



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.

Political Parties

1. What is a political party?
2. What are the two major political parties in Australia? Who are the leaders of the parties?
3. The Coalition is made up of which two parties?
4. Give an example of a minor party.
5. How many members do you need to register a political party?
 - a. 15
 - b. 150
 - c. 1500
6. What impact can independents have in parliament?

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

Election Issues

1. In pairs, discuss the issues raised in the BTN story. Record the main points of your discussion.
2. What issues are important to you this upcoming election?
3. Do you think kids should be allowed to vote? Give reasons for your answer.
4. What makes someone a good leader?
5. If you could give the Prime Minister one piece of advice, what would it be?

De-Extinction

1. Woolly Mammoth's became extinct about _____ years ago.
2. What are scientists at a US biotech company doing to bring a woolly mammoth-like animal back from extinction?
3. Why do they think de-extinction is important?
4. Why do some people think it's not a good idea?
5. Name three things you learnt watching the BTN story?

EPISODE 9

1 April 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.

World Autism Awareness Day

1. What does Patrick use to communicate with people?
2. Patrick prefers the social model of disability. What does that mean?
3. What are Patrick's hopes for the future?
4. What do you understand more clearly since watching the BTN story?
5. How did this story make you feel?

Ngani Cafe

1. What do students sell at Ngani café?
2. What does Ngani café mean in Kaurua?
3. What skills are the students learning in the café?
4. What native ingredients do they use at the café?
5. Why is it important to use native ingredients?

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



Teacher Resource

Political Parties

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 is a political party?
2. What are the two major political parties in Australia? Who are the leaders of the parties?
3. The Coalition is made up of which two parties?
4. Give an example of a minor party.
5. How many members do you need to register a political party?
 - a. 15
 - b. 150
 - c. 1500
6. What impact can independents have in parliament?

Activity: Class Discussion

Discuss the information raised in the BTN Political Parties story. Record the main points of the discussion on a mind map. Here are some questions to guide the discussion:

- What is a political party? Come up with a class definition.
- What are the major political parties in Australia?
- The Coalition is made up of which two political parties?
- What is the role of minor parties in Australian politics?
- What is an Independent?
- How many members do you need to register a new political party?



What did the
BTN story make
you wonder?

What did you
learn watching
the BTN story?

EPISODE 9
1 April 2025

KEY LEARNING

Students will learn what a political party is and the role they play in elections.

CURRICULUM

HASS – Year 5

The key features of the electoral process in Australia.

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

HASS – Year 6

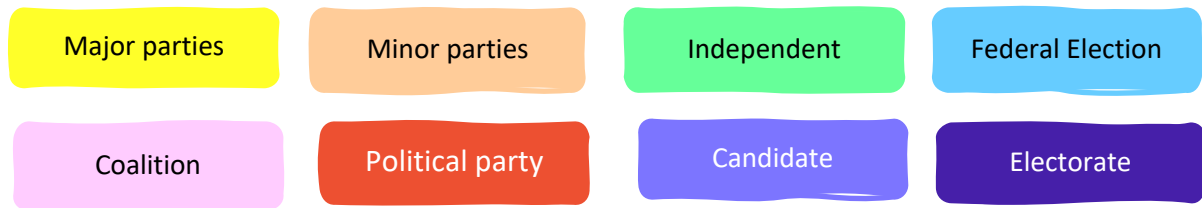
The responsibilities of electors and representatives in Australia's democracy.

Civics and Citizenship – Year 7

Reflect on their role as a citizen in Australia's democracy.

Activity: Key words

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



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

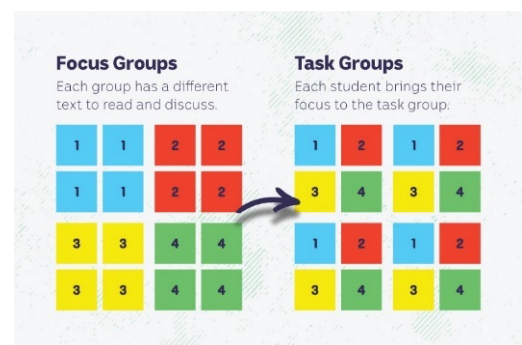
Activity: Jigsaw learning activity

In this jigsaw learning activity students will work cooperatively to learn more about political parties and the issues they stand for. Each group will become experts and then share what they have learnt with other students.

