

Peggy Notebaert Nature Museum's

Virtual Field Trip Guide



What's Inside?

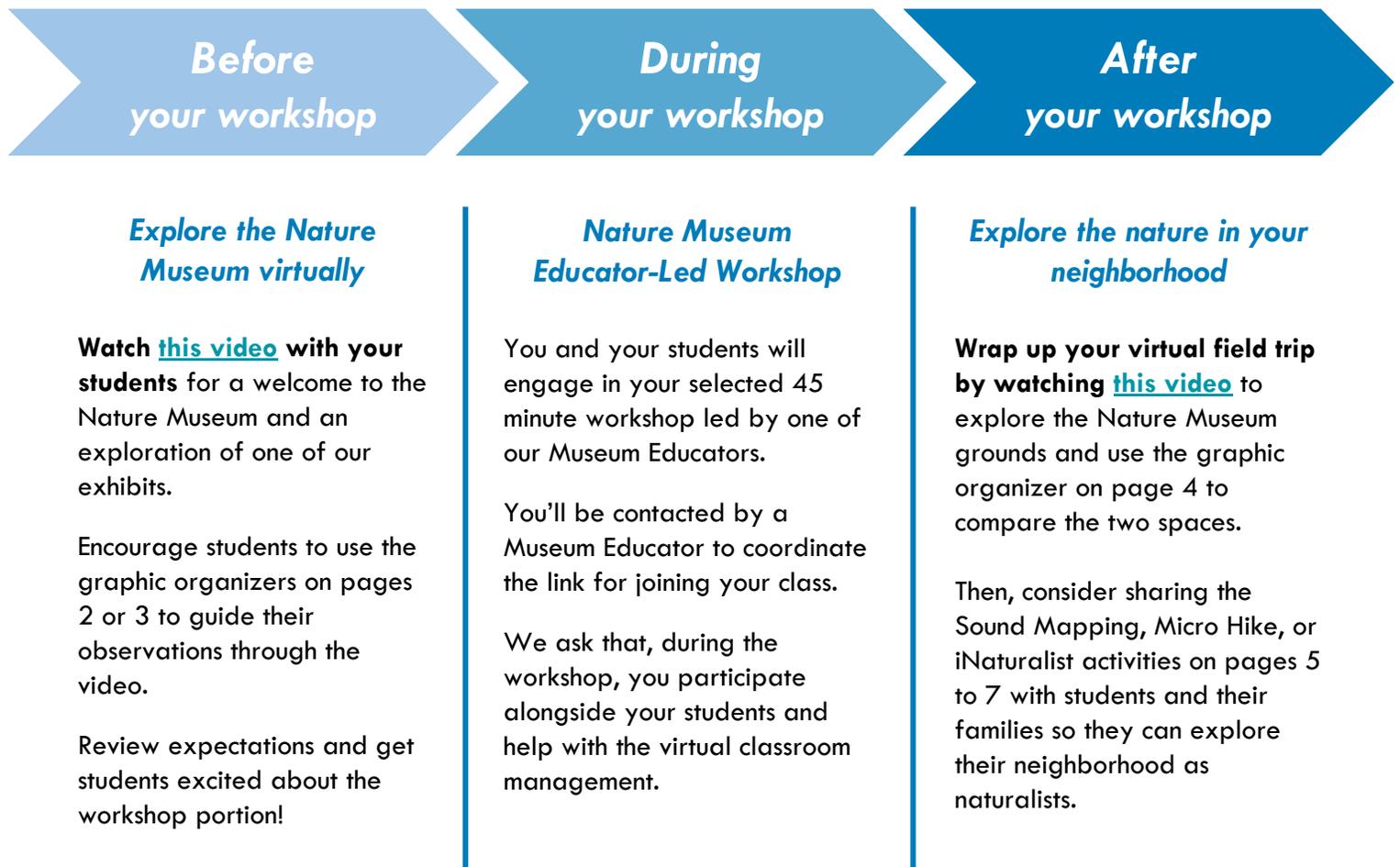
Your Virtual Field Trip Flow.....	1
Pre-workshop video & activities.....	4-5
Post-workshop video & activities.....	5-7

Your Virtual Field Trip Flow...

Our approach.

