



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.

Harmful Online Content

1. Summarise the BTN story in 3 sentences.
2. What is the purpose of classification ratings?
3. Why did Australia bring in a social media ban?
4. What is the name of the bill that the Australian government is working on to improve online safety?
5. Why do you think BTN covered this story?

Immigration Debate

1. As a class discuss the issues raised in the BTN story.
2. What is net migration?
3. When was net migration at its highest in Australia?
4. What would the Federal Opposition do about net migration if they won the next election?
 - a. Reduce net migration
 - b. Increase net migration
5. What questions do you have about this story? Compare with a classmate.

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

AI Q&A – Part 2

1. AI is always correct. True or false?
2. Why is AI expensive to run?
3. What is Dr. Linda McIver's favourite example of AI being used for good?
4. What surprised you most about the BTN story?
5. What question do you have about AI?

Bullying Awareness Campaign

1. Why did Raghu become a part of Project Rockit?
2. What is Project Rockit?

EPISODE 29

20 October 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.

3. How many students in Years 4 to 9 have experienced regular bullying?
 - a. 1 in 2
 - b. 1 in 4
 - c. 1 in 10
4. The Government's new national awareness campaign says that "bullying is harder to spot than you think". What does this mean?
5. What did you learn from this story?

Insect of the Year

1. What percentage of animal species on Earth are insects?
 - a. 10%
 - b. 50%
 - c. 90%
2. Fill in the gaps. About 75% of flowering plants need insects to spread their _____ so they can reproduce.
3. Why did the ABC start the Insect of the Year poll?
4. What is one of the finalists for the Insect of the Year 2026? Describe the insect in 1-2 sentences.
5. What's your favourite insect? Why?

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



Teacher Resource

Immigration Debate

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. As a class discuss the issues raised in the BTN story.
2. What is net migration?
3. When was net migration at its highest in Australia?
4. What would the Federal Opposition do about net migration if they won the next election?
 - a. Reduce net migration
 - b. Increase net migration
5. What questions do you have about this story? Compare with a classmate.

Activity: What is migration?

Discuss the BTN Immigration Debate story as a class. What issues were raised. Clarify students' understanding of what migration is. Come up with a class definition.

Migration is...

Introduce students to the idea of push and pull factors.

Push factors - These are things that may encourage or force someone to leave a place. For example,

- war
- lack of jobs
- natural disaster
- persecution
- lack of safety

Pull factors - These are things that may attract someone to another place. For example,

- safety
- employment
- education
- family
- better opportunities
- lifestyle

EPISODE 29

20 October 2026

KEY LEARNING

Students will understand what migration means and identify different reasons why people migrate. They will also investigate Australia's migration history.

CURRICULUM

HASS – Year 5

The role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony.

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.

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

HASS – Years 5 and 6

Develop questions to investigate people, events, developments, places and systems.

Activity: Migration Key Vocabulary

Students will brainstorm a list of key words that relate to the BTN Migration story. Here are some words to get them started. Ask students to write what they think is the meaning of each word then check these against the dictionary definition.

Key Word	Meaning
Migration	
Migrant	
Immigration	
Emigration	
Push factor	
Pull factor	

Activity: Waves of Migration

Australia has been shaped by many different groups of people who have migrated here at different times throughout history. These different periods are known as the **waves of migration**. Choose one or more waves of migration and research them in more detail. Find out who migrated to Australia, where they came from, why they came, and how their arrival helped shape Australian society.

Periods of migration

British colonisation

Gold rushes

Federation and the early 1900s

Post-World War II migration

Migration from Asia and other regions – late

20th century onwards

Migration today

Questions to investigate

When did it happen?

Where did people come from?

Why did people migrate?

Where did they settle?

Who were the people who migrated?

How did migration affect Australian communities?

What is one interesting fact you discovered?

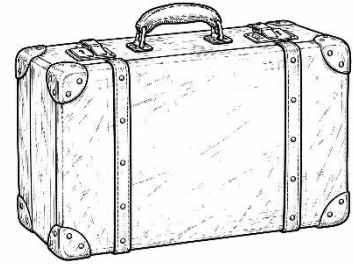
After students have completed their waves of migration research, ask them to reflect on the following question: *How has migration helped shape the Australia we know today?*

Students share their responses in small groups or as a class.

