



Into the Outback

Day 2

TK-3RD GRADE

WELCOME

(5 min)

Instructions: Welcome your students to camp. Say: "**The Outback is what people call the vast, dry, and often remote areas in the middle of Australia—far away from the cities. Today we are going to go on a virtual Outback adventure, and we will learn about some of the neat creatures that live in Australia! Then we are going to create large murals of the different animals and scenery found in the Outback!**"

STEM MOVIE

(15 min)

OBSERVE KANGAROOS

Show students this footage of kangaroos hopping through the outback and ask them what they notice and wonder. Play it at 2x speed.

Kangaroos Jumping in Outback – Peaceful Wildlife Music

<https://www.youtube.com/watch?v=bT3OzU68Lnw>

GAME TIME

(25 min)

HOPSCOTCH

Objective: Students will create their own hopscotch patterns using chalk, and play hopscotch on their peers' patterns.

Instructions:

Say: **Now we get to hop around just like the kangaroos we observed!**

Take the students out to an area where they can use chalk. Let them pair up with friends, or make their own hopscotch patterns.

Encourage them to be creative! When the students have completed their hopscotch patterns, invite them to try each other's hopscotch patterns out! If they want to create a maze, or a chalk city for their peers to walk through, allow them to harness that creativity and see where it takes them!

VIRTUAL FILED TRIP

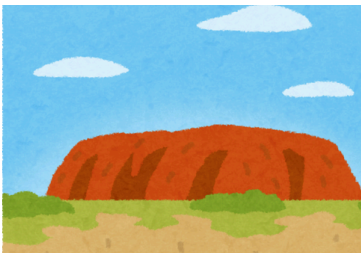
(20 min)

EXPLORE THE OUTBACK

Say: "**This week we will be learning about the Australian Outback! To get ready for our Outback adventure, we need to suit up like real explorers! Let's pretend to put on our wide-brimmed hats to block the sun, slip on our sturdy boots to walk through the red dirt, and grab our water bottles to stay cool and safe. Ready? Stomp your boots and tip your hat—let's head into the Outback! We are going to watch a video and see what we can learn on this virtual field trip!**"

Materials:

- Chalk



VIRTUAL FIELD TRIP CONTINUED:

Instructions:

1. Watch the in-class video:

<https://www.youtube.com/watch?v=2vaB5wjVLnQ&t=32s>

2. Together, recreate the sounds they heard. For example:

- Wind whooshing (hands rubbing)
- Bird calls (make kookaburra laughs)
- Footsteps in sand (light stomps)
- Crocodile snaps (slap thighs or snap their fingers)
- Animal calls (have them invent their own)

4. Say: **Crikey, mates! You were true Outback explorers today—great job spotting animals, asking questions, and adventuring through the amazing outback! Now let's go on our own outback adventure!**

STEM TIME

(60 min)

Materials:

- Optional: Paper and pencil



OBSERVATION EXPLORATION

Objective: Students explore the outdoors like young Outback adventurers—using their senses to observe, discover, and learn about the natural world around them.

Instructions:

1. Take the students outside.

2. They will pay close attention and try to discover these things:

- a. Look for something tiny that crawls
- b. Look for something that runs
- c. Look for something that flies
- d. Look for something high up in the sky
- e. Look for something shiny down low
- f. Look for something that you have never noticed before
- g. Look for something that doesn't belong there
- h. Look for something pretty
- i. Look for something red
- j. Look for something that makes noise
- k. Look for something round
- l. Count how many trees you can see

3. Students may need to look under rocks or plants. They may need to look far away, or in a tree or behind a building—all of this is part of the joy or exploration. Praise the students on their good observation skills!

STEM STORY

(20 min)

READ 'I GO WITH...'

Read the STEMTaught Story "I Go With..." to your students. Talk about the pictures and the names of different animals.



ART TIME

(60 min)

Materials:

- 5ft or more of butcher paper
- Crayons
- Any other art materials easily available

MAKE A CLASS MURAL

Objective: Students will work together and use what they observed to create a landscape of the Outback.

