



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.

PNG Anniversary

1. Where is Papua New Guinea? Find on a world map.
2. Papua New Guinea and Australia used to be joined by land. True or false?
3. What year did PNG hold its first elections?
4. How many years ago did PNG gain independence from Australia?
5. What do you understand more clearly since watching the BTN story?

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

Victoria Treaty

1. What is a treaty?
2. A treaty is a legal agreement. True or false?
3. What does the Yolngu word *Makarrata* mean?
4. Victoria is the first state or territory to introduce a treaty to its parliament. True or false?
5. Why is the treaty important to First Nations people?

Australia's Migration

1. Summarise the BTN story in three sentences. Compare your summary to a classmates'.
2. What percentage of people living in Australia are migrants or have at least one parent born in a different country?
 - a. 5%
 - b. 25%
 - c. 50%
3. What are some reasons people come to Australia?
4. What decade did Australia officially become a multicultural country?
5. What did you learn watching the BTN story?

EPISODE 27

16 September 2025

KEY LEARNING

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

CURRICULUM

English – Year 4

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

English – Year 5

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

English – Year 6

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

English – Year 7

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

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

Young Saint Carlo Acutis

1. What is the main point of the BTN story?
2. Saint Carlo Acutis is the first millennial saint. True or false?
3. What is a saint?
4. How did Saint Carlo Acutis use technology to spread his faith?
5. Name three facts you learnt watching this story.

Lucas' Footy Community

1. What football club is Lucas a part of?
2. What is Lucas' role at the football club?
3. What other jobs does Lucas do at each game?
4. How does Lucas feel being a part of the football club?
5. Illustrate an aspect of this story.



Teacher Resource

PNG Anniversary

Focus Questions

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

1. Where is Papua New Guinea? Find on a world map.
2. Papua New Guinea and Australia used to be joined by land. True or false?
3. What year did PNG hold its first elections?
4. How many years ago did PNG gain independence from Australia?
5. What do you understand more clearly since watching the BTN story?

Activity: Class Discussion

After watching the BTN PNG Anniversary story, respond to the following questions (individually, in pairs or as a class).

- Summarise PNG Anniversary story using your own words. When, how and why is it celebrated?
- Describe how people in Papua New Guinea are celebrating Independence Day.
- What traditions might you see at an Independence Day celebration?



Activity: Diversity in your class

Celebrate the diversity in your classroom. Students will share with the class which celebrations are important to them and research why countries around the world celebrate national days.

- Learn about where students in your class come from and mark on a world map. Describe some of the special occasions that your family celebrate throughout the year, and mark on your

EPISODE 27

16 September 2025

KEY LEARNING

Students will explore Papua New Guinea's history and learn about its independence.

CURRICULUM

HASS – Year 5

The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place.

HASS – Year 6

The geographical diversity and location of places in the Asia region, and its location in relation to Australia.

Australia's interconnections with other countries and how these change people and places.

Geography – Year 7

The cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place.

classroom calendar. What do these special occasions have in common? How are they different? Use a Venn diagram to record your responses.

- Make a list of special days and weeks that are celebrated in Australia and around the world. For example, Chinese New Year, Australia Day and Eid al-Fitr. Mark on your classroom calendar.
- Make a list of countries that celebrate their own National Independence Day. For example, Independence Day in Papua New Guinea, Greece, India or the USA. Choose one to research in depth and investigate the origin and significance of the celebration. Include the date of the holiday, when the country became independent and why. Design and make a poster, using symbols, words and images, to mark the celebration and display in the classroom.

Activity: Australia's Neighbours

Which country is Australia's closest neighbour?

Before watching the BTN PNG Anniversary story, ask students which country they think is Australia's closest neighbour. Students will record their answer on a piece of paper and put in a hat. Read the responses aloud and tally on the classroom whiteboard. Look at a world map to reveal the answer.

Students will choose one or more of the following to research in depth.

