

Helping Kids Learn – Post #25 4/21/21 See also companion lesson Post #19

## STEM: Trip Sheet – For In-Person or Virtual Field Trips

**Field Trips**, such as the ones suggested in Post #19, are a great opportunity to do **field research** – going to a place or a website – in person or virtually – to experience something first-hand. Any researcher will tell you that to learn as much as you can, you need to do some things before, during and after the research. This Trip Sheet will help you with that. You can use a trip sheet in a lot of ways. See [Lift the Level](#) for suggestions.

### Building a Trip Sheet – Getting the *most* from your research and experiences

See [Resources](#) for a trip sheet you can copy.

#### Before You Go:

You should be able to answer these:

1. Where are you going?
2. Why are you going there? To learn about: \_\_\_\_\_ This is your *subject*.
3. Name 3 things you already know – or think you know – about your subject:
4. You can always learn more – or find out if what you know is *accurate* (agrees with the facts).  
Name 3 things you wonder about and hope to learn:

#### Away You Go:

5. Use some of your senses to help you learn:
6. If you are in person, you may be able to use more of your senses:

#### Remember: Try to find answers to what you want to learn.

7. To help you remember your trip, write words or phrases, take pictures, make sketches. Look around you – the place or setting may be important, too.

#### After Your Trip:

8. Organize your learning. What did you find out?
9. Look back at #3. Was your information accurate? Be able to explain your answer.
10. Look back at #4. Were you able to find answers to your wonderings?
11. What do you want to learn next? Where can you learn it? (Post #19 may help you.)

## Lift the Level & STEM Online The use of a Trip Sheet

automatically deepens understanding by providing focus to investigation. You can extend/deepen your use of a Trip Sheet by any of the following. While in-person learning is generally superior to virtual since it allows you to engage more of your senses, websites allow you to visit places and view phenomena (e.g., volcanic eruptions in deep ocean) that you may be unable to experience in person. Websites are suggestions only and no endorsement is implied. Although they have been screened for appropriateness before posting, adults should vet the websites children use, as they may change over time.

1. **Post #19** or other Posts in this series may be helpful in finding answers.
2. Photographs taken with cell phones and some other cameras often have geo-tracking information built in. Look for Source Data or right click if you're using a PC.
3. Another way to locate places is by typing the subject into a geo-location program such as [Google Earth](http://Google Earth).
4. To find information about natural history, start with the [American Museum of Natural History](http://American Museum of Natural History) or the [National Museum of Natural History](http://National Museum of Natural History). Also consider state and university natural history museums and centers as well as those in other countries.
5. To find information about weather, start with the [National Oceanic and Atmospheric Administration \(NOAA\)](http://National Oceanic and Atmospheric Administration (NOAA)), where you can locate historic data as well as current information.
6. For maps, type the location or phenomenon (e.g., earthquakes) into a search engine and click Images before you search.
7. Art museums tend to collect artifacts from the country or region where they are located – although there are many exceptions. You can find a quick synopsis of the specialization(s) of art museums worldwide by going to [https://en.wikipedia.org/wiki/List\\_of\\_art\\_museums](https://en.wikipedia.org/wiki/List_of_art_museums) and clicking on a museum. Or type the specialization, e.g., Zulu masks, into a search engine. Be aware that the latter may lead you to commercial rather than cultural sites.

## NJ Student Learning Standards

Computer Science & Design Thinking: 8.1.2.DA.1, 8.1.2.DA.3; 8.1.5.DA.1, 8.1.5.DA.5; 8.1.8.DA.1, 8.1.8.DA.4; 8.1.12.DA.1

Science: K-LS1-1, K-ESS2-1; 2-LS4-1; 4-ESS1-1

Engineering: K-2-ETS1-1

## Resources

Trip Sheet – pages 3 & 4

### Before You Go:

1. Where are you going? \_\_\_\_\_

\_\_\_\_\_

2. Why are you going there? To learn about \_\_\_\_\_

This is your *subject*.

3. Name 3 things you already know – or think you know – about your subject:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. You can always learn more – or find out if what you know is *accurate* (agrees with the facts).  
Name 3 things you wonder about and hope to learn:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Away You Go:

5. Use some of your senses to help you learn:

6. If you are in person, you may be able to use more of your senses:

### Remember: Try to find answers to what you want to learn.

7. To help you remember your trip, write words or phrases, take pictures, make sketches. Look around you – the place or setting may be important, too.

**Helping Kids Learn – Trip Sheet** to accompany in-person or virtual field research

page 2 of 2

### After Your Trip:

8. Organize your learning. What did you find out?

---

---

---

---

---

---

---

---

9. Look back at #3. Was your information accurate? Explain your answer. \_\_\_\_\_

---

---

---

10. Look back at #4. Were you able to find answers to your wonderings? \_\_\_\_\_  
If not, how can you find out? \_\_\_\_\_

11. What do you want to learn next? Where can you learn it? (Post #19 may help you.)

---

---

---

---

---

---

---

---