



Into the Outback

Day 5

TK-3RD GRADE

WELCOME

(5 min)

Instructions: Welcome your students to camp.



Remind students they have the opportunity to earn sand dollars when they complete a task, help another student, or help you.

GAME TIME

(30 min)

Materials:

- Ball
- Space to play



PLAY SHOOTING STARS

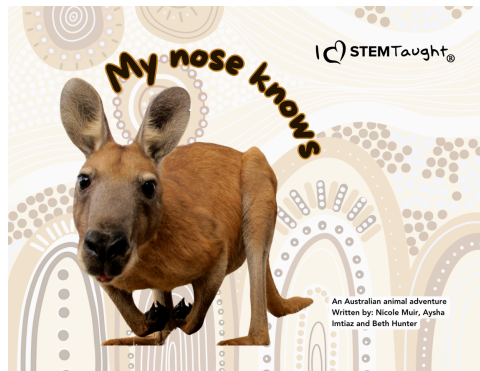
1. Organize the players into two teams.: dribbling and shooting.
2. Have the dribbling team line up at a corner of the court.
3. The shooting team lines up at the free-throw line. Younger players may get closer to the hoop to shoot during their turn.
4. One player from the shooting team will start with the ball. They will shout "Go!" and begin trying to shoot a basket. This is a signal to the dribbling team.
5. One player from the dribbling team will then begin to dribble their ball to the half-court line and back.
6. If the dribbler can make it back to their corner before the shooter can make a basket, then they will get a point.
7. The shooter will continue to shoot until they make a basket. If the shooter makes a basket before the dribbler returns back to their corner, then the shooting team gets a point, and the dribbler is out, and the next dribbler will take their turn.
8. The game ends when one of the teams has had all their players take a turn. The team with the most points wins!

READING TIME

(20 min)

READ 'MY NOSE KNOWS'

Read the story with your students and talk about the different ways Australian animals use their nose. Call on volunteers to share what their nose knows at the end of the story.



STEM ART

(60 min)

Materials:

- Test tubes and pipettes
- Glitter
- Meteor rocks
- Containers of water
- Optional: food color for the water/additional sequins or small beads if available

**STARRY NIGHT IN A BOTTLE**

Instructions: Students create an Australian night sky in a bottle!

Say: **"Today, we get to explore the Australian night sky! Have you ever looked up at the stars when it gets dark outside? In a few minutes, we will get to watch a short video of a timelapse of what the sky looks like at night in a remote area with no buildings cars or lights. We will see lots of tiny dots and colors. Each dot is a star! Because our earth is spinning you will see that the stars move across the sky in the movie as the night progresses. Understanding where certain star groups rise and set helped to direct the first Polynesian sailors to Australia's shores. These sailors traveled with no instruments and only used the stars to guide them. Next time it's dark go outside and lay down and look at the stars. You might even see a meteor, which looks like a shooting star racing across the night sky! Small pieces of dust or rock burn up as they enter our atmosphere."**

1. Play the video for the students to see what the Australian night sky looks like!

Link: <https://www.youtube.com/watch?v=nZDdxF066IM>

2. Set out containers of water, glitter, pipettes, rocks and test tubes at each group's table. Each student will get a test tube and pipette.

3. Students put in the rock. Say: **This is your special meteor! Meteors are made out of rock and metal. Observe your meteor rock. Do you think it will sink or float?** Students use their pipettes to squirt the water they would like to fill their test tube. Make sure not to fill it too full, so there is room to add the other supplies.

4. Next, they can take a pinch of glitter and sequins or sprinkle the glitter and sequins into the test tube. Say: **These are your stars. Study your glitter. Is it heavy? Do you think it will sink or float?**

5. While they are making their bottles, talk about some interesting facts about Australia, as well as meteors and stars.

Say: **"Australia is known for having some of the clearest and darkest skies. This makes it a great place to see the Milky Way galaxy, meteors and stars. Australia has its own constellation named after an animal found only in Australia—the Emu in the Sky. Indigenous Australians have long recognized this pattern of dark nebulae as an emu in the sky because it looks like an emu stretching across the Milky Way."**

6. When the students are finished making their own night sky, they can shake it up, and observe their Australian night sky. Ask: **Did your meteor sink or float? What happened to your glitter stars? Why?**

7. Let them look at each other's bottles, too!

STEM MOVIE

(20 min)



Say: **"Little penguins need safe homes for their eggs because rain, wind, and moving sand or soil can wash away their burrows. This is called erosion. Sneaky predators like foxes and cats might try to get their eggs too. Can you build a cozy nest box to keep your penguin egg safe and warm?"**

Watch this media about building Penguin Nest Boxes and explain that New Zealand is close to Australia.