- Locate Papua New Guinea on a world map and emphasise the proximity of Papua New Guinea as a near neighbour to Australia. What other countries are near to Papua New Guinea? What questions do you have about the geography of Papua New Guinea? Develop your own question for inquiry.



Map of Papua New Guinea (Source: [National Museum Australia](#))

- Make a list of the 'push' and 'pull' factors that have contributed to people moving to Australia from Papua New Guinea and vice-versa. 'Push' factors are conditions that drive people to leave their country and 'pull' factors are conditions that attract people to a new country. Think about environmental, economic, social and political factors.
- When did Australia first build a strong link with their closest neighbours Papua New Guinea? How did Papua New Guinean locals help Australian soldiers during WWII? Explore other links that Australia has with Papua New Guinea.

Activity: Compare and Contrast

Students will conduct in depth research, finding similarities and differences between Australia and Papua New Guinea, using the table below to help organise their information. As part of their research, students will:

- Write down the name of the source of the information.
- Look for facts and opinions that answer their inquiry question/s.
- Write down, in their own words, facts and opinions from the source.

Area of Research	Australia	Papua New Guinea
Geography Capital cities, climate, environment, area and population. Include a map.		
People Culture, customs, language, health, religion, beliefs and food.		
History		
Government		
Economy Education, work, trade, industries and products		
<i>Inquiry questions (choose one or more to research in depth)</i> • How would your life be similar and/or different if you grew up in Papua New Guinea? Write your response in the form of a day's journal entry and describe what you would eat, what school would be like and where you would live. • Where would you 'go' to learn more about Papua New Guinean culture? Why is it important to learn about other cultures? • Why is it important that Australia and Papua New Guinea have a good 'relationship'? • Explain the type of aid work that Australia does in Papua New Guinea. Why does Australia give aid to Papua New Guinea?		
<i>References</i> • Collect and reference primary and secondary sources (including photographs, newspapers, stories and maps). Consider using internet search engines, museums and library catalogues to find your information. • How useful were your sources of information?		

Activity: Create a travel brochure

Students will design and create a brochure about Papua New Guinea. Their brochure (A4 folded) should be informative and eye-catching to attract tourists to Papua New Guinea. Students will design their brochure keeping in mind a specific audience, for example, families, backpackers or seniors, and make sure their brochure reflects that audience.

Students will include the following elements in their brochure:

- Geography/History – give a brief history of Papua New Guinea and where it is located.
- Food – food eaten every day and food eaten at special ceremonies.
- Major attractions – things to do and see.
- Cultural traditions – celebrations and traditional customs.
- Language – provide some useful phrases and words.
- Reviews – feedback from a visitor's perspective.



Activity: Cultural Expedition

In small groups, students will plan a cultural expedition to Papua New Guinea. Students will need to:

- Identify what their team's expedition will involve. Their team should be looking for a blend of adventure and culture (include 4-5 highlights).
- Research what the expedition highlights will be as well a list of things to know about Papua New Guinea.
- Plan their itinerary and budget. Research the cost of airfares from Australia to Papua New Guinea for the team. Consider any other costs when planning for the expedition. Design and make their own passports.

Expedition highlights

- Follow in the footsteps of history and walk the Kokoda trail.
- Cultural exchange – visit the local markets or learn about traditional dance and music.
- Visit the nature park in Port Moresby.
- Learn how to cook a traditional Papua New Guinean meal.
- Visit a school and spend time with other students your age. What can you teach them about Australia?

Factsheet! Find out more about Papua New Guinea's:

- People
- Culture
- Customs – learn about local customs.
- Weather – when is the best time to visit Papua New Guinea?
- Language – learn some useful words and phrases.