Instructions: Organize the students into groups. Provide each group with butcher paper; students will have to work together to paint a landscape of the Australian Outback. Explain how to collaborate in a team and give each other space as they craft their creations. Allow plenty of time for the students to draw and paint their image. You may also provide additional craft paper they can glue onto the butcher paper. The paper can be cut into shapes or objects, or you can allow the students to use their creativity and create their own shapes.



ART TIME

(60 min)

Materials:

- Potter's clay
- Toothpicks
- Optional: pencil for carving out the snout

MAKE AN ECHIDNA!

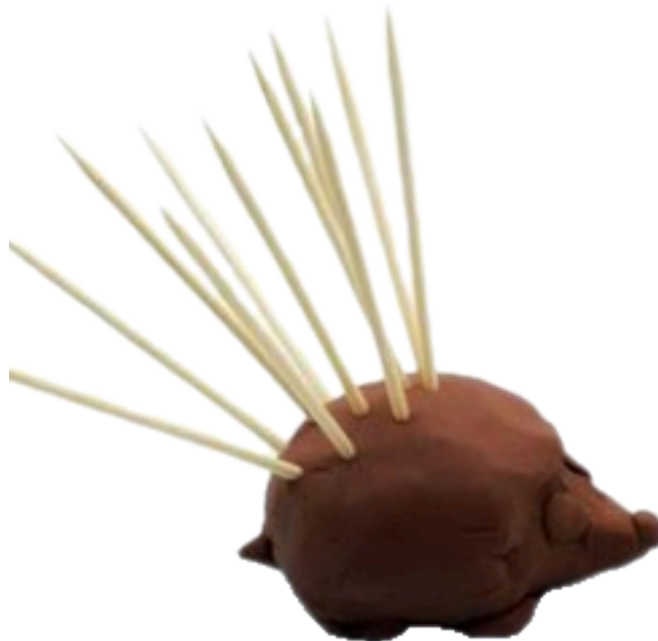
What you'll do:

1. Students watch this video to learn more about fascinating echidna:

Quality time with an adorable echidna | Australia Zoo Life

https://www.youtube.com/watch?v=x_2Vqkynr6Y

2. Say: **"Today we're going to make our very own echidnas using clay and toothpicks! Echidnas are amazing spiky mammals that live in the Australian Outback. Their spikes—called quills—help protect them from predators. When they feel threatened, they curl up tight, and those sharp quills stick out in all directions like a natural shield! As we build our clay echidnas, we'll explore how their spines are like natural armor."**
3. Each student gets a small ball of clay and rolls it into a circle or oval shape for echidna's body. You can shape little feet from the ball or attach some.
4. Pinch one end slightly to make a pointy tail.
5. Students use their fingers or a pencil tool to gently pinch out a little snout at one end. Roll one small ball and two tiny balls. Press the small ball at the snout for the nose, and stick the two small dots for eyes.
6. Students carefully push toothpicks into the back and sides of the echidna's clay body. They can alter the size of the toothpicks if desired. Encourage students to experiment with their length, angle, and spacing. Ask: How might these changes affect how well your echidna can protect itself? Say: Make sure your quills don't poke the underside—echidnas need a flat belly to move!
7. Let the creations dry. They can take it home at the end of the week.



OBSERVE KANGAROOS + VIRTUAL TRIP

HOPSCOTCH

OBSERVATION EXPLORATION

STEM STORY

CLASS MURAL



MAKE AN ECHIDNA



METRIC

Social Science Foundation 1.2 Gathering and Using Evidence

Gather information with adult support from resources (such as books and other media) related to questions of interest.

Physical Development Foundation 1.5 Jumping

Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.

Science Foundation 1.1 Making Observations

Observe and actively explore objects and events using their senses and describe their observations in greater detail.

Science Foundation 3.4 Heredity and Traits

Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.

Social Science Foundation 3.4 Contributing to the Group

Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.

Visual Arts Foundation 1.5 Using Visual Arts Materials

Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.

Foundation 3.1 Characteristics of Living Things

Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.

Art Foundation 1.5 Using Visual Arts Materials

Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.