Form groups

Divide the class into 4 or 5 Focus Groups (depending on how many political parties are chosen). Each Focus Group will choose a different political party (major or minor) to research.

Here is a list to help students choose [Register of political parties AEC](#)



Each group will need to decide how they will collect and communicate the information they find during their research.

Research

Each Focus Group will work as a team to learn as much as they can about their topic. They will use the following as a guide for their research.

- Who is the leader of the political party? What is the history of the party? Give a brief summary.
- How many Members of Parliament does the party have (upper and lower house)?
- What issues are important to the party? What are their shared values and goals?
- Other interesting or important information about the party.

Share

Mix the Focus Groups to form Task Groups (Task Groups include one student from each of the Focus Groups) to share the information they have collected. Students will share the information they have collected and learn from one another.

Reflect

After this activity, ask students to reflect on what they have learnt. What do they know about political parties now? How has their thinking changed?

Activity: Interview a leader

Students will imagine they are given the opportunity to interview the leader of one of Australia's political parties. Their task is to write a list of interview questions that they would like to ask the leader of the party. Students need to remember to write open-ended questions. Open-ended questions have no right or wrong answer and can't be answered with a 'yes' or 'no'.

Before writing their interview questions, students will need to think about the following:

- Who are the candidates for the political parties in the 2025 Federal Election?
- What are the political parties in Australia? What do they stand for?
- What issues would you like to ask about in your interview? Think about topics such as education, the environment, social media, cost of living etc.
- Choose a topic that is important to you and your school community. What do you want the leader of the party to do about it?

Students can test their knowledge of political parties in the Australian Parliament with this [PEO Quiz](#). The quiz is also available as a Kahoot.



Activity: Election Lingo

Election reporting can be full of words and phrases that we don't hear too often and can sound a little complicated. BTN asked some rookie reporters to explain some election terms. Watch BTN's Election Lingo videos to learn more about electorates, political parties, political seats and the democracy sausage!



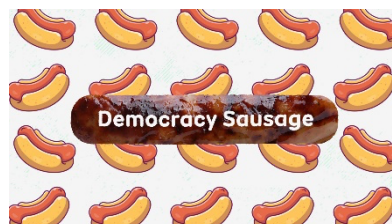
[Electorates](#)



[Political Parties](#)



[Safe and Marginal Seats](#)



[Democracy Sausage](#)

Useful Websites

- [Political Parties](#) – PEO
- [Independents](#) – PEO
- [Election Lingo: Parties](#) – BTN



Teacher Resource

Ngani Café

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 do students sell at Ngani café?
2. What does Ngani café mean in Kurna?
3. What skills are the students learning in the café?
4. What native ingredients do they use at the café?
5. Why is it important to use native ingredients?

Activity: Class Discussion

What do you see, think and wonder?

After watching the BTN Ngani Cafe story, students will respond to the following questions:

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

A yellow thought bubble with a small tail pointing towards the bottom left. Inside the bubble, the text 'What do you see, think and wonder?' is written in a blue, sans-serif font.

What do you see, think and wonder?

Activity: Class Discussion

After watching the BTN story find out what your students know about bush tucker and what they want to learn about bush tucker. Use the following questions to guide the discussion.

- What is bush tucker?
- Have you tried bush tucker? If so, what did it taste like.
- Can you name some bush tucker? Make a list.
- Where can you find native ingredients?



EPISODE 9

1 April 2025

KEY LEARNING

Students will learn more about Indigenous ingredients and investigate Indigenous seasonal calendars.

CURRICULUM

Geography – Year 4

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources.

Science - Year 4

Living things, including plants and animals, depend on each other and the environment to survive.