Useful Websites

- [Papua New Guinea Travel Guide](#) – National Geographic
- [Papua New Guinea country brief](#) – Australian Government
- [Map of the territories of New Guinea and Papua](#) – National Museum Australia
- [PNG Independence](#) – BTN



Teacher Resource

Australia's Migration

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 three sentences. Compare your summary to a classmates'.
2. What percentage of people living in Australia are migrants or have at least one parent born in a different country?
 - a. 5%
 - b. 25%
 - c. 50%
3. What are some reasons people come to Australia?
4. What decade did Australia officially become a multicultural country?
5. What did you learn watching the BTN story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Australia's Migration 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 Australia's Migration story hold a class discussion, using the following questions to start the discussion:

- Who is a migrant?
- Why might someone move to a new country?
- What part has migration played in Australia's history?
- What questions do you have about this story?



EPISODE 27

16 September 2025

KEY LEARNING

Students will explore how Australia's identity has been influenced by immigration.

CURRICULUM

HASS – Year 4

Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity.

HASS – Year 6

The motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region.

Activity: Glossary

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

MIGRATION	MIGRANT	CITIZENSHIP
REFUGEE	MULTICULTURAL	CITIZEN

Activity: Migration Research

Students will be exploring how Australia's identity has been influenced by immigration. They will investigate their own family heritage by researching migration of family members. Alternatively, they could learn about the experiences of a friend who migrated to Australia.

Before students begin their research, ask them to discuss and record what they think it means to be Australian. Share and record the class responses. Keep these responses and compare them with students' thinking at the end of the activity. Discuss what students understand about multiculturalism in Australia. What does cultural diversity mean for Australia? What impact has migration had on the Australia we live in today?

Ask them to think about their own family heritage. What do they know about their own migration stories? Where did family members migrate from and what was the reason for their migration? They may need to speak to their family to find out more information. Using photographs, memorabilia or other culturally significant objects, student will present their migration story in an interesting format. This could include:

- Object/photo display
- Oral presentation
- Podcast
- Short video
- Photo story

After the migration stories have been shared with the class, ask students to reflect on the question posed earlier 'what does it mean to be Australian?'. Compare responses with earlier ones. Identify and explore the migration experience through the eyes of one migrant group that has come to Australia. For example:

- Chinese migrants who worked in the goldfields in the 1850s
- Afghan cameleers who arrived in the 1860s
- Italian or Greek migrants that came to Australia during the 1950s and 1960s
- Vietnamese refugees who arrived in Australia after fleeing their homeland in 1975

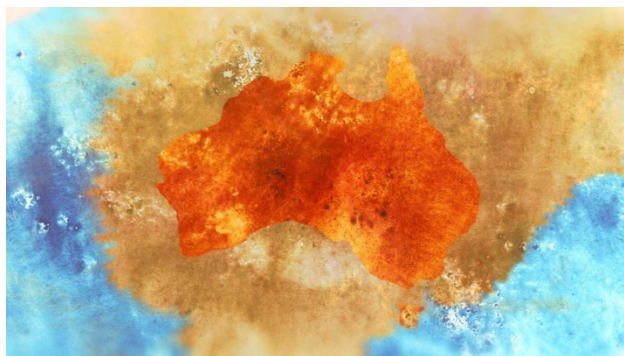
Students will display their research in an interesting way and include images, text and audio. Students will answer some or all of the following questions:

- Who came?
- Where did they come from?
- When did they come?
- Why did they come?

- What was life like in Australia for them?
- What contributions to Australian life did these individuals or cultural groups make?
- Write a letter from the point of view of a newly arrived person describing their experiences to a family member who remained back home.

Imagine arriving to a new country as a migrant. Discuss some of the experiences you might have if you were to make your home in a new country. What types of things would help you settle in your new home?

Creating a Nation: Modern Immigration Stories tells the experiences of six first generation migrant Australians. Each migration story includes a video and questions for students to discuss and respond to. [Explore the interactive resource](#)



Activity: Celebrating Diversity in Your School

As a class, discuss the diversity in backgrounds, experiences, interests and age of people in your class and school community. Broaden your discussion and talk about your local community and Australia as a whole. Explain to students that developing positive relationships can help build a sense of belonging and inclusion. Provide a range of opportunities for students to share their personal stories to create an atmosphere of cultural respect and acknowledgement of diversity.