Activity: A suitcase of stories

Ask students to imagine they are moving to a new country and create a **Migration Suitcase**. Inside the suitcase, they choose **five objects** they would take with them. For each object, explain:

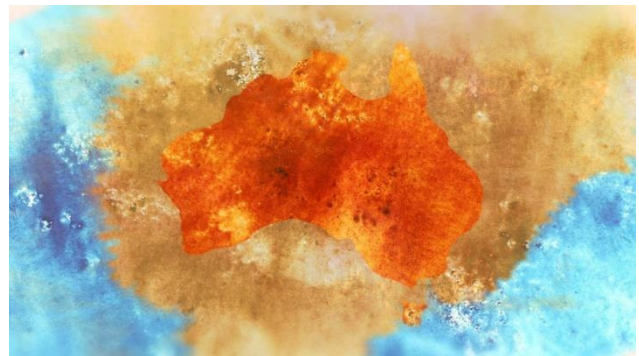
- What is it?
- Why is it important?
- What does it tell us about you?
- What memories or connections does it represent?



What might a migrant choose to take with them that cannot fit inside a suitcase? Suggestions could include; language, memories, traditions, stories, music, recipes, beliefs, friendships and family connections.

Activity: Creating a Nation: Modern Immigration Stories

ABC Education's - *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](#)



Useful Websites

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



Teacher Resource

Insect of the Year

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 percentage of animal species on Earth are insects?
 - a. 10%
 - b. 50%
 - c. 90%
2. Fill in the gaps. About 75% of flowering plants need insects to spread their _____ so they can reproduce.
3. Why did the ABC start the Insect of the Year poll?
4. What is one of the finalists for the Insect of the Year 2026?
Describe the insect in 1-2 sentences.
5. What's your favourite insect? Why?

Activity: Class Discussion

Students will discuss the BTN Insect of the Year story in pairs and then share their thoughts with the class.

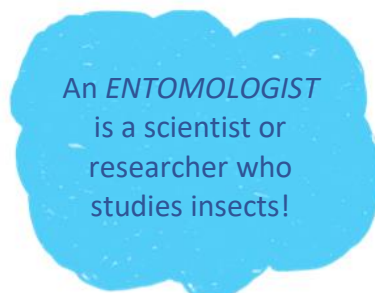
- What do you THINK about what you saw in this video?
- What does this video make you WONDER?
- What did you LEARN watching the the story?
- Think of three questions you have about the BTN story.



Activity: Q&A

All scientific discoveries start with a question! As a class, come up with some questions you think entomologists ask and solve about insects.

Organise the questions into common themes. As a class, make a list of questions that you would like to ask an entomologist. Use the internet to find answers to your class questions.



An **ENTOMOLOGIST**
is a scientist or
researcher who
studies insects!

EPISODE 29

20 October 2026

KEY LEARNING

Students will investigate different insect species, and the important role insects play in ecosystems.

CURRICULUM

Science – Year 4

Living things have life cycles.

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

Science – Year 5

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

Science – Year 6

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

Activity: Key Words

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

POLLINATION	SPECIES	INSECTS
CONSERVATION	POPULATION	INVERTEBRATES

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

Further activities for students:

- What other words relate to this topic? Students will choose additional keywords and concepts to add to their class glossary. For example, hexapod, ecosystem, biodiversity, common name, scientific name. Students will find a definition and add to their 'insect glossary'.
- What is the difference between a vertebrate and an invertebrate? Give some examples.
- Who explores insects? To learn more about what entomologists do, visit [The Australian Museum](https://www.australianmuseum.net.au/)!

Activity: Insect of the Year

Students will investigate the six finalists in the [ABC's Australian Insect of the Year Competition](https://www.abc.net.au/australianinsectoftheyear/). They will research their favourite insect, including its unique features and why it's important. Students will then develop a persuasive argument explaining why it deserves to win.

Explore the six finalists

Students will begin by exploring the six finalists before selecting their favourite. Students will record one interesting observation and one question about each insect.