Field trips can provide rich, phenomena-oriented experiences to engage your students in inquiry-based learning. While we may not be able to leave the classroom in the same ways we used to, these virtual field trip experiences are just as meaningful! We'll transport your students out of their virtual classroom space by bringing the Peggy Notebaert Nature Museum to them. Our unique museum resources will engage students in real-world experiences that connect the learning happening in your virtual classroom to Chicago's local nature and science.

Follow the flow below for your best virtual field trip experience.



Tips for a successful virtual focused field trip:

- Preview the pre- and post-activity videos so you can help students make meaningful connections to learning happening in the classroom, either in science or across disciplines.
- Have your students ready with something to write with and something to write on.
- Be sure fieldtrip@naturemuseum.org has your most updated meeting link you use with students. Have your email open so that we can reach you if we have day-of tech troubles.
- Take the learning even further! Explore other free resources from the Nature Museum [here](#).

I Notice, I Wonder worksheet

Naturalists study the nature they can find around them. They make observations and ask questions. Practice these naturalist skills by picking a natural object or museum specimen from the video to observe. Use words or drawings to describe what you notice. Then, write down questions you have about what you are observing. **Can any of your observations help to answer your questions?**

I notice...

(use words and drawings to describe what you're observing)

I wonder...

(write all the questions you have about what you're observing)

Scientific Drawing worksheet

Scientific drawing helps us to observe more closely. They are one of the many ways scientists record what they observe and share it with others. A good scientific drawing includes pictures and words that reflect what the scientist really sees. Choose a natural object or museum specimen to observe, then think with your pencil! What shapes do you see? What textures do you notice?

Your scientific drawing should include:

- Pictures that represent what you *actually* observe
- Labels to support your drawing
- Details!