- What do you like about being part of your school community?
- What makes you feel safe in your school community?
- How do you welcome new students to your school community?
- What are some of your school's values?
- Describe some of your school's traditions. Why are they important?
- What are the advantages of belonging to a culturally diverse community?
- How does your school value and celebrate cultural diversity?

Useful Websites

- [Australia's Waves of Migration](#) – BTN
- [Creating a Nation: Modern Immigration stories](#) – ABC Education
- [Chinese Migration](#) – BTN
- [Refugees and Migrants](#) – BTN



Teacher Resource

BTN Transcript: Episode 27 – 16/9/2025

Yaama I'm Jack Evans and you're watching BTN. Here's what's coming up. We'll learn about Victorias history-making treaty, take a look at the life of Saint Carlo Acutis and meet a winner of the Takeover Burnie competition.

PNG Anniversary

Reporter: Wren Gillett

INTRO: First up today we're going to Papua New Guinea where there are big celebrations going on right now to mark 50 years since the country became independent. Wren caught up with a former BTN presenter to find out why that's significant to PNG and Australia.

WREN GILLETT, REPORTER: It's a huge week for Papua New Guinea. There'll be fireworks, festivals and a lot of celebrating, as the country marks 50 years of being a country.

VANI, PAPUA NEW GUINEAN: We celebrate Independence Day by dressing in our traditional attires.

MARY, PAPUA NEW GUINEAN: Singing traditional songs and dancing traditional dances.

TANIA NUGENT, FORMER BTN HOST: On Independence Day, Papua New Guinea and celebrate like no other place on Earth I've ever seen, even if it's not 50 years, just on a normal independence.

This is Tania, she actually used to host a little show called BTN.

BTN INTRO: Hi there, welcome to Behind The News. I'm Tania Nugent.

She's also Papua New Guinean, but when she was little Papua New Guinea was not an independent country - in fact, it was part of Australia. You see, our countries have a long-shared history. They were actually part of the same continent up until around 12,000 years ago.

TANIA NUGENT: The connection between our peoples was back, right back then when we were still Sahul.

But fast forward to the 1800s - oop there we go - it was a time when European countries were competing to claim as much territory as possible, regardless of who was there first. In 1848, the Netherlands claimed what we now know as West Papua, and in 1884, Germany and Britain took control of these parts. But, in 1906, Britain handed over its territory to Australia, and then, during World War One, Australia seized Germany's part as well.

Australia set up plantations, gold mines, and had control of Papua New Guinea's health services, education system, and all government functions, from law-making to policing. And during the 2nd World War, thousands of Papua New Guinean people died alongside Aussie soldiers, as they fought off a Japanese army on the Kokoda Track. But many Papuan people wanted Independence and pushed for change.

NEWSREADER: Better education and crops, improved fishing methods, the eradication of pests and disease.

In 1964, Australia supported Papua New Guinea to hold its very first election.

ABC REPORTER: This is where PNG's appointment with democracy begins.

And in 1973, then Prime Minister Gough Whitlam, promised to make the territory independent. But there were concerns he was moving too fast.

MICHAEL SOMARE, THEN CHIEF: My Government feels that we should not set a date for independence until we have achieved self-government and have had time to adjust to self-government.

In December 1973, Papua New Guinea was made a self-governing territory.

GOUGH WHITLAM, AUS PRIME MINISTER: Australia is no longer willing to be the ruler of a colony.

And, just two years later, on September 16th, it was officially recognised as an independent country.

TANIA NUGENT: I was seven years old on Independence Day, so I remember it, and I remember standing there when the flag was raised on Independence Hill for the very first time. Everyone was just really excited like I was excited. I thought the adults had lost their minds. They were so excited.