Insect Name	My interesting observation about this insect...	My question about this insect...
Gold Christmas beetle 		
Mallee Bronze Azure butterfly 		

Orchard swallowtail butterfly 		
Otway glow-worm 		
Stalk-eyed signal fly 		
Tortoise-shelled ladybird 		

My Vote!

Students will then choose one of the six finalists they believe should win the competition. Encourage students to select the insect based on an interesting adaptation, ecological importance, conservation needs, and their own curiosity. Explain that the ABC competition celebrates insects and raises awareness of their importance and conservation.

Students will think about the following before selecting an insect:

- Which insect catches your attention first?
- Which insect looks the strangest, most beautiful or has an unusual adaptation?

Inquiry research questions

Once students have selected an insect they will develop inquiry questions to guide their research, for example:

- What is unique about this insect? List some of its unique features.
- Where does it live?
- Does it have unusual adaptations?
- Does it face any threats? What is its conservation status?
- Why should we care about this insect?

Insect Research

Name of Insect Common name: Scientific name:	
Fact 1	
Fact 2	
Fact 3	
My strongest reason for voting for this insect	

Students will gather information using a range of reliable sources, for example:

- Museums – The Australian Museum, Queensland Museum
- Scientific organisations – CSIRO
- Conservation websites – Invertebrates Australia
- Databases – Atlas of Living Australia

Persuasive Poster

Students will create a persuasive poster based on their research, turning the facts they researched into persuasive arguments. Students will aim to persuade others to agree with their choice.

Useful Websites

- [Scutter or flutter? Who wins your vote for the 2026 ABC Australian Insect of the Year?](#) – ABC News
- [Choose your Insect of the Year for 2026](#) – ABC News
- [Insect Extinction](#) – BTN
- [Bogong Moth Tracker](#) – BTN
- [Insects](#) – Australian Museum
- [Entomology](#) – Australian Museum
- [Australian Insects](#) – ABC Education



Teacher Resource

BTN Transcript: Episode 29 – 20/10/2026

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for joining us again. Let's see what's coming up on today's show. We take a look at Australia's immigration debate, meet a teenager helping kids to cope with bullying and find out which creepy crawlies are in the running for Insect of the Year.

Harmful Online Content

Reporter: Justina Ward

INTRO: All that soon, but first up to the debate about what we should be allowed to see online. The issue was in the news last week because of a proposal by US leaders to live-stream the death penalty being carried out. It got some saying our government needs more powers to block that sort of thing, but Justina found out why that's not really straight-forward.

BLUEY: I don't want a valuable life lesson; I just want an ice-cream.

JUSTINA: Hah, classic.

COMMERCIAL: The following program is classified M. It contains some violence and some coarse language.

JUSTINA: No, I'm not in the mood for anything like that.

COMMERCIAL: The following video has been rated R18. It contains high-impact violence and horror themes.

JUSTINA: Or that.

JUSTINA WARD, REPORTER: Yeah, if you've ever watched a film, a tv show or played a video game. You might have noticed a little warning that pops up beforehand. They're called classification ratings and tell us what's suitable for different people to watch or play. It's why you're not allowed at the movies to see an R rated film if you're under 18 or buy an R rated game.

JUSTINA: Or that. Or that!

But on the internet, nothing like that really exists and sometimes we don't have a lot of control over what we see. The internet is enormous. People upload content every second across thousands of different apps, websites and platforms. While a lot of it is helpful, educational or entertaining, some can be harmful, and it's almost impossible for authorities to make sure everything is appropriate.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: If you're under 16, you're no longer allowed to have a social media account.

Yeah, there have been some steps to make it safer. Australia's social media ban was a move to protect young people from harmful content and the impact of endless scrolling. The government is also working on the Duty of Care Bill. It aims to give Aussies more control over their social media algorithms and make big tech responsible for preventing what it describes as foreseeable harm.

ANTHONY ALBANESE: It's not about giving government control, it's about giving people back control over what they receive on their devices.

JUSTINA: But even with new rules and tougher laws, making the internet safer isn't always straightforward.

And it was an issue that was highlighted right around the world last week because of a news story from the United States.

PETE HEGSETH, US SECRETARY OF WAR: And we'll make sure that people are able to watch it, that it's public.

