



Summer Camp

Into the Outback Day 3

GRADES 4TH - 8TH

WELCOME

(5 min)

READING TIME

(30 min)

Say, "Today we will learn more about animals. We will also focus on patterns by making some dot artwork like the native people of Australia and solving puzzles!"

READ THE PROFILE OF GABRIEL MARALNGURRA

Read the STEMTaught profile with your students. You can listen to the artist sharing the illustrations here:

https://www.youtube.com/watch?v=-Ppg_aC2LSI



GAME TIME

(30 min)

Materials:

- Cones or objects to mark the area.



AUSTRALIAN ANIMAL RELAY

Objective: Students play as some of the animals in the Australian Outback. They will relay race acting as these animals to see which team wins!

Instructions: Introduce the animals that will be used in the relay with the corresponding action. Alternatively, have the players come up with actions that they think that animal would do. Some animals and actions can include: **Kangaroo (hop)**, **Emu (run with arms down at sides)**, **Crocodile (army crawl)**, **Koala (bear crawl)**.

Organize the players evenly into teams with about 5-6 players per team. Teams will line up at one end of the playing field, about 6 feet apart from the other teams. Assign each player in line an animal with the corresponding action. For example, the first person in every line is assigned to be a kangaroo, the second an emu, the third a crocodile, and so on. To play the game, the instructor will say "Go!" and the first player in line from each team will race to the other side of the playing field and back while doing the action associated with their assigned animal. When they reach the starting point, then the next player may go. Play continues until everyone in the relay has had a turn to race. The team whose players make it all back first wins!

STEM TIME

(90 min)

Materials:

- Brown paper
- Q-tips
- Paints
- Pencils



MAKE ABORIGINAL STYLE ARTWORK

Objective: Students learn to make dot paintings. Say: "**Dot paintings originated as an art form from the native Australians, also known as the Aboriginals. They would use dots and symbols to create artwork. Today we are going to try out this fun and unique painting technique!**"

What you'll do:

1. Students watch this media about dot art to learn the technique. They can choose to create a turtle like in the film or make their own design!

<https://youtu.be/tXxuOF0qMss>

2. Read students the "Aboriginal Dot Art History." Optional, open this link to show your students images to inspire their art:

<https://www.aboriginal-art-australia.com/gallery/aboriginal-paintings-500-to-1000/>

Say: **Aboriginal art was also used as a method of storytelling. You can incorporate any of these symbols if you wish.** Show the attached page of symbols or view it on the smart board on today's web resources.

3. Provide students with brown paper, pencils, paints, and Q-tips
Play this relaxing Aboriginal Didgeridoo music as students work:

Say: **The didgeridoo is a long wooden instrument made by Aboriginal people of Australia. It makes deep, buzzing sounds that can feel like the heartbeat of the land. People have played it for thousands of years during ceremonies, storytelling, and to connect with nature.**

https://www.youtube.com/watch?v=bG_F6w7_Sh8

4. Students draw their design. It can be an animal, a landscape or an abstract design. Students dip Q-tips into paint and add dots and add dot patterns. Let students take their time and use a variety of colors. Circulate and talk to them about what they are making. Call on student volunteers to share their work.

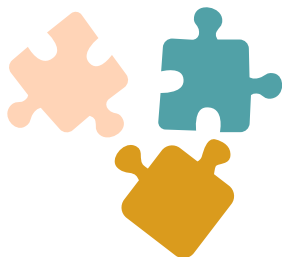


PUZZLE TIME

(60 min)

Materials:

- Puzzle



USE THE SCIENTIFIC PROCESS: COMPLETE A PUZZLE

Objective: Students use the scientific process and group work to solve puzzles. Split into two groups and switch between solving two puzzles.

Prep beforehand:

Set aside a corner of the room or table to store this puzzle as students will begin solving it today then come back to it on Day 4.

Instructions:

Say: **When you're solving a big puzzle, you are curious, patient, and organized, just like a scientist. Follow these steps to solve your puzzle.**

Step 1: Collect your data

Turn all your puzzle pieces picture-side down. It is important for scientists to begin by collecting all the raw data, even before they know how it fits together.

Step 2: Sort and Observe — Organize your data

Now flip the pieces back, and start sorting. Put all the pieces that have a flat edge in one pile. These will be your corner and edge pieces. Scientists organize materials by putting it into piles.

Step 3: Build the Border

Study the picture on the box and begin to build the edges. Use all the flat sided pieces and build the frame. In science, this is called defining the problem or boundaries.

Step 4: Connect the pieces!

Work to put the body of the puzzle together by finding patterns and colors to match.

Say: **You've taken very important steps today! If you aren't done with the puzzles yet, that's okay. We will come back to this in a couple of days and finish our puzzle.**

STEM SNACK

(20 min)

Materials:

- Freeze dried fruit



ENJOY FREEZE DRIED FRUIT SNACKS!

Say: **"Today's snack is freeze-dried fruit—crispy, light, and full of flavor! In the Outback, where the heat is intense and fresh food can be hard to carry on long journeys, travelers and explorers need lightweight and nutrient-dense snacks that don't spoil."**

What you'll do:

Let students enjoy their freeze dried fruit snacks. They can try to tear it into small pieces and different shapes! Say: **"Can you use the fruit pieces to make a little Outback scene on your napkin or plate? Maybe a sun, a lizard, or a rock formation!"**