But the next few years were difficult. There was violence and political instability.

TANIA NUGENT: The period between self-government and independence was extremely short, and I think that, to be honest, Papua New Guinea is feeling the effects of that today. We did need a lot of time, to grapple with the new system of government and all the rapid changes that were happening.

Today, Papua New Guinea still faces challenges, but people like Tania are proud of all they've achieved.

TANIA NUGENT: We're really proud, we're really proud that we've managed to hold our country together.

And today, both Australia and Papua New Guinea will be celebrating, as we acknowledge the past and look towards the future.

ZECHARIAH, PAPUA NEW GUINEAN: Simple, Independence Day means to me is freedom.

VANI, PAPUA NEW GUINEAN: It is important because we celebrate the unity, pride and freedom for being Papua New Guinean.

MARY, PAPUA NEW GUINEAN: We are independent, and we're free.

News Quiz

The huge protests that burned down Nepal's parliament and resulted in the Prime Minister resigning last week were known as what? The Gen Z Protests, the Millennial Protests or the Social Media Protests. They're being called the Gen Z Protests. The young protesters were angry about a government ban on social media and accused their leaders of being corrupt.

PROTESTOR: These politicians are keeping all the money.

19 Russian military drones ended up in the airspace of which country last week? Poland, Lithuania or Belarus? It was Poland. Russia said it was an accident, but it was pretty serious.

DONALD TRUSK, PRIME MINISTER OF POLAND: This situation brings us the closest we have been to open conflict since World War 2.

Who did South Australia's premier meet with last week? It was the King. Peter Malinauskas was in the UK to try to boost investment in defence and met the monarch to talk about the algal bloom, the Whyalla steel works and South Australia's bid to host next year's COP31 Climate meeting.

PETER MALINAUSKAS, PREMIER OF SOUTH AUSTRALIA: Wouldn't it magnificent if Adelaide was to host COP and he was able to attend.

A mural by the street artist Banksy has been removed from the wall of a court building in London. Do you know what it showed? A baby with a smartphone, a soldier and a protester or a judge and a protester? It was a judge attacking a protester. It was interpreted by some as a comment on the recent arrest of protestors supporting a banned pro-Palestinian group.

PERSON: I do think it is a Palestine protestor and then the judge obviously, you know, yeah, is squashing their views etc and the right to protest.

Victoria Treaty

Reporter: Jack Evans

INTRO: Now to Victoria, where a historic piece of legislation was introduced to parliament last week. It was a treaty between the state government and the state's First Nations people. Let's find out what a treaty is and why it's something many Australians have wanted for a long time.

JACINTA ALLAN, PREMIER OF VICTORIA: House will move to introduction of bills.

JACK EVANS, REPORTER: This is the moment history was made.

JACINTA ALLAN: I commend the bill to the house.

On the 9th of September, Victoria became the first state or territory to introduce a treaty to its parliament.

RUBEN BERG, FIRST NATIONS ASSEMBLY: This will reset the relationship between first peoples and government.

This is it, the Statewide Treaty of 2025, all 258 pages. Just on a tablet though because I didn't want to print all of those pages. A treaty is an agreement between two parties. They could be countries or groups of people. It's kinda like a contract with a list of responsibilities and duties. Oh, and it's legally binding. That's why treaties have played a really important part in history. Whether its ending wars or establishing rights for Indigenous people.

You've probably heard of New Zealand's Treaty of Waitangi, which was agreed on between the British crown and Māori Chiefs. It guaranteed that Māori people had control of their lands and waterways and granted them the same rights and privileges as British citizens. Meanwhile Canada has 25 treaties with its First Nations. In fact, every major commonwealth country has a treaty with its Indigenous peoples. Oh, except Australia.

When Australia was colonised First Nations people were forcibly removed from their land, subjected to violence and made to work for little or no pay. And in 1901, when Australia became a federation, First Nations people weren't given a say in how this new nation would work. In fact, until 1967 they were

specifically excluded by the constitution.