Science – Year 5

Scientific knowledge is used to inform personal and community decisions.

Science – Year 6

The growth and survival of living things are affected by the physical conditions of their environment.

Important contributions to the advancement of science have been made by people from a range of cultures.

Activity: Vocabulary

Students will brainstorm a list of key words that relate to bush tucker and Indigenous ingredients. Here are some words to get them started.

HARVEST	INDIGENOUS CULTURE	BUSH TUCKER
NATIVE FOOD TRAIL	SEASONAL CALENDAR	BUSH FOODS

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:

- Add additional terms to your glossary. Visit this [website](#) to learn about bushfood words in the *Pitjantjatjara* language.
 - Mai: food from plants, including vegetables, fruits, and seeds.
 - Tjuratja: sweet food, such as honey.
 - Kuka: edible animals.
 - Maku: edible grubs, like witchetty grubs.
- Make a list of Indigenous ingredients. Include a photo, a description of what it looks like, tastes like, and how it is eaten. Below are some examples of Indigenous ingredients.
 - Saltbush
 - Wattle seed
 - Finger lime
 - Lemon myrtle
 - Warrigal greens
 - Quandongs
 - Bush tomatoes



Bush Foods (Source: [ABC News](#))

Activity: Create a bush tucker garden

Start this activity by asking your students “What do you know about Indigenous foods or bush tucker?”. Discuss as a whole class or in small groups and then share and record your students’ ideas.

Explain that food is an important part of First Nations cultures; it connects community and generations. Traditions around food are passed down from Elders to the next generation to keep these a part of everyday life.

Create a bush tucker garden

Students will create their own bush tucker garden at school. Watch the [BTN Bush Tucker story](#) for inspiration. Brainstorm possible garden designs and locations. Things to consider when designing a garden include position, type of soil and how much water the plants will need, then find edible indigenous plants that are native to the area. Students will need to consider how easy the plants are to obtain and the size of the plants – how large will they grow (how much space is available for the garden). Think about signage for the garden or an information brochure.



Bush Tucker story (Source: [BTN](#))

Further investigation

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Recipe

Write a recipe using Indigenous plants that are native to your local area. Cook and share the food you make together.

Meet local elders

Speak with local elders or First Nations community members to learn more about Indigenous ingredients and recipes.

Dreaming Trails

Learn more about the dreaming trails in your local area. Meet Rookie Reporter Tyrone in this [BTN story](#) to tell you what the river and Ponde, the giant river cod, means to his people - the Ngarrindjeri.

Bush Tucker Trail

Find out if you have an Indigenous food trail near your school that you could visit for inspiration and to learn about Indigenous plants local to your area.

Activity: Indigenous Food Trail

Learn about native bush foods and medicines along an ancient riverway. Watch this ABC Australia [video](#) (YouTube) to hear from Noongar man Larry Blight (Albany-based educator and tour guide) as he takes us on a walk along the Kalgan River, on Western Australia's south coast.

Video

Eating native bush foods and medicines along an ancient riverway | ABC Australia

<https://www.youtube.com/watch?v=goXbOJAtvEY>

After watching the video, students will find answers to one or more of the following inquiry questions.

- Where is the Kalgan River? Find on a map of Australia. Then find on a [map of Indigenous Australia](#). Find some photos showing the Kalgan River area.
- What is the Indigenous Noongar name for the Kalgan River? What does the Indigenous name mean?
- What months are the Noongar season *Kambarang*?



Eating native bush foods and medicines along an ancient riverway (Source: [ABC Australia](#))

Activity: Indigenous seasonal calendars

The different seasonal calendars are really important to different Indigenous groups because they tell traditional owners the best times to hunt, fish and collect bush tucker. Watch BTN's Special Indigenous Seasons stories to learn more about it! Use the BTN Teacher resource on the story page to extend your student's knowledge.