Penguin Nest Box Challenge – a DIY design project

<https://www.youtube.com/watch?v=S1zVS4-wvqo>

STEM ART

(60 min)

Materials:

- Wooden egg ornament with hemp rope
- Blocks/cubes/butcher paper/recycled materials/natural objects or anything you have available



Ask: **Were all the boxes a square? What different shapes did you notice they built?** (Example: **A rectangle, a pyramid**). Ask: **What were the orange juice bottles for?** (Example: **They were about the size of a penguin so they could make sure the box is big enough.**) Ask: **How did the volunteers design the box to keep out animals that might want to eat the eggs or chicks?** (Example: **They had a little door to separate it and a tube for the penguins to go in.**) Ask: **Why do they need to weigh down the box with rocks?** (Example: **So the flap door doesn't open in the wind.**)

BUILD PENGUIN NEST BOXES AND PLAY**Instructions:**

1. Students can continue adding patterns and designs to their egg, and add their initials with paint or marker. Try not to paint the whole area again so they can play and it's not too wet.
2. Say: **Now, it's time for pretend play! Let's build a burrow to keep our Little Penguin eggs safe.** Students build with blocks, crumpled butcher paper, or natural materials like twigs and grass or anything you have available. As students build, circulate and ask what shape they are building and have students talk about their creations.
3. Say: **Think about what your penguin family might need, like a roof to keep out the rain, soft bedding for the eggs, and maybe a little door so they can waddle in and out!**
4. Give students ample time to use their imagination and build. Let them play freely with their eggs in their new nest boxes.
5. The teacher helps students thread the string through and tie a knot when the painted eggs are dry.
6. Say: **You can take your egg home as a memory from camp. You can hang it as an ornament, use it as a bag charm or anything else! Take care of your little penguin egg!**

EXIT SLIP

(20 min)

Materials:

- Exit slips/Landing notes

WRITE YOUR 'DISCOVERIES DOWN UNDER'

Teacher prep:

Cut out the slips and have extra paper available.

Instructions: Students respond to the prompt on their exit slip before leaving the camp.

Say: **Thank you for being part of this Outback Adventure down under! This week has been a wonderful exploration of beautiful night skies, adorable animals and new art techniques. From sweeping deserts to majestic snow, and spiked echidnas to fluffy fairy penguins, the Outback has so much to explore! I hope you explored many new things and will always carry this sense of wonder and discovery with you, no matter where your adventures take you.**

And remember, in the outback, it's always a g'day! 😊

GAME TIME

STEM STORY

STEM ART



PENGUIN NEST BOXES + PLAY



METRIC

Physical Development Foundation 1.7 Gross Motor Manipulative Skills

Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.

English Language Foundation 3.2 Participating in Read-Aloud Activities

Engage in read-aloud activities with English- language books and communicate about the content of the books.

Science Foundation 4.2 Natural Objects in the Sky

Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.

Science Foundation 1.6 Planning and Carrying Out Investigations

Carry out simple experiments or investigations, on their own or in collaboration with peers and adults, to test their ideas about their observations.

Math Foundation 4.2 Identifying Three-Dimensional Shapes

Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder.

Math Foundation 4.4 Composing Shapes

Combine different two- or three-dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).

Social Science Foundation 5.4 Caring for the World

Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).

Science Foundation 5.1 Engineering Design Process

Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating simple solutions to the problems they identify, and, with adult support, testing and refining their solution



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Discovery Diary!

What did you discover down under?
Write or draw about a new art technique you liked, an animal you enjoyed learning about, a game you had fun playing or something else that inspired you and you want to learn more about!



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