Over time there have been many calls for a treaty that would recognise the rights of First Nations people and pave the way for reconciliation. But it wasn't until the second half of the 20th century that it became a national discussion.

In 1988 the prime minister at the time, Bob Hawke, was handed something called the Barunga Statement, which amongst other things called for a Treaty and Mr Hawke said this -

BOB HAWKE, FORMER PRIME MINISTER: There shall be a treaty.

YOTHU YINDI: Well, I heard it on the radio.

That didn't happen, but the debate didn't go away.

YOTHU YINDI: Treaty now. Treaty yeah.

Fast forward to 2017 and hundreds of First Nations People met at Uluru. Where they came up with this, the Uluru statement from the heart. Which called for Makarrata, a Yolngu word for coming together, peacemaking and treaty.

In the years since there have been several attempts to establish treaties but Victoria's will be the first to actually become law. The Statewide Treaty promises to recognise Victoria's First Nations ongoing connection to the land and establish a government body called Gellung Warl.

RUBEN BERG: This will create a body that will enact real practical change for First Peoples in our state.

The treaty also includes changes to the Victorian primary and high school curriculum. To include more in-depth teachings of First Nations history, culture and people.

JACINTA ALLAN, VIC PREMIER: The treaty won't take anything away from anyone. It's about building up not tearing down. It's about a partnership.

Not everyone supported the Treaty. The Coalition said it would be too expensive and too similar to the national voice which Victorians voted no to. But the Labor Party says it'll have enough votes to pass. Now many are hoping it will inspire treaties in other states.

AUNTY JILL CALLAGHER AO: This empowerment that the treaty bill will give us – it's heart lifting, it fills my cup, and I hope it fills everyone else's cup.

Australia's Migration

Reporter: Justina Ward

INTRO: Did you know September 17th is Citizenship Day? It was created to celebrate what it means to be an Australian citizen whether you were born here or whether you moved here from overseas. Justina found out more about the role that migration has played in Australia's history and why it's been causing some debate recently.

KEENJAL: My name is Keenjal and I was born in Kathmandu in Nepal.

LISA: And my name is Lisa and I was born in Australia.

REPORTER: Keenjal and Lisa are both 14 and been friends ever since they were kids and while they're both Aussies, how they received their citizenship was a bit different.

KEENJAL: I became an Australian citizen when my mum applied for citizenship, and she sat the test, and I just became a citizen through her.

JUSTINA: And how about you?

LISA: I became an Australian citizen by being born here. When my parents first came to Australia, they applied and got officially, like, an Australian citizen in 2014.

And just like Keenjal and Lisa, a lot of Aussie citizens have families that came from overseas. In fact, more than half of all the people living in Australia are either migrants themselves or have at least one parent born in a different country.

KEENJAL: It felt pretty good, like, becoming an Australian citizen felt like, just felt like I belonged here more. It just felt like an accomplishment for my mum.

People come to Australia for all sorts of reasons some of them came as students, or to work, to reunite with family, or to seek safety as refugees.

KEENJAL: Me and my mum moved for a better life. Like, it's not that, like, great in Nepal and, like, it's, there's more opportunity here and just for my future, and, like, just for a stable job.

Not all migrants stay permanently and become citizens. But many do. Migration has been a big part of Australia's history from the time it was colonised in 1788. In the 1850s the discovery of Gold in Australia attracted people from all over the world and began to shape a new national identity for Australia. And after World War II, Australia welcomed millions of British and European migrants to grow the nation. In the 70s Australia officially became a multicultural country and accepted thousands of refugees from Vietnam and migrants from many other countries.

IMMIGRATION OFFICIAL: Ladies and gentlemen, welcome to Australia.

Over the last 10 years, between 400,000 to 500,000 people have moved to Australia each year, while around 300,000 have left each year. There was a big drop off during the COVID-19 pandemic and then a rise the next year to make up for it.