That's the US secretary of War, Pete Hegseth, suggesting that the death of a convicted mass murderer should be live streamed.

Unlike Australia, the US has the death penalty, but it hasn't done public executions in more than a century, and it horrified a lot of people

KERRY MOSCOGIURI, AMNESTY: I would really encourage anyone, any platform and broadcaster, absolutely they must not share it. It is barbaric

In Australia leaders from all major political parties agreed it was something Australians shouldn't be exposed to.

BARNABY JOYCE, ONE NATION MP: This is Roman amphitheatre stuff.

DAVID SHOEBRIDGE, GREENS LEADER: No. It's obscene what the secretary of war is proposing.

MURRAY WATT, MINISTER FOR ENVIRONMENT AND WATER: I think all Australians, you know, would agree that this is a very distressing thing to have publicised.

The eSafety Commissioner said while it has powers to take down harmful videos after they're put online, it didn't have the power to stop them from being shown in the first place.

ANTHONY ALBANESE: These things are not just as simple as turning off a light switch.

On Friday, the US president said the live stream wouldn't be taking place, which was a relief to a lot of people. But there are plenty of nasty videos out there. Some people think the government needs more power to stop Australians from being exposed to stuff like this, but the idea of policing the web is controversial. In fact, there's been criticism of the government's Duty of Care Laws from people who say it gives the government too much power to decide what is and isn't ok. While most people agree there are things we shouldn't see, figuring out the best way to protect people online is an ongoing debate.

News Quiz

This historic town hall was burned down by protesters on the weekend in which French city? Was it Lyon, Limoges or Lille. It was Limoges but the protests were nationwide.

PROTESTER: We fight because living conditions are too harsh, because the cost of gas is too high.

How did hackers cause tens of millions of dollars in damages to French supermarkets last week? Did they take-down their websites, lock their automatic doors or turn up their fridges? They turned up the temperatures on internet-connected fridges causing fires and a lot of spoiled food.

The UK has announced a plan to clean up space-junk with a world first satellite-catching robot. What will it use to catch them? A giant net, a giant claw or a giant hook? It's a giant claw. It's planning to launch the spacecraft in 2029 to catch old satellites and send them into the atmosphere to burn up.

Immigration Debate

Reporter: Tatenda Chibika

INTRO: Immigration has been big in the news lately after the Opposition announced plans for what it called the biggest cut in Australian history. Tatenda looks into how immigration has helped shape Australia and why it's causing so much debate. Take a look.

STUDENT: My family is from Afghanistan

STUDENT: My family is from England

STUDENT: Indonesia

STUDENT: Syria

STUDENT: Afghanistan

STUDENT: The Philippines

STUDENT: Sudan

STUDENT: England and Italy.

TATENDA CHIBIKA, REPORTER: We Aussies are from everywhere. In fact, most of us have family or distant relatives that were from somewhere else. Immigration has played a big part in Australia's history. From colonisation to the gold rush, to post war migrants, Vietnamese refugees.

REPORTER: Ladies and gentlemen. Welcome to Australia.

And everyone else who's helped to create the multicultural country we live in now. But the topic of immigration has always caused some debate.

REPORTER: Would you support sustaining the level of immigration as it is at the moment?

WOMAN: No, I think I'd put a halt to it for the time being with unemployment the way it is.

MAN: I think it's okay, as long as people are sort of like skilled and stuff like that.

This graph shows net migration to Australia which is the number of people who come to live here long-term minus the people who leave to live overseas. As you can see, it starts going up in the mid-2000s until COVID when it dropped to nearly nothing. Then when things open up again net migration hits an all-time high, before dropping to around 292,000 people a year. Because fewer Australians are having kids migration is now the biggest source of new Aussies. And while our growing population has helped our economy some say it's grown too quickly.

ANGUS TAYLOR, LIBERAL PARTY LEADER: What we are proposing today is the biggest cut to immigration in the history of this country that will take pressure off roads, off schools, off infrastructure, off houses.

Recently, the Federal Opposition said if they win the next election, they'll lower the net migration to 100,000 people for their first two years of government. It came after One Nation announced its own plans to drastically cut migration.

PAULINE HANSON, ONE NATION LEADER: We will deliver net negative migration by drastically cutting the number of temporary visa holders.

