USING FIELD TRIPS TO IGNITE STUDENT INTEREST IN STEM

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- Promoting Student Interest in Science and Science Careers Through a Scalable Place-Based Environmental Educational Program at a Public Aquarium

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SESSION GOALS:

- provide guidelines for educators to plan and conduct a field trip to an informal educational setting
- outline how to support the curriculum and address required instructional standards
- focus on how to utilize community resources to provide a place-based educational experience for k-12 learners
YOUR MOST MEMORABLE FIELD TRIP
Your Field Trip to
The Belle Isle Aquarium
DRIVING QUESTION: ARE THERE COMPLETE FOOD CHAINS IN THE AQUARIUM TANKS?
CONNECTING TO MI SCI STANDARDS AND NGSS...
5-PS3-1-Use model to describe that energy in animals’ food (used for body repair, growth, motion and to maintain body warmth) was once from the sun.

5-LS2-1- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food.
Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
8 PRACTICES

1. Asking Questions and Defining Problems. ...
2. Developing and Using Models. ...
3. Planning and Carrying Out Investigations. ...
4. Analyzing and Interpreting Data. ...
5. Using Mathematics and Computational Thinking. ...
6. Constructing Explanations and Designing Solutions. ...
7. Engaging in Argument from Evidence...
8. Obtaining, Evaluating, and Communicating Information
FIELD TRIPS 101
SUCCESSFUL AND MEANINGFUL FIELD TRIPS – THE MUST DO LIST
CONNECT AND SUPPORT (IT IS A MUST)
BOOK EARLY!

OR SUFFER THE WRATH OF APRIL/MAY
KNOW BEFORE YOU GO- PREVISIT!

- A signpost with arrows pointing in different directions, labeled "THAT WAY," "WHICH WAY?," and "THIS WAY.
- A cartoon character looking upset with a thought bubble containing a hot dog.
- A sign reading "WonderLab Closed for Exhibit Building."
BUSES!!  MAKE NO ASSUMPTIONS!
DEVIL IS IN THE DETAILS

Why Are Rules Important?

The power of communication:
- value
- relationship
- customer
- success
- loyalty
Clear Expectations + Clear Communication = Clear Outcome

Field Trip Chaperone Checklist

- Put cell phone away
- Help keep the group together and accounted for
- Avoid overly chatting with other parent chaperones
- Stop disruptive student behavior
- Have fun and participate

This applies to everyone
MAKE IT CONNECT AND LAST

Pre-Lesson

Post-lesson

Reflect on the Learning

What concept or skill did you learn?

What is unclear or confusing?

Does the information you learned today connect to something else you’ve learned in the past?

If you were going to teach this to someone else, how would you teach it?

What concepts, information, or skills would you like more time discussing?

working with me to better

What did you learn today?

Vocabulary word I learned:

Meaning:

What question do you still have about this lesson?

How did you feel after this lesson?
YOU NEVER KNOW WHO YOU’LL INSPIRE- SO BRING THEM ALL!
Best Laid Plans....

You have been informed that your class will be venturing on a field trip...

- Where
  - Location, Location, Location!

- When
  - Where will you be in pacing?

- What
  - What are your objectives?
CONNECT AND SUPPORT (IT IS A MUST)
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The Power of Communication

- Value
- Customer
- Success
- Loyalty

Relationship
PLACE-BASED LEARNING
Take advantage of Local Resources:

Help students engage in learning within the context of authentic personal experience.

- Enables participation at individually differentiated levels
Use School Grounds or Resources within walking-distance

- Play-field, pond, stream, cemetery, historical marker
Create an Outdoor Classroom/Garden

- Plant a garden to align with Science Objectives
- Utilize as a prompt for writing
- Use the space to vary the setting for regular classroom work
What Questions Do You Have?
THANK YOU!!