PROTESTOR: This is an anti-mass immigration rally.

Recently, there's been a some debate about whether we need to slow down migration.

PROTESTOR: mass immigration at the moment is just not the right time, the way people are struggling with housing, the way people are struggling with hospital beds and everything else.

Some say our population growth is putting pressure on things like housing and infrastructure. But others say we need more people coming to Australia to boost the economy and make sure we have enough workers.

Australian's aren't having as many kids as we used to and without migration our population would go down and some people reckon we wouldn't have enough people to look after our aging population. Plus, migration brings cultural diversity and many reckon that's what makes Australia the country that it is.

ANTHONY ALBANESE, PRIME MINISTER OF AUSTRALIA: We're a modern nation that has benefited from our

multiculturalism that overwhelmingly people live in harmony of different ethnicities, different religions, different backgrounds and we're enriched by the diversity in this country.

LISA: Being an Australian means having equal rights and like being accepted and belonging in a diverse community.

KEENJAL: Because of, like, those recent protests, it feels like, um, they are... They want... They don't really want us here, like, some people. Um, but, otherwise, it's, like, they should understand, like, we all came from all over the world and we should just live together, you know, just be happy in peace.

Young Saint Carlo Acutis

Reporter: Justina Ward

INTRO: Now we're going to South Australia to a school which has named their new building in honour of the world's first millennial saint. Justina found out what a saint is and what St Carlo Acutis means to young Catholics.

MATTEO: Hi BTN my name is Matteo.

LORIS: My name is Loris.

KRISTJAN: My name is Kristjan.

LYLAH: And my name is Lylah , come see our new Carlo Acutis Building.

REPORTER: Yeah this brand new building at St Josph's is pretty special, not just because its new.

LYLAH: It's one of the first buildings in the world to be dedicated to Saint Carlo.

KRISTJAN: It represents a saint who is young just like us.

MATTEO: It's really exciting because this sculpture right here was sent straight from Italy.

Carlo Acutis was born in London in 1991, but he grew up in Italy. He loved soccer, computer programming, video games - especially Pokémon - and spending time with his pet dog Billy.

ANTONIA SALZANO, SAINT CARLO ACUTIS'S MOTHER: Definitely, Carlo was an ordinary child like everybody. He used to play, to have friends, and to go to school. But his extraordinary quality was the fact that he opened the door of his heart to Jesus and put Jesus in the first place in his life.

From a young age Carlo devoted his life to God. As a catholic he believed in miracles which the Church defines as extraordinary events that can't be explained by science or nature. At 11, Carlo created a website cataloguing miracles from all around the world, complete with maps, translations, and a virtual museum. His use of technology for spreading his faith later earnt him the nickname "God's Influencer".

LYLAH: Carlo was known for his great computer skills and kind and loving hearts.

LORIS: He brought everyone he knew closer to God and Jesus.

MATTEO: Saint Carlo Acutis was a very kind person. He liked to give away lots of money to the poor.

In 2006, when he was 15 years old, Carlo died of leukemia. And not long afterwards many in the Church

started to say there was something special about him. In 2012, the Catholic Church started officially investigating whether Carlo met the criteria to become a saint. Saints are people who are recognised by some Christians, including Catholics, as being exceptionally close to God.

MATTEO: A Saint is someone who completely devotes their life to God and following Jesus's footsteps.

LYLAH: Also becoming a St takes a very long time.

First of all, the person needs to have died at least 5 years before the investigation begins. They must have lived a holy life, showing deep love for God and helping others, and there needs to be proof of two miracles performed through them after their death.

According to the Church, Carlo's first miracle happened in 2014, when a young boy in Brazil was healed from a rare condition after praying to him. That miracle led to Carlo's beatification in 2020, which meant he was officially declared "Blessed", one step away from sainthood. Then in 2022, a second miracle was reported, after a woman in Costa Rica recovered from a serious bike accident after her mother prayed to Carlo. Then on September 7th, Carlo became Saint Carlo, alongside another Italian, Pier Giorgio Frassati who died in 1925 at the age of 24.

