

DEADLY LEARNERS | 2026 SESSIONS

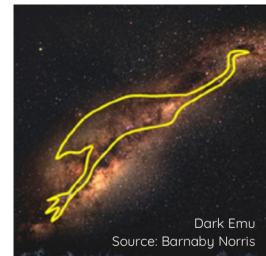
Deadly Learners offers free, engaging, interactive and virtual STEM sessions led by experts, connecting learners to science, culture and real-world pathways. Sessions are available for a range of year levels and are differentiated for different contexts and respective outcomes.

PATHWAYS TO STEM CAREERS (YRS 9-12)

In this session, two STEM professionals will share their life journeys and the opportunities and experiences that has inspired their pathways to where they are today. Speakers will also share real examples of projects, workplaces and the skills they use day to day. Learners are encouraged to ask questions about subjects, training, challenges and opportunities. Where available, First Nations STEM professionals also share experiences of studying and working away from family, community and Country. The session supports careers education and Science as a Human Endeavour outcomes.

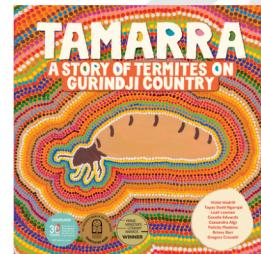
INDIGENOUS ASTRONOMY (YRS 3-12)

Learners are guided by an astronomer to explore how First Nations Peoples read the night sky to understand seasons, navigation and relationships between Earth and space. The session highlights important Indigenous constellations, including the localised significance of the Dark Emu and the Seven Sisters, alongside Western astronomical concepts. Learners examine how stars, dark spaces and celestial events connect to life on Country. The session builds scientific observation skills, strengthening understanding Indigenous knowledge systems within Earth and space sciences.



TAMARRA: A STORY OF TERMITES ON GURINDJI COUNTRY (YRS 3-12)

The session begins with author Dr Gregory Crocetti reading Tamarra, using storytelling as an entry point to STEM. Guided by the narrative, termites are explored as arid ecosystem engineers through investigation of life cycles and food webs. Gurindji bush medicine knowledge is introduced in relation to the broader health of Country. Systems thinking is developed by examining how small organisms play essential roles in sustaining vast ecosystems. The session supports biological sciences outcomes while modelling two-way learning through story and STEM.



DEADLY SYMMETRY (YRS 3-8)

Symmetry is investigated by identifying patterns found in nature and cultural designs. The session builds skills in observation and classification as different types of symmetry are explored. Connections between symmetry, natural systems, engineering design and cultural expression are examined. These ideas are then applied through a hands-on symmetry matching card game. The session supports mathematics and science outcomes while reinforcing connections between nature and culture.



BOOK NOW

Questions? Email our team at
deadlylearners@deadlyscience.org.au

FORCES & MOTION (YRS 3-10)

This session explores why things move, stay still, or change direction by introducing forces as pushes and pulls acting on objects. Everyday examples and interactive investigations help unpack motion, gravity, friction, lift and air resistance. Learners predict, test, observe and yarn about the motion of different paper objects to explore how multiple forces act at once. First Nations engineering knowledge is highlighted through boomerangs and the work of Ngarrindjeri inventor David Unaipon, linking Indigenous innovation with modern flight. The session supports physical sciences outcomes through hands-on, concept-rich exploration.

INTRO TO DATA SCIENCE (YRS 5-8) | TERMS 1 & 2

Learners are introduced to data science through hands-on Lego activities that model how data is collected, organised and analysed. Real-world scenarios, including First Nations contexts, are used to show how data helps people recognise patterns, make decisions and solve problems. Learners explore how changing variables affects outcomes and how data can be represented visually. The session builds digital literacy, critical thinking and understanding of how data creates value in the real world.

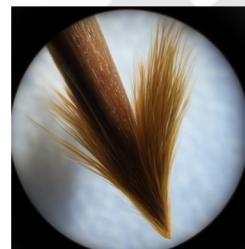


IMMUNOLOGY: CELLS, SYSTEMS & CULTURE (YRS 9-12) | TERM 2

This session begins by unpacking how the immune system recognises and responds to infection. Learners take part in a dynamic role-playing game that models pathogens, antibodies and immune cells working together. The session then shifts into a yarn about First Nations understandings of health, prevention and healing. Examples of bush medicines and cultural practices are discussed alongside Western immunology. The session connects biological sciences content with broader conversations about holistic wellbeing, care and knowledge systems.

SEED SCIENCE: NATIONAL SCIENCE WEEK 2026 (YRS 3-12) | TERM 3

Learners explore seeds as the foundation of food systems, ecosystems and caring for Country. Through hands-on investigation, seeds are examined in relation to soil health, food webs and community health. Long-standing First Nations knowledge systems are explored alongside Western agricultural science, highlighting how careful stewardship supports productivity and resilience. Learners consider how food, nutrition and environment are deeply connected. The session supports biological sciences and sustainability outcomes while strengthening systems thinking and place-based learning.



INTRO TO CYBERSECURITY (YRS 3-8) | TERMS 3 & 4

A Cybersecurity Expert will introduce how digital systems are protected and why online safety matters to everyone. Learners explore passwords, personal data and digital responsibility through stories and real-world examples. An interactive password-hacking activity demonstrates how easily weak passwords can be broken and why strong passwords matter. The session supports digital technologies outcomes while building critical awareness of safety and responsibility in digital spaces.

**DEADLY
SCIENCE**

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