

Lesson Plan Template: Field Trip Sequence

For a practical example, refer to the [Zoo Knoxville Exhibit Design Field Trip Experience Guide](#)

Goal of the trip:

- Career focus ideas: sustainable agriculture, social services, environmental education,
- Problem:
 - Design an easy to use harvesting container for volunteers with mobility issues
 - Something related to pollinators/ bees–What things do pollinators need? (Food, shelter, water) Where do pollinators get shelter? Where do pollinators get food? Where do pollinators get water? Design a space for pollinators.
 - Something about compost– soil nutrients? Decreasing waste?
 - Design a community garden? Educational garden? Garden for your school? What kinds of things do you need? What kinds of plants can you grow?
 - Something related to water? How to be a water conscious farmer? (Growing plants that thrive here; what plants need more water to grow; How much does it rain in TN; (does it rain inconsistently, how can we change the distribution of rain); mulch to reduce loss
 - More fragile global supply chains–how can we grow food closer to home? What things are important to grow to sustain life (calories)? How can you grow your own food? (What resources does Beardsley provide in Knoxville to help with that?)
- Grade level: 1st, 2nd, 4th
- **Design a garden that: maximizes yield in regards to a healthy, well-rounded diet (plant parts) / to increase the number of pollinators at your school (4th grade–ecosystems/pollinators/compost) / maximizes water efficiency (what plants need to grow? / photosynthesis)**

Before the Trip: Invitation

Develop an experience that introduces ideas related to what students will experience or a problem they will solve/encounter on the trip.

- Ask yourself: what can/have students learn/ed in the classroom that will/has prepare/d them for the essential learnings of the trip?
 - 1st grade 1.LS2 Ecosystem interactions
 - Three Sisters crops
- Provide an opportunity for students to use, practice, experiment with, or in some way encounter initial thinking related to the goals of the trip.

- Picture book to read beforehand (Tops and Bottoms)
- Develop questions that will assist the teacher/students with encountering the pre-trip materials which might include slide shows, videos, texts (fiction or nonfiction), websites, visual/physical art or images.
 - How does eating a variety of plant parts help you have a healthy diet?
 - Favorite fruit / would you feel full if you only ate that for a whole day
- Potential thinking skills and activities include defining, noticing, listing, labeling, sorting, wondering, discussing.
 - Discussion– talk about their favorite meal (how many different components are in there– can include counting, sorting; does it contain different food groups)
- Allow students the opportunity to preview any materials or worksheets/data collection instruments they might use on their trip.
 - Checklist? Tally board?
 - Can they use community fridge?
- This is also a good opportunity to handle permission slips, parent letters, other kinds of housekeeping details.

Field Trip: Exploration

Develop the field trip experience so that students have an opportunity to explore and encounter the space through an academic lens.

- What are the necessary materials to be provided by the site or school that students will need on their trip?
 - Checklist/tally list of different plant parts (can we include pictures of the plants/ examples of evidence of root plants, etc.) Make sure plants are labeled at the farm. Give limits on the tour too.
- Think about how students will be expected to interact in the space during the experience and what kinds of thinking and/or problem solving they will be doing.
 - During the tour we can point out places that they can come later–here's a good place to look for plant parts, investigate the
- Think about providing a variety of opportunities for students to interact individually and with each other in partnerships, small groups and/or as a whole group. Grouping and partnerships can be highly structured and organized/pre-determined beforehand (some teachers may prefer to pre-set these). It's also fine to allow partnerships and groups to develop more organically, but best practice indicates that using some kind of partnering/grouping strategy and assigning roles within each partnership/group will increase the success of the partnerships and groups.
 - Break into groups for the exploration part– explain to the teachers beforehand and decide who the leaders will be for the groups

Post-trip: Reflection

Develop an in-class or on-campus experience that allows students an opportunity to recall and use observations, understandings, and skills they encountered in their field trip experience.

- Potential types of reflection:
 - answering essential questions posed before or during the trip
 - recalling and demonstrating understanding of concepts demonstrated on the trip
 - designing and proposing solutions to problems
 - Beardsley menu: make a meal for themselves that includes a root, fruit, leaf– could we do myplate thing? (put the bread on it already)
3 different colors / 3 different plant parts
 - Something fun you found on the farm that is new/edible (redbud, dandelion, etc)
 - Benefits of having different plant parts in your diet? How could it be beneficial in the garden? How about the community? Spheres of influence
 - Design a garden that has all the plant parts in it
 - sharing personal observations and connections
 - noticing how social and emotional skills enhance learning: being respectful and responsible, working collaboratively with peers, encouraging and supporting others, being brave about taking on new experiences

What would be the most concise/easy way to communicate this change in model to teachers.

- Story: see if we could find link to youtube link to story
- We will need chaperones can lead small groups of kids
- Make chaperone guide for the groups and can send it ahead of time