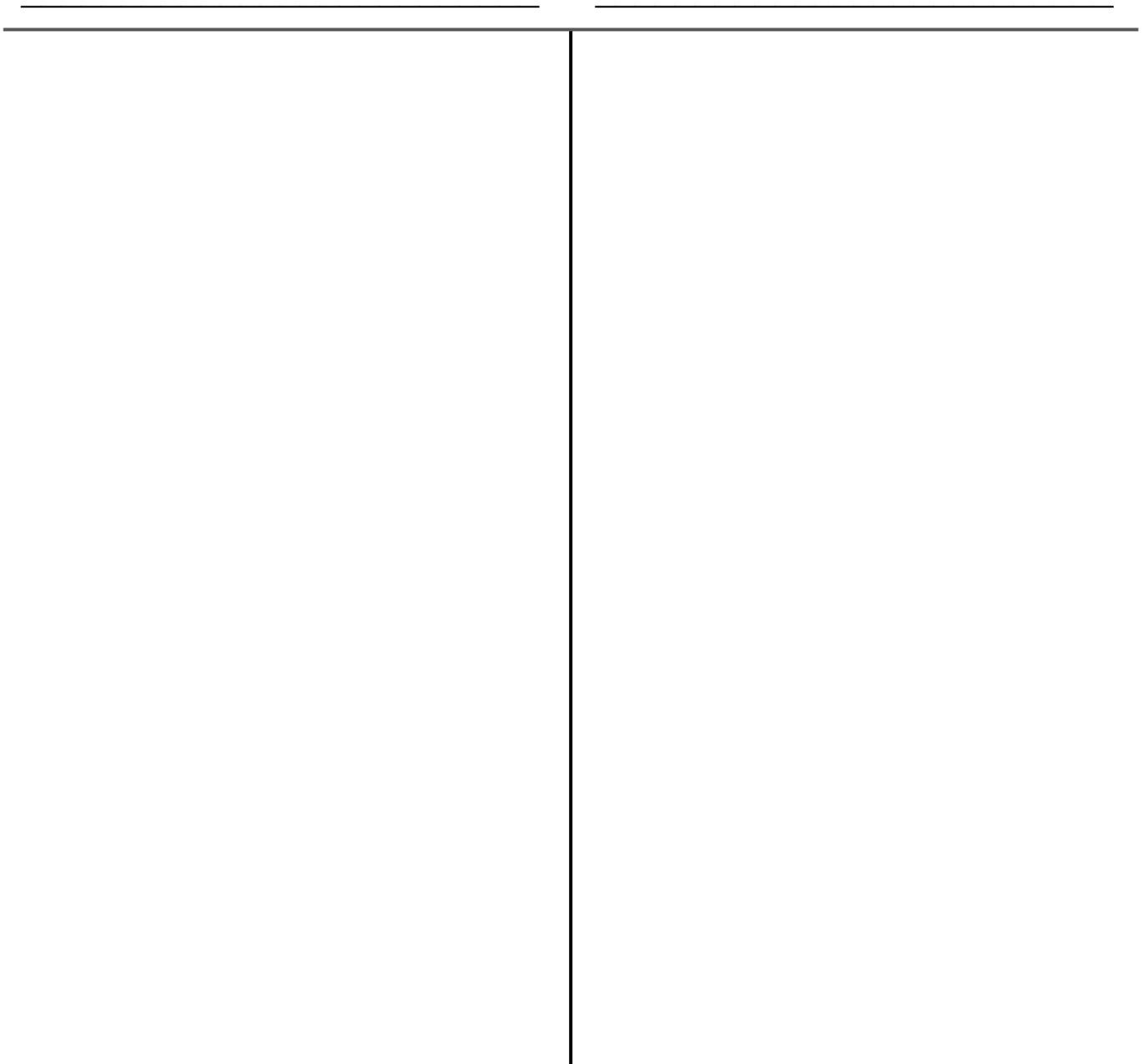
I am observing: _____

Noticing Nature *worksheet*

Take a moment to observe two different areas. As you observe along the path, draw what you see. Use your drawing to represent how frequently you see each plant or animal (tallies, a count, multiple drawings, etc.). Then, compare the two spaces. What did you see in each? The same kinds of things? Different things? **What can what we observe tell us about the area?**

Area 1:

Area 2:



Try some outdoor exploration of your own!

Sound Map

Sound Maps and many other nature activities can be found in a book we love—*"Sharing Nature with Children"* by Joseph Cornell.



Materials:

- Paper or note card with an "X" *
- Pencil

* Attach the paper to a piece of cardboard with a rubber band to make a little DIY clipboard!

GET READY

Get your supplies ready. Let your child know that you'll be making a special kind of map—a map of sounds. Scientists use their senses to learn about the world around so consider reviewing the five senses together (eyes to see, ears to hear or listen, nose to smell, fingers to touch or feel, sometimes mouth to taste)!

EXPLORE

Once in an appropriate spot outside, the "X" on your map indicates your location. Close your eyes and take few deep breaths. What sounds are you hearing? We like to try to focus on the natural sounds! Use pictures, words, and/or symbols to indicate interesting sounds around you. For example, a small wavy line could represent a small breeze, or a drawing of a bird could indicate bird songs.

Pro tip! To help increase their hearing ability, ask them to make "deer" ears by cupping their hands behind the ears. This hand position will create a greater surface area to capture sounds.

Prompts to Use During Sound Mapping:

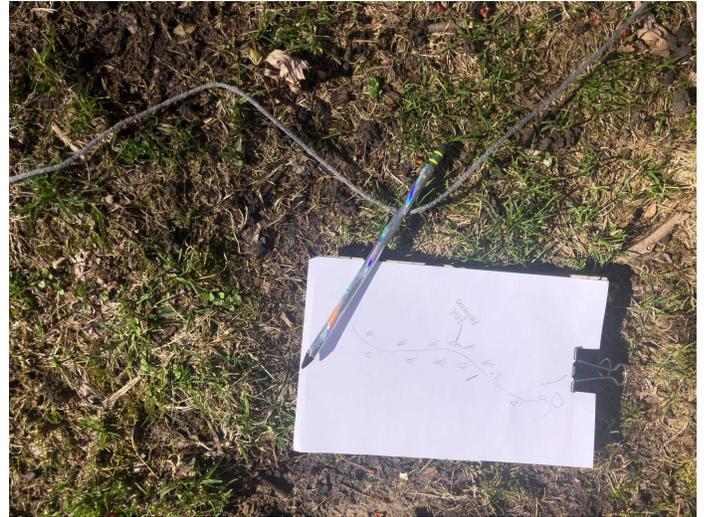
What sounds do you hear? What will you use to represent that sound? Are the sounds close or far away? Do you hear any sounds of nature? The wind or birds? Do you hear sounds caused by people?

