

# EXAMPLE OF JOURNAL USE DURING A WEEK OF OUTDOOR SCIENCE SCHOOL

This chart is an example of how an instructor could use journals to support student learning throughout a week-long field experience. This chart does not show every activity or experience students might have during a week of outdoor science school - in fact, it only shows activities that would be enhanced by journaling. This chart is also not meant to indicate that students are journaling the whole time during every activity - journaling is a tool used to deepen students' learning during one step of the activity

For example, in the BEETLES activity **Discovery Swap**, students spend about 20 minutes actively exploring, catching organisms, then spend about 15 minutes focused on studying one organism and recording their observations and ideas in their journals. They then use the information they gathered to discuss their discoveries with their peers.

## MORNING

Greet students! Let them run around and explore and set expectations for individuals and groups. With a smaller group - learn their names, set expectations, and give students some opportunity to engage in sensory activities and to gain comfort being outside. Give them a few minutes to write down their expectations and goals for the week.

## MONDAY

Students study adaptations through BEETLES activities **Adaptation Intro Live and Structures and Behaviors**. In their journals, students sketch the structures and behaviors of a critter then write explanations about how each might be an adaptation.

## TUESDAY

In a **Discovery Swap** focused on plants, students study one species and record their observations in their journals.

## WEDNESDAY

In the course of an investigation, students collect data in their journals and write down their thoughts about what the data could tell them.

## THURSDAY

At the end of their week, students find a place to sit quietly and reflect. They record their observations and questions, but focus on their own thoughts about their experience in addition to their surroundings.

## FRIDAY

## AFTERNOON

### INWIRMD

Later, ask students to find something interesting and to record "I notice's, I wonder's, and it reminds me of's" in drawing and writing.

### INWIRMD

Introduce a field journal as a tool that scientists use to record their observations and discoveries. Share a journal entry you made, or one from a local naturalist or scientist.

Teach "I Notice, I Wonder, It Reminds me of" and give students a chance to explore and practice their observation skills.

In the BEETLES Activity **Discovery Swap**, students explore, catch different pond macro-invertebrates, and focus on observing one organism and recording their observations of its structures and behaviors in their journal.

In **Make a Field Guide**, students draw leaves from different species, look for variations between them, and write explanations about why the variations might occur.

In **Zoom in, Zoom Out**, students find an aspect of nature that is interesting to them, study it from different perspectives, and show what they find in their journal using drawing and writing.

**Note:** BEETLES activities or prompts from *Opening the World Through Nature Journaling* are represented throughout the chart. Activities from *Opening the World* are noted in *italics*; BEETLES activities are shown in **bold**.