One Nation's Leader said it would help to ease pressure on infrastructure and cost of living.

PAULINE HANSON, ONE NATION LEADER: Migration must serve Australia not crush our housing, hospitals, infrastructure and wages.

But some say that sort of cut would have a huge impact on our economy and quality of life.

ALAN GAMLEN, ANU MIGRATION HUB: There clearly is in the minds of many Australians a need to regulate parts of the migration system on the other hand there are large parts of the economy that are heavily dependent on various types of migrant labour.

TONY BURKE, IMMIGRATION MINISTER: What does it mean when you get fewer skilled workers? The outcomes are pretty obvious. It's bad for business in Australia, prices go up for consumers it's a bad deal all around.

The Government has criticised both One Nation and the Coalitions migration plans, but it's also announced a plan to reduce net migration to 225,000 by 2028 and has made some changes to visa rules including tightening rules for international students.

As well as the economic impact some are worried about the effect that the migration debate is having on Australians from different backgrounds.

But others say we need to make changes. In any case the migration debate isn't going away any time soon.

AI Q&A – Part 2

Reporter: Joe Baronio

INTRO: Now to some more questions about AI. You might remember last week we asked data scientist and tech educator Dr Linda McIver to give her opinion on some big questions posed by Aussie kids. And today we have part two for you. Check it out.

DR. LINDA MCIVER, AUSTRALIAN DATA SCIENCE EDUCATION INSTITUTE: Hi there, I'm Dr Linda McIver. I'm here to answer your questions about artificial intelligence.

KID: Most people guess or assume AI knows everything, but is there anything it does not know, process or understand?

DR. LINDA MCIVER: I love this question. That's one thing that is really, I think, deceptive about AI. Because it seems human and intelligent, it seems like it knows and understands things. Actually, it's really just code, and it doesn't know or understand anything. So, the answers that you get back from AI, they're not necessarily true. Sometimes they have really big errors in them because, again, it's not an expert in anything. It's not giving you an answer to your question. It's giving you a statistically plausible set of sentences, just a most likely bit of language.

KID: My question is, how do we distinguish between AI and human content?

DR. LINDA MCIVER: This is another fantastic question, and you're going to be really disappointed in my answer because the answer is we can't. There's no reliable and guaranteed way to tell the difference between human output and AI output. Often there's kind of clues. So often you'll see that AI output just looks a bit wrong. You might have an image that doesn't look quite right, or sometimes the text just sounds a bit weird or doesn't quite make sense, and that's often an indicator that's AI output, but it's not a guarantee.

KID: My question is, should AI have rights?

DR. LINDA MCIVER: This is such a great question. I think we'd all agree that anything that's intelligent should absolutely have rights. Where we get into difficulties is deciding what's intelligent. Because actually it turns out that intelligence is quite difficult to define and to understand and we don't really have a good way of saying this is intelligent and this is not. So, for example, you might say, well if something can recognise itself in a mirror, then we're going to say that that's intelligent, and that used to be one of our tests. Turns out there's quite a lot of animals that can do that, which raises a question about animal intelligence, which I think is a really important discussion that we should probably be having. But there's no real evidence that AI is intelligent at all, despite the name. There's no reason why I think that we couldn't develop a sentient artificial intelligence. I don't think that intelligence is magic. I think it's a product of the way our bodies work and the way our neurons talk to each other. But we're nowhere near it right now.

KID: How fast are the jobs going to disappear, and can we predict which ones are going to disappear?

DR. LINDA MCIVER: I would really like to be able to predict the future, but I can't do that. One thing we do know is that a lot of the jobs that companies have tried to replace with AI, they're now going back and rehiring the people who used to do those jobs because they're finding that these large language models can't do that work. People are excited about the prospect of AI replacing workers because they think it'll be cheaper. It turns out that AI is extremely expensive to run, partly because of the power requirements, but also because it's a lot of work to train AI systems up to the point where they can answer questions, and it's a lot of work to maintain them. The thing that AI is really good for is when it's a small system designed to do one thing and do it really well. And my favourite example of that is a system at Pawsey Supercomputing Centre in Perth where they've worked with doctors and hospitals to design a system that reliably detects the onset of brain swelling in patients with traumatic brain injuries. If doctors know that it's coming, it gives them about a 20 or 30-minute warning. They can avert the crisis. They can treat it and prevent the swelling from doing catastrophic damage. I think that's magical. That's my favourite example. So, I think AI can be wonderful if we use it sensibly.

