practice, songs created mostly or entirely by AI will no longer be allowed on its charts. AI can still be used as a tool to help musicians but most of the song has to be human-made.

So, where do you stand on the AI music debate?

SENUTH: I listen to, like, old songs, like, good ones like Summer Of 69 by Bryan Adams and stuff.

ALEYNIA: It's OK to use AI as a tool to help you make music. But if you use AI as the song in general, fully generated by AI, I just think it's not original.

OLIVIA: I think we should keep AI music because it can help people that have like different interests and stuff.

WILL: Yeah, it should be banned, because if you didn't make it, why are you there with it like it's not yours?

Sport

Love it or hate it, the AFL wild card round has happened. The Bulldogs took on Collingwood: a match that had 80,000 people on the edge of their seats. Collingwood's Tim Membrey had a set shot after the siren to win the game, but his kick faded to the right, sealing a three-point win for the Bulldogs. As for the Melbourne and Carlton game, the Demons kicked the first four goals but then the Blues flipped the script to pull off the upset 74 to 55.

Now to an emotional NRL match as Jai Arrow led South Sydney onto the pitch against his former side, the Titans. Earlier this year, he was diagnosed with motor neurone disease, forcing him to retire. But being so close to hitting 100 games for the Rabbitohs he was allowed to take the field for the first few seconds of

two games so that he can officially say he's been on the field for 100 Rabbitohs games.

And finally, to the Sydney Marathon which saw a record 40,000 people take over the city, including the Harbour Bridge and the Opera House.

RUNNER: I done great! Hello, Sydney!

RUNNER: Whoa! I did much better than last year.

Ethiopia's Addisu Gobena not only won but also achieved the fastest marathon time ever by a male athlete in Australia.

Cameron's Spud Business

Reporter: Cameron

INTRO: Finally, today we're going to meet another winner of the ABC's Takeover competition, which asks young people in regional areas to share their stories. Cameron is from Burnie in Tassie, and he's going to tell us about his passion for spuds, pumpkins and everything farming. Check it out.

Nothing beats paddock to plate. Everything here grows on my family farm. The beef, the spuds, the grains, even dessert. It tastes delicious. But the best bit is seeing where the food comes from. It makes you appreciate how much goes in every bite.

We live on a farm just outside Burnie in north west Tasmania. The soil is red and rich, which makes it great for growing. I've been helping out on the farm as long as I can remember.

Dad runs about 60 head of beef cattle and I run 17. My job is to help strip graze them. And to hand feed any calves. In winter we have a few veggie patches. But in the warmer months, we can grow a lot more like broccoli, pumpkin, onions and berries. My favourite crop of all is the humble spud. Potato season starts in spring. By December, they're ready to harvest. I'm still sorting last year's crop. It was a bumper twenty tonnes. The small ones I'll plant next season. The rest, I'll try to sell. It feels good to sell my produce.

CUSTOMER: What have we got today?

CAMERON: Dutch cream, Nicolas and pumpkin.

CUSTOMER: Can I please get five kilos of the Dutch cream?

The hardest part is labelling. My dyslexia and dysgraphia means I sometimes mess up the names of the potatoes. It can be frustrating, but my customers don't mind.

CUSTOMER: Best spuds on the coast, Cam. Thank you.

I'm gonna be the fourth-generation spud farmer in my family. There's a store outside our place for regulars. The community has been super supportive. All the money I make goes back into my business. I love being able to share what I grow. It makes me feel proud.

Closer

Way to go, Cameron. Well, that's all the news for now, but don't you worry, we'll be back with another episode in no time. Until then, you can keep up to date with Newsbreak every weeknight right here in the

studio. Don't forget, you can also tune in to BTN Live every Friday. Have a good one and I'll catch you next week. Bye.