BTN [Indigenous Seasons - Part I](#)



BTN [Indigenous Seasons - Part II](#)



The ABC's "[Many Lands, Many Seasons](#)" series explores six Aboriginal seasonal calendars to find out how the unique knowledge they contain helps the traditional owners to hunt, fish and collect bush tucker at the best time! Visit the Daly River, Fitzroy Valley and West Arnhem Land to learn more about the seasonal calendars in these areas.

Learn more about the [Indigenous Seasonal Calendar on the CSIRO website](#).

Learn more about the [Yolngu seasonal calendar](#), and the plants and animals that are important to the Yolngu people.

Useful Websites

- [Bush Tucker Garden](#) – BTN
- [Planting Indigenous foods](#) – Australian Museum
- [Gardening Australia: The many uses of Indigenous plants](#) – ABC Education
- [Aboriginal Plant Use Trail](#) – Australian National Botanic Gardens
- [Native edible plants and bush foods to grow at home](#) – ABC News
- [What is an indigenous plant?](#) – Sustainable Gardening Australia



Teacher Resource

BTN Transcript: Episode 9- 1/4/2025

Yaama. I'm Jack Evans and you're watching BTN. Here's what's coming up. We find out what issues matter to you this election, learn about the scientists trying to bring back the woolly mammoth and meet some students who run a cafe at school.

Political Parties

Reporter: Jack Evans

INTRO: But first today, the Prime Minister has officially called a federal election for the 3rd May, which means Aussies will be heading to the polls to vote for their preferred political party. But, um, what exactly is a political party, and does it have anything to do with cake? Let's find out.

PARTY PLANNER: Alright. We have a lot of parties happening all at once, so I need everyone's full attention. Right. Can I get a report on where we are streamer-wise? And where is the cake?

ASSISTANT 1: Oh, I'm not sure. Let me investigate.

JACK EVANS, REPORTER: During an election, you're bound to hear a lot about parties. But, uh, they're not exactly the type of parties that come with cake and balloons. They're political parties. You see, in a federal election, you don't vote for the prime minister, you vote for a party. They're groups of individuals who share common beliefs about how the country should be run, and they work together to push for policies that align with those beliefs.

You're probably familiar with the two major parties and their leaders - the Labor Party and the Liberal Party. They're the biggest parties, which is why they're called major. And for more than 80 years, every Australian prime minister has come from one of these two parties.

PARTY PLANNER: Two...two... OK. We have two major parties, people, so look alive. The Labor Party, hosted by Prime Minister Anthony Albanese, is in function room number one, and they want red balloons. Alright, red balloons. That's very important.

Traditionally, the Labor Party has advocated for workers' rights, social equality and universal healthcare. This election, it says it'll be focusing on strengthening Medicare, cutting HECS debt to help out students, as well as lowering taxes, giving relief on energy prices and helping more Aussies build houses.

PARTY PLANNER: Alright. The Liberal Party, hosted by opposition leader Peter Dutton, is in function room two with the blue balloons. Alright, blue balloons.

Historically, the Australian Liberal Party promotes individual freedom and helping out businesses, big and small. They say this election, they'll also be focusing on boosting Medicare and making housing and energy more affordable, as well as lowering inflation and petrol prices, and investing in stronger defence and border security.

PARTY PLANNER: Alright. Well that's the major parties sorted. Now on to the minor parties.

Some of which you've probably heard of before. The Nationals is a minor party that focuses on boosting

regional communities, and they partner with the Liberal Party to form The Coalition. It's part of an arrangement where they work closely together. By doing so, The Nationals help the Liberals secure enough seats to form a government. And if elected, their leader becomes the deputy prime minister.

PARTY PLANNER: Ah, I guess now the green balloons are for...

ASSISTANT 1: The Greens sir?

PARTY PLANNER: No. The Greens don't want balloons. They're not biodegradable.

ASSISTANT 1: Oh.

Another well-known minor party is the Greens, who focus on environmental issues and social justice policies. There are heaps of other minor parties, some that were started by politicians who left major parties. In fact, anyone can start a minor political party as long as you can gather 1,500 members.

