



Summer Camp

Into the Outback Day 2

4 - 8TH 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 get busy creating some fun things based off of what we learned.**"

Remind students they have the opportunity to earn sand dollars.

MEDIA

(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

(30 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!

STEM TIME

(20 min)

EXPLORE THE OUTBACK

Say: "**This week, we're diving into the wild and fascinating world of the Australian Outback. Let's step into one of the most unique ecosystems on Earth. We're about to take a virtual field trip through the Outback—so pay close attention to what you see and hear. There's a lot to learn out there.**"

Instructions:

1. Watch the in-class video:

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

2. Call on student volunteers to share what they observed and name some of the animals they saw.



ART TIME

(60 min)

Materials:

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



MAKE AN ECHIDNA!

What you'll do:

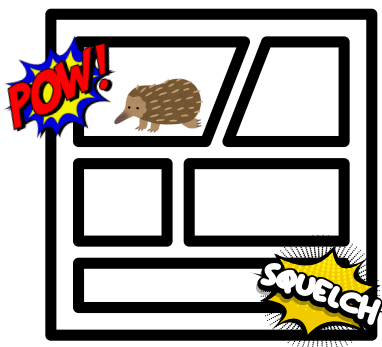
1. Students watch this video to learn more about fascinating echidna:
Quality time with an adorable echidna | Australia Zoo Life
https://www.youtube.com/watch?v=x_2Vqkynr6Y
2. Say: **Did you know echidnas are one of only two egg-laying mammals in the world? Their spines aren't just for defense—they also help with temperature regulation and camouflage. Why do you think having quills might be better than fur for surviving in the Outback's hot, dry climate?**
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 on either side of the snout.
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.

STEM COMIC

(30 min)

Materials:

- Handouts



DESIGN A COMIC STRIP

Objective: Students work as a group or by themselves to create a simple comic strip telling a story about a day in the life of their echidna. If they like, they can also create an imaginary new hybrid animal (Example: Echidroo (Echidna + Kangaroo), Echidemu (Echidna + Emu), Echidplat (Echidna + Platypus), Echidcroo (Echidna + Wallaroo). Students use the comic strip handout or create their own comic book sections on a paper and draw their own echidna comic strip story.

Say: **Not only are echidna adorably quirky, but they must get up to some very fun and adventurous things in the outback! Work with a friend or make your own comic. Include onomatopoeia (these are words such as boom, pow, squelch, zap) and lots of action. You can add details like a fun, alliterative name, and how your echidna uses its quills to stay safe, find food, or stay cool. Be creative—this echidna is your very own Outback survivor! You can volunteer to share your comic strip with the class.**

STEM PROFILE

(30 min)



DR. ANNE POELINA

"We live in a world of us, not me.
The river is an ancestral being with a right to live—but also to flow."
Little Anne sat on unbroken rocks, her legs dangling above sparkling turquoise waters as the fierce Kimberley sun beat down on her skin. The vast, rugged land—three times the size of England, yet home to fewer than 40,000 people—stretching out around her like an ancient storybook. She gazed across the endless blue horizon, where secrets hid in deep canyons, waterholes nestled beneath red cliffs, and wildlife moved softly through scrub and savanna. Out here, the Outback wasn't a backdrop—it was the whole story, raw and relentless, shaped by wind and dust and fire.
Her eyes were fixed at a distant point, where her father had disappeared beneath the waves. A Timorese pearl diver, he had plunged into the water's depths, chasing the glint of treasure hidden in the sea bed. Anne could almost hear the slow rhythm of his breath, steady and patient, as he searched silently beneath the surface. She clutched a small shell in her hand, testing it between her fingers to pass the time. The salty breeze whispered stories of the sea, of coral and pearls waiting to be found. Every moment stretched—an endless wait between waves—until finally, she saw her father break through the surface, carrying with him the shimmering promise of the deep.
Anne Poelina was born into stories—stories that moved with the tides, with the rivers, and with the red earth of the Kimberley. And from this meeting of sea and soil came a child who would one day become known a woman who does not fear sharks, but for truth and environmental justice.

READ THE PROFILE ABOUT DR. ANNE POELINA

What you'll do:

Read the profile of Dr. Anne Poelina, an Aboriginal Australian community leader, human rights advocate, and academic from Australia. Use these questions to lead a class discussion:

Ask: **Why does Anne Poelina see the Fitzroy River as more than just water?** Example: **She believes the river is a living being that connects the land, plants, animals, and people. It carries stories and memories, and protecting it means respecting all these connections.** Ask: **How did Anne's childhood influence her work today?** Example: **Growing up listening to the land and learning from nature helped Anne form a strong connection with the Earth.** Ask: **What are some of the threats facing the Fitzroy River and the Outback today?**

Example: **Mining, farming, and climate change are threatening the river's health and the wildlife that depends on it, which could lead to irreversible damage if not addressed.**

ART TIME

(60 min)

Materials:

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

MAKE A CLASS MURAL OF THE OUTBACK

What you'll do:

Students watch this scenic drone footage of the Kimberley region in Western Australia.

The Call of Wild Country | The Kimberley Australia

<https://www.youtube.com/watch?v=H5eT4ypPhII>

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.