Bullying Awareness Campaign

Reporter: Samoda Silva

INTRO: Bullying is something that affects a lot of Aussie kids and next we're going to meet a teenager who's on a mission to fight it. He's even been part of a new government campaign targeting bullying. Samoda sat down with him to find out more.

STUDENT 3: I've been bullied. And it's like not a good feeling when you're left out or called names or get hurt.

STUDENT 4: If I see bully-, bullying, I tell the teacher.

STUDENT 1: Sometimes, like, when I was playing a game, like I saw people in the chat, like, being mean a lot.

SAMODA SILVA, REPORTER: Bullying is something a lot of us have experienced, and the impacts can stay with you for a really long time.

RAGHU VIJAYAAN, PROJECT ROCKIT: I didn't want people to think that I was being bullied. Um, for the longest time honestly, because to me it felt like a stain on my character, it felt like something personal that I was bullied.

This is Raghu. He's 18, and pretty happy these days. But when he was younger, he went through some pretty challenging times.

RAGHU: I have experiences in the past of dealing with hate, because of the way I look, the food that I eat, the places I come from.

Bullying is a topic that is close to Raghu's heart.

RAGHU: People may do horrible things and they say horrible things. What matters then is how you respond to it.

And this is why he became part of something called Project Rockit. Project Rockit goes out to schools across Australia, to run workshops on how to respond to bullying and hate.

RAGHU: It's an insanely diverse group of young people who've all come together, bringing their lived experience, bringing their shared ideas and their thoughts and beliefs. And we've come together and we said, we want to make this world a better space.

The government's recent Anti-Bullying Rapid Review found that more than one in four students in years four to nine have experienced regular bullying. And bullying doesn't just happen within the school gates, and in school time.

More than half of young people in Australia say that they've experienced online bullying, and reports of cyberbullying to the eSafety Commissioner have risen by 455% over five years.

It's why the government has launched a new national awareness campaign.

ADVERTISEMENT: Bullying is harder to spot than you think.

The idea is to show that bullying isn't always obvious, it can happen anywhere, and it can look, and feel different in every situation.

STUDENT 3: It means that bullying is very unnoticed and bullies try to get like under the radar, so they try and go for easy targets that like play by themselves, but are also like a kind in a way that they won't tell on the person.

Raghu was actually involved in the campaign, helping build a bunch of free online resources for students, parents and carers, all about understanding the signs of bullying, and what to do if you see it happen.

RAGHU: I suggested, and a lot of other people suggested, we need a toolkit, for young people to go online, and not really be given the solution because there really isn't a solution, but given the tools, given the affirmation, being told that what they're feeling is valid.

Raghu says we can all make a difference in standing up against bullying.

RAGHU: It's an issue that all of us need to come together as a community and say that we need to stop bullying, we need to move on. We need to point out hate when it appears. We need to be there for our friends.

STUDENT 4: To stop bullying in my school, I would like, um, put posters maybe of like no bullying.

STUDENT 2: I would say to, um, tell to your most trusted adult, um, um, and they will sort it out.

STUDENT 3: I would say if you get knocked down, get right back up, but don't forget to tell a teacher.

Sport

The Aussies have survived a batting collapse to secure a two-wicket win over New Zealand in the T20 International opener. The White Ferns batted first, reaching 2 for 162 thanks to a career-best 85 from Georgia Plimmer.

COMMENTATOR: Picked that up nicely, here's Plimmer.

Australia started well with a half century from Ellyse Perry.

COMMENTATOR: That is classical way for Ellyse Perry to bring up her 50.

But things started to fall apart when Perry was dismissed. What followed was wicket after wicket after wicket.

COMMENTATOR: And then bowl.

But Tahlia McGrath and Kim Garth held on and brought Australia home with 7 balls to spare.

In another match up against our friends across the ditch, the Diamonds have lost to the Silver Ferns in the Constellation Cup opener in Auckland.