Finally, there are the independents. They're politicians who choose not to belong to any political party. Although, in recent years some independents who share similar beliefs have grouped together and are often referred to as...

PARTY PLANNER: Teal! I said teal balloons, not turquoise.

ASSISTANT: I thought these were teal.

Independents can influence decision making by representing their own ideas and the concerns of their local communities. And while they don't make up the majority of Parliament, their vote can sometimes decide if a bill is passed or not.

PARTY PLANNER: Oh, right. Well, I think that's everything. Now we just have to wait for the guests to arrive.

PARTY PLANNER: Are you eating cake?

ASSISTANT 1: No.

Election Issues

Reporter: Tatenda Chibika

INTRO: Over the coming weeks, all of those parties will be campaigning to try to win votes from Aussies, talking about their plans to solve the country's big issues. But we wanted to know what You care about this election, and sent Tatenda to find out.

TATENDA CHIBIKA, REPORTER: Hello!

STUDENTS: Hi

STUDENTS: Hi

TATENDA: Grab a seat

STUDENTS: We're twins.

TATENDA: You're twins? I knew it.

STUDENTS: Hello

TATENDA: Hey, so what do we know about the election?

STUDENT: I think it's gonna be pretty tight to be honest and I'm really intrigued of what the results gonna be.

STUDENT: Also, I've seen posters going around for like Peter Dutton and then also Anthony Albanese, like around my house.

STUDENT: It'll probably be big, every election always has a lot of drama in it.

TATENDA: What big issues do you think they should care about?

STUDENTS: I'm pretty sure vandalism is like, already illegal, like racism, stuff like that. But I think they should be more picky about it, because people still do it and it's really rude.

STUDENT: Well... inflation.

STUDENT: That's a big thing, because prices are going high, like very high.

STUDENT: Yeah and lots of people are losing jobs and homes, and some are having to take on multiple jobs.

STUDENT: The price is going up a lot, because like when we become adults, maybe like a chocolate bar might cost like \$100 or something like that.

TATENDA: We don't want hundred dollar chocolate bars?

STUDENTS: No we do not.

STUDENT: It's getting harder for like, teenagers and young adults to afford like groceries.

STUDENT: Your average weekly shopping that would be like, 300 to \$200.

STUDENT: Protecting our wildlife, because Australia has very like, diverse range of wildlife.

STUDENT: And also smoking is pretty like a hazard thing too because people mostly die and have lung cancer cause of those things and also there's a lot of stress going on and they always use cigarettes so they should use something else.

STUDENT: Like watch a tutorial, how to relieve.

STUDENT: Yeah breathing, breathing exercises.

TATENDA: Do you think kids really care about politics?

STUDENT: I think it just depends on what they're interested in, because politics can be really boring and stuff.

STUDENT: I think kids do find it interesting, because they're like, oh, what's gonna happen with this? What's gonna happen with that?

STUDENT It depends about, like, the age level, because you get more intelligent over time.

TATENDA: Do you think kids should vote?

STUDENT: No not really because, well some people maybe at like, 10 years old, might not really know what it's really about.

STUDENTS: I think kids should have a say.

STUDENT: The age restriction should be like 14 to 16.

STUDENT: Um, not really little kids, 'cause they might just be like, "there's more...I want more lollipops".

But, like, kids our age, like, grown-ups don't always have the same opinions as kids, so...

STUDENT: Like Mariah said some little kids will probably care about lollipops, more playtime.

TATENDA: Those are real issues?

STUDENT: Yea but they're for the school and your daycare, not for like the Prime Minister.

TATENDA: If you could give the Prime Minister one piece of advice, what would it be?

STUDENT: To start making actions on climate change

STUDENT: Climate change is really, it's harder probably to play sports outside if it's gonna get hotter as well.

STUDENT: Can you lower the age for social media ban?

STUDENT: Well, I don't think the social media age should be 16, maybe for 15 and a half.

STUDENT: No, 13-year-olds.

STUDENT: 15.

STUDENT: 13.

STUDENT: 15.