POPE LEO XIV: Today, this is a wonderful celebration for all of Italy, for all of the Church, for all of the world.

St Carlo is the world's first millennial saint, and many hope he will help young people to feel more connected to the Catholic Church.

KRISTJAN: He's inspired me to be more helpful to people.

LORIS: He teaches me to be a better person.

MATTEO: He has also inspired me to use my computer for spreading the word of God.

LYLAH: He shows that we're all different, but in heart we can all be the same and love God.

Quiz

Can you name the only Australian saint. It's Mary McKillop. She was born in Melbourne and lived most of her life in South Australia where she founded schools and worked with the poor.

Sport

South Aussies are in mourning after the Adelaide Crows lost to the Hawks by 34 points, becoming the first minor premiers in 40 years to crash out of the finals in straight sets. The nightmare started with two goals in the first 30 seconds.

COMMENTATOR: Jack Gunston! And it continued from there.

Hawthorn will now go on to face Geelong in a preliminary final.

SAM MITCHELL, HAWTHORN COACH: They're annoyingly good and hopefully it's our turn to get rid of them.

Meanwhile, the Brisbane Broncos pulled off one of the most frantic wins in NRL history.

COMMENTATOR: An ending you could not script.

By half-time, the Raiders were up by six points and things got a bit heated. In the end, it was Ben Hunt who secured the 29-28 win for the Broncos with a 40-metre field goal during golden point, sending the side to the preliminary final.

And, finally, to the UK, where Matildas star Sam Kerr has returned to the pitch for the first time since tearing her ACL back in 2024. Kerr took to the field in the 75th minute of this weekend's match against Aston Villa and made quite the entrance, scoring her 100th goal for Chelsea, helping the side bring home a 3-1 win. Welcome back.

Lucas' Footy Community

Rookie Reporter: Lucas

INTRO: As you just heard, it's AFL finals season, which is a big deal if you're a footy fan. You're about to meet a young Tasmanian who found his own connection to the game but not on the field. Lucas was one of the winners of the ABC's Takeover Burnie competition. Check it out.

I didn't grow up dreaming of footy. I never was the kid in the backyard practising kicks, I didn't pick a team, didn't wear a scarf. But Dad's been part of the South Burnie since he was a kid. Says the club's always fitted him like a glove.

It never felt like that for me. When I tagged along on game days, I stuck to myself, eating hot chips, counting down the quarters. Dad kept asking me if I wanted to help. I said no every time. I didn't want to let anyone down. Then one Saturday, Greenie, the head trainer, asked if I could run water. That was it. No big moment. Just a vest and a nod. And you don't say no to Greenie.

The instructions were simple. "Don't go near the ball. Get in, get out." I had no idea what I was doing. It was chaos. I guessed the whole time, when to run, where to run. But I figured it out and no one made me feel stupid while I did. After that, I never missed a game.

I get there early to lay cones, pad the posts, fill the bottles. Two years on, I've got my own little crew of water runners, which still surprises me. I didn't think I was a leader, but I enjoy it.

When footy's done, I take my pug Billy for a beach walk with Mum and Dad. Even if it's a freezing Tassie day like today, we just rug up. We adopted her from someone at the club. Took her in, like the club did with me.

Running water seems like a small thing, but to me, it's how I found where I belong. And I still grab my hot chips at half-time. Only now, I don't eat them alone.

Closer

Oh, well done, Lucas, and congrats to all the Takeover Burnie winners. Now, we're going to be taking a break for a couple of weeks, but Newsbreak will still be working hard to bring you the news every weekday and, of course, you can check out our website whenever you like. Have a great time. Stay safe and we'll see you very soon. Bye.