Note:

This map could include the other senses too! We could add smells or sights to a "sensory" map, if you like. Share: Afterward, share your maps with each other. You could make multiple maps in the same spot and compare them. Or ask your child to explain what symbols they used and why. Later, kids could color and add details to their map!

Micro Hike

Inspired by Joseph Cornell's activity in [Sharing Nature with Children](#), students will practice their close looking skills by taking a "hike" and making observations along a string.



Materials:

- 3 or 4 foot piece of string
- Pencil
- A piece of paper
- [Micro Hike Video](#) (optional)

GET READY

Explain to students that they will be going on a nature hike, but it won't be like others they may have been on before. Instead, they will imagine that they are shrinking down to the size of an ant (or another bug) to see what the world is like for them! Tell students that they will be going on a hike along the length of a string. Along the way, they should make observations about what they see, hear, smell, or feel. Explain that they will be given paper to record these observations in the form of a map.

EXPLORE

Have students select a spot to take their hike and have them share some initial observations, describing the kinds of things they see there. Then, instruct students to put their string along the ground on that spot. Remind them that we are on a micro hike, so they should imagine that they are the size of an ant (or another very small animal). Tell students to keep their eyes close to the ground. You could set a visual boundary, like no higher than their knees, if you think it will help to focus student observations. Give students time to 'hike' along their string, looking no more than 3 feet to the left or right of the string, and making and recording their observations of the area.

REFLECT

Have students reflect on the interactions between living and non-living things, or two living things that they might see in the area they were observing. For example, grass growing out of the soil. Then, have students share their maps and interaction brainstorms with the class (if possible) or with someone at home.

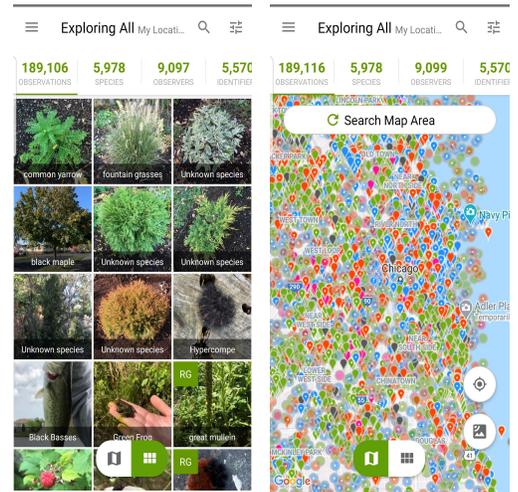
Contribute to Global Community Science

Using iNaturalist, gather images of living things outside (plants, animals, fungi, etc) to contribute data to a global network and communicate about your observations and the observations of others in your community and anywhere around the world.

Materials:

- Tablet or mobile device*
- Internet access to upload & see data
- [Getting Started](#) instructions from iNaturalist
- [“Adding an Observation on a Mobile Device”](#) video
- [“Exploring Observations”](#) video from iNaturalist

*does not need to be connected to wifi or data during photo taking and data collection outside



GET READY

Explain to students that they will be collecting data by taking photos of living things (plants, animals, fungi, etc.) outside and participating in a global community of people by sharing what they find. Visit the iNaturalist website as a group, or have students explore it individually. Then, watch the video “Adding an Observation on a Mobile Device” to prepare each student to record observations, sharing what they found with this national community.

EXPLORE

Ask students to select a location where they will be taking photos as a way to collect and record their observations (*on my front patio, at the park by school, in my alley way, etc*). Have students share what types of living things they think they will see (*What do they expect to see many of? Just a few of? Not at all?*). In addition, ask them to share what patterns they might imagine people have seen across their neighborhood, their city, their state, or even across the United States. Then, have students review the “Getting Started” instructions and go outside to collect photos of living things they find. When they return inside, have them add their observations to iNaturalist by uploading them.

REFLECT

Watch the “Exploring Observations” video from iNaturalist to see how anyone can engage with the observations submitted by them, by others they know, or by hundreds of thousands of other people across the world. Give students time to explore data in one place or compare and contrast data from a few locations. Ask students to share how it felt to do an investigation working with real data; contributing to a local, regional, and global project; and being able to choose what they observed and submitted. In what ways do they think scientists use community and citizen science data like the iNaturalist data? Encourage students to learn more about how these data are used - both by everyday interested members of the public - like us - and by professional scientists.