TATENDA: If had to pick characteristics that makes someone a good leader, what would they be?

STUDENT: Well, leading by example.

STUDENT: Probably someone who like cares about everyone.

STUDENT: Someone who's good at making decisions, who listens to other people.

STUDENT: If they promise to do something really good, they stick to their promise.

TATENDA: Well thanks guys, thanks for joining me.

News Quiz

What big mistake did the US National Security Adviser, Michael Waltz, make last week? He accidentally added a journalist to a group chat about secret military details? He sent a meme to the president? Or he sent a top-secret email to the wrong person? He accidentally added a journalist to a group chat and shared secret military details. American journalist Jeffery Goldberg from The Atlantic was added to the group chat of top US official. They didn't realise he was there and started talking about some potentially sensitive stuff, like attack plans in the Middle East. It's raised serious concerns about security and an investigation has been launched.

What unusual item did Greens senator Sarah Hanson-Young bring into the Senate chamber? A plastic bag full of seaweed, a salmon or a piece of coral?

SENATOR SARAH HANSON-YOUNG: A rotten, stinking extinction salmon!

Yep, Senator Hanson-Young whipped out the salmon to protest the government's decision to change environmental laws to protect the salmon farming industry in Tasmania's Macquarie Harbour.

What planets rings have recently disappeared from view? Is it Neptune, Jupiter or Saturn? It's Saturn. But ah, don't worry, they're still there. It's just that our current view of the planet means we're looking at its famous rings edge on, making it impossible for telescopes on Earth to see them.

What world record did this cat just break? It's got the longest tail on a living domestic feline. Mr. Pugsley Addams, yes, that is his name, is a Maine Coon cat from the US and his tail measures in at almost 47 centimetres.

De-Extinction

Reporter: Justina Ward

INTRO: Now to some mammoth news. Seriously, it's about mammoths and one US company's quest to bring them back. Justina found out more.

The woolly mammoth, titans of the Ice Age. Roamed our frozen landscapes until they vanished around 4,000 years ago. But now in the name of science they have returned. Well sort of? Meet the woolly mouse created by American biotechnology company.

BEN LAM, COLOSSAL BIOSCIENCES, CEO: They were significantly cuter than we, I guess originally anticipated.

But these 'lil fluffballs are more than just cute, they're actually a mammoth step forward in Colossal's grand plan to bring a woolly mammoth-like creature back to Earth.

BEN LAM: So we actually engineered mouse-equivalent of mammoth genes that we've identified on our quest to bring back the mammoth.

Yep, Ben and his team have used a lot of time and a lot of science to edit the genes of these mice so that their fur has almost the exact same traits as the woolly mammoth.

BETH SHAPIRO, CHIEF SCIENTIST AT COLOSSAL BIOSCIENCES: We focused mostly on woolly hair and also a gene that's associated with fat.

And their plan is to eventually try the same thing on an Asian elephant to create a modern day mammoth-like animal that can live in Arctic conditions.

BEN LAM: Asian elephants are closer genetically to mammoths than African elephants are to African elephants. It's not possible to clone an extinct species. It is possible to do functional de-extinction, where we're bringing back those core phenotypes or physical traits, and then looking at those traits that that we can then rewild back into their natural habitat.

So why go to all that effort?

BEN LAM: We're looking to lose up to 50 percent of all biodiversity between now and 2050 if we don't do anything.

Yeah, because of things like climate change and habitat loss from human impact species extinctions are happening faster than ever. And these scientists reckon what they're working on today could end up helping endangered species in the future.

BETH SHAPIRO: We know that ecosystems that are more biodiverse are more robust and resilient. And we hope that by re-establishing these interactions, by protecting species from becoming extinct, we will protect and preserve biodiversity that will help stabilize ecosystems and stop the loss of species today.

And they're not stopping at the mammoth. They're also planning to bring back the dodo which once roamed the island of Mauritius. And they're even working with Aussie scientists to bring back Australia's thylacine also known as the Tassie tiger which went extinct almost 90 years ago.