COMMENTATOR: What a pass from Selby!

New Zealand had all the momentum, and the world number ones just couldn't get the job done. The final score, 56 to 50.

And Aussie cyclist Leigh Hoffman has claimed silver in the individual sprint at the UCI Track Cycling World Championships in Shanghai. Hoffman was keen to upgrade last year's bronze, but Dutch legend Harrie Lavreysen proved too good in the final. Despite missing out on gold, Hoffman says walking away with world championship silver is still an incredible achievement.

Insect of the Year

Reporter: James Houghton

INTRO: Finally, today, let's talk about some little critters that are having a big moment in the spotlight. They're the finalists of the ABC's Insect of the Year Competition which is all about recognising the huge role that bugs play in our ecosystem. Here's James.

REPORTER: Do you guys like insects?

CHI: No.

ELIZA: Yes.

CHI: I'm just terrified about them in general.

ELIZA: I really like insects because they can be really interesting.

CHI: My first reaction is to run away. I'm sorry.

ELIZA: My first reaction is I need to go get my bug catcher.

But whether you love these creepy crawlies or they freak you out, there's no denying their importance for the planet. Insects make up about 90% of all animals on Earth. And there are around 10 quintillion of them. That's a 1 with 19 zeros.

CHI: You have extended my fear now.

One person who doesn't share that fear is Cale, he's a nature educator and a big fan of all things creepy and crawly.

CALE RUSSELL, WILDLIFE EDUCATOR: So if you don't have your bugs out there for pollinating the food, then you lose about a third of our crops.

About 75% of flowering plants need insects to spread their pollen so they can reproduce. Insects also help clean up our environment, since lots of them eat things like rotten fruit and poo. And when they die their bodies help fertilise new plant growth. And without insects, lots of other animals would go hungry.

CALE RUSSELL: So if you take out your bugs, then that has a flow on effect up through the eco-system and takes out your larger predators because there's no other food for them to eat.

Unfortunately, lots of insect species are in trouble. Scientists have found that the total land-based insect population is declining by about 9% every decade. We may have even lost some species we didn't know about. Because insects can be hard to find, scientists think around 90% of them haven't been discovered yet. But even though they're super important, insects don't get a lot of funding for conservation efforts.

CALE RUSSELL: Getting people to engage with them is hard because there's such a broad group, that most people tend to just write them all off together.

So, to coincide with Australian Pollinator Week, the ABC started their Australian Insect of the Year poll in 2024 asking people to vote for their favourite. So, now that we know why it's important, we show up for insects, let's meet this year's finalists for Australian Insect of the Year.

The Gold Christmas beetle, from the rainforests of Queensland, these shiny beetles were named because of how common they were to see around Christmas time. Plus, they look like a Christmas tree ornament. The Mallee Bronze Azure butterfly, found mostly in northwest Victoria and parts of South Australia, these butterflies emit a scent when they're caterpillars that attracts ants, and when the ants take them back to their nests, the caterpillars eat their babies to grow strong enough to turn into a butterfly. The Orchard Swallowtail butterfly, these big, beautiful butterflies are strong pollinators, with a particular sweet tooth for citrus fruits. The Otway glow-worm, from southwest Victoria, these guys aren't actually worms at all. They're the larvae form of a species of gnat, and they glow to lure predators into the sticky silk strands they produce to trap them for food. The stalk-eyed signal fly, from Queensland, these funny looking critters use their long eyes as a party trick to impress potential mates, and they help eat yucky stuff to clean up the

environment. Last but not least, the tortoise-shelled ladybird, these minuscule ladybugs start out all yellow and grow these tortoise-like brown marks as they age, and they help protect our gardens from pests like aphids.

Which insect is your favourite?

CHI: It would be one of the two butterflies.

ELIZA: I'm trying to decide between the glow worm and the Christmas beetle.

You can vote any time on the ABC website before the end of October. And remember to be kind to nature's marvellous minibeasts.

Closer

Well, that's all we have for you today, but we'll be back next week with a media literacy special where we'll be taking a deep dive into AI and in the meantime, you can stay up to date with Newsbreak right here in the studio every weeknight. Have a really good one and I'll see you soon. Bye.