T-REX, JURASSIC PARK: RAAAAAWWWWWW.

But not everyone's convinced this is a good idea, and we all saw how Jurassic Park turned out.

JEFF GOLDBLUM, JURASSIC PARK: Your scientists were so preoccupied with whether or not they could, they didn't stop to think if they should.

In fact, some experts reckon extinctions are a normal part of the evolutionary process and reintroducing extinct species could mess up current ecosystems. While others say genetically modifying animals raises some ethical concerns and that the time and resources spent on de-extinction could be better used to protect and conserve existing endangered species and their habitats.

VINCENT LYNCH, BIOLOGIST, UNIVERSITY OF BUFFALO: Even if you could do that to an Asian elephant, that's not resurrecting anything, that's taking mouse mutations and putting it into an elephant.

For now Colossal still has a lot to figure out and it'll probably be a while before we see something like this roaming Earth again. In the meantime, can we see those mice again? Awww, they're just so cute!

Did You Know?

Did you know? The last known Tasmanian tiger, or thylacine, died in captivity on September 7, 1936, at the Beaumaris Zoo in Hobart, Tasmania. It's often called Benjamin, but no one actually knows if that was its real name.

World Autism Awareness Day

Rookie Reporter: Patrick

INTRO: Wednesday the second of April is World Autism Awareness Day. A day all about highlighting the need to increase understanding, acceptance, and support for people on the autism spectrum. To find out more, we're going to meet 15-year-old Patrick, who is autistic and non-speaking. Take a look.

TRAVIS, PATRICK'S DAD: So, we've got the coffee socks, and we've got the goat socks. So, which ones do you want to wear this morning? G, O, A, T, S, O, C, K, S. Goat socks, brilliant.

PATRICK: My name is Patrick. I am 15 years old. I love to bush walk, swim and spell. Sometimes, asking questions is fun. I use a letter board to communicate because I am non-speaking. Non-speaking means I can't talk. I am autistic and have apraxia and Developmental Coordination Disorder. I spell words by pointing to a letter board, held by a communication and regulation partner. They hold the letter board because I have motor planning differences and struggle to regulate my body and use purposeful motor movements. My body has a mind of its own, and I am not always in control of my arms. I sometimes point to the wrong letter because my arms don't work together with my brain. They call this proprioception, where a person doesn't understand where their body is in time and space. I need a communication and regulation partner to help me by training my arm and finger and ocular eye movements.

TRAVIS: You've got it. Eyes on.

PATRICK: I appreciate them, because everyone thinks spelling is easy, but it involves a complex approach that requires age-based curriculum and a series of activities to teach my motor planning. I spell non-speaking and not non-verbal, because non-verbal means without words, and I am not without words. I have plenty to spell, and I am intelligent. I use the word spell instead of write because I can't hold a pencil and write to communicate. Terminology is important for me because I am autistic and don't have autism. It's my identity, but it doesn't define me. When people use the correct terminology, I feel awesome and valued. The medical model of disability sees people as broken and need fixing. I prefer the social model of disability because people don't need fixing, they need to be accommodated and included. Everyone is

different and needs to be involved. In decisions in their own life. Society needs to cater for our needs and adjust what they do and accommodate our individual needs, wants and dreams. When I went to school, I was treated poorly. Teachers treated me like a baby and like I don't understand anything. They asked me if I was intellectually challenged and if I can do anything. I want autistic, non-speakers to have opportunities. We have human rights like neurotypical people and deserve to be treated fairly. You can change the world by presuming competence and believing in someone and providing them with opportunities. I wish people saw me as a person who was intelligent and able to achieve anything. I am going to change my life, but you could change many by asking us to be your friend. My dream is to become famous and to ask autism organisations to include autistic non-speakers in decision making about policies and procedures in their organisation.

YOUTH PARLIAMENT SPEAKER: It was one of the most moving speeches I've heard in this place in 19 years.

PATRICK: I plan on going to university to study disability advocacy and also becoming the world's first autistic non-speaking hiking guide.

TRAVIS: Good on you.

PATRICK: You can change the world once you give people who are non-speaking an opportunity to be included.

Sport

Aussie golfer Min Woo Lee has won the Houston Open.

COMMENTATOR: Min Woo Lee is a PGA tour champion.

Despite one of his early shots missing the green and landing under a bush...

COMMENTATOR: It is a difficult situation, that's for sure. We're fortunate to have found the ball.

...he quickly recovered and scored his very first PGA Tour win by just one shot.

Now to cricket and South Australia has broken a 29-year drought to claim the Sheffield Shield. SA was taking on Queensland in the final over the weekend. Jason Sangha starred with the bat, leading the team to the 4-wicket win.

COMMENTATOR: After 29 years, South Australia got the Sheffield Shield back in their hands.

And finally, if you think riding downhill through the narrow streets of a town in Mexico sounds terrifying, then yeah, you'd be right. This is the final of the Cerro Abajo series, which is basically a high-speed downhill race for glory. And Colombia's Juanfer took out the win for the third year in a row.

Ngani Café

Reporter: Jack Evans

INTRO: Finally, I went along to check out Ngani Café at Ngutu College in Adelaide. It's run by students and offers up coffee as well as food that's been sourced from the school's veggie garden. Check it out.

JACK EVANS, REPORTER: These students at Ngutu College are getting a lesson on how to prepare food customer service and...

JACK: You make a pretty good cup of coffee.
K'SHAAN: Thank you.

CASSIE: Ngani is a cafe like a place to gather and chat and get some coffee and food.

BELLA: It is a cafe that brings public together, but also has an opportunity for young people to work from our school.

Ngani cafe, which means gathering place in Kaurua, opened earlier this year at the school and is partly run by students.

CASSIE: My involvement is like doing coffees, front of house and a little bit of the back of house.

COLLEEN: So I do like a lot of the food stuff, like cooking and making sandwiches.

ANDREW PLASTOW, HEAD OF NGUTU SCHOOL: Hoping to provide a safe place for our young people to learn skills, develop confidence in employment...

Andrew Plastow is the head of the school and says these guys are learning a lot of great skills that could help them get a job in hospitality in the future.

COLLEEN: I learn a lot about food safety and a lot about just being in the kitchen and stuff like that.

K'SHAAN: I'm trying to do the arts right now, in the coffees. That was my first best one I did before.

The best part, working here counts towards their SACE which is south Australia's high school certificate.

BELLA: Our lesson is called workplace practices, where we research and put our learning from the cafe and our research towards our assignment, which then will eventually go towards SACE.

JACK: The Cafe also utilizes the schools veggie patch, offering up a variety of native dishes.

COLLEEN: A lot of the produce that we use, comes from the garden. Sometimes we plan out what we want to grow, and we plant it, and we take care of it, and then we harvest it.

ANNA MARIA WALKER, HEAD CHEF: The native ingredients that we use at the cafe is lemon myrtle, which is a great source of vitamin C, and it's great for the immune system. The other native ingredients we use is muntries, and it's like a little fruit, like an apple.

JACK: Why do you think it's important to use native foods?

K'SHAAN: So, we can keep our culture around school and bring more culture into the school.

These guys say the cafe has been a great way to prepare them for their future, as well as connect with the local community.

BELLA: I think being taught all these skills at such a young age can then lead me to any pathway down in the future.

K'SHAAN: I'll get to, like, talk to more people. I don't like talking to people much, but at school, I do. I talk heaps at school.

COLLEEN: I really want to go into like a chef kind of career path, so I think here's a great place for me to start.

Closer

Well, that's all we've got for you today and for the term. But before we go, we have one last bit of news for you. Amelia has had her baby. Little Sonny was born last week and as you can see is very cute. Aww. Well we'll be taking a break for a few weeks. In the meantime, you can stay up to date with Newsbreak every weeknight and there's plenty to see and do on our website. Have an awesome holidays and I'll see you next time. Bye.