

**Student as Researcher Camp – Day 3**

***Day 3 Topic: Overnight Field Trip to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Summary:** Students will travel to a second research site and spend time exploring a new area

**Duration:** 1 camp day – 3 hours in the morning, 3 hours in the afternoon, and 3 hours in the evening

**Vocabulary:**

**Objectives--Students will:**

* Identify differences in the two sites for research
* Practice data collection as a group and individually
* Learn new field data collection procedures
* Participate in different campfire activities

**Schedule and Times for Morning Activities (3 hours):**

**Field Trip to Second Field Site (30 minutes)**

**Travel Time (varies 60-90 minutes—depending on site)**

**Introduction to New Field Site (30 minutes)**

**Unpack and Settle In (30 minutes)**

**Schedule and Times for Afternoon Activities (3 hours):**

**Practice Data Collection as a Group (40-45 minutes)**

**Learning Hike (70-75 minutes)**

**Collect Data for Personal Research (55-60 minutes)**

**Schedule and Times for Evening Activities (3 hours):**

**Eat Dinner / Free Time (85-90 minutes)**

**Campfire Activities (85-90 minutes)**

**Day 3 Activities**

***Day 3 Topic: Overnight Field Trip to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Focus Question: How is this location different from our previous study site?***

***Magic Words: “Look at …”***

**Morning Activities:**

**Field Trip to Second Field Site:** The second field site will vary depending on your location—try to pick a site that varies from the first field location. For example: travel to a seashore or lake, go up into the mountains, go out into the desert, go into the countryside from an urban setting.

The instructor should take time to make sure students have all the necessary supplies for the overnight field trip. Any team materials, research equipment, first aid kit, food and supplies should be double checked to make sure everything is in order. Pack up, take a head count and you are ready to go.

*Supplies needed: varies depending upon second research site*

**Travel Time:** Travel time will vary depending on the location of the second field site.

**Introduction to New Field Site:** Upon arrival at the new field location, the instructor should talk about any new or different rules students need to understand unique to the site, and any additional safety concerns or issues (e.g. traffic, poison ivy, muddy terrain, steep slopes, fast flowing water, etc.)

**Unpack and Settle:** Students should be given time to unpack, set up their sleeping area, and get acquainted with the new site.

**Afternoon Activities:**

**Practice Data Collection as a Group:** The instructor will talk about data collection in the field by giving the students a problem and using it as an example for the whole group. In discussion after giving the problem, the instructor will ask the students what their hypothesis might be for the problem. The instructor should show students the correct way to make a data table and what they should include in it. Pick an activity appropriate for the location. Possible ideas: collect macroinvertebrates in a river, collect insects in a field, run transects to collect data about plants on the line, count wildflowers in a meadow, collect soil samples or rocks, etc… Afterwards, look at the data and determine if it supports any of the student’s hypothesis ideas.

*Supplies needed: depends upon activity*

**Learning Hike:** The instructor should plan a hike that includes several stops to look at things students can learn from the site. This may include a wildflower stop, landform identification stop, collecting macroinvertebrates or other water things, etc… Students should be instructed to continue with life list in notebook.

*Supplies needed: field notebook, pencils, water bottle*

**Collect Data for Personal Research:** Students should be given the opportunity to collect data for their project. It is a good idea to have a meeting and determine what each group of students needs to collect data for their project. If possible, the instructor should break students into groups and go to different locations.

*Supplies needed: varies depending on projects*

**Evening Activities:**

**Eat Dinner / Free Time:** As a group, the instructor and students should meet before dinner / free time to go over eating procedures and to establish meeting times and any necessary rules. It is also good to establish boundaries for students. The instructors should be present and provide supervision during this time.

**Campfire Activities:** The instructor will give different campfire challenges (including maybe starting the fire). Later in the evening, the groups should make S’mores and enjoy the evening outdoors.

Websites for campfire challenges:

[**http://escapeadulthood.com/blog/2009-06-23/11-campfire-games-you-have-to-play.html**](http://escapeadulthood.com/blog/2009-06-23/11-campfire-games-you-have-to-play.html)

[**https://www.guidesvic.org.au/Documents/Volunteers/OUTCampfireGames.pdf**](https://www.guidesvic.org.au/Documents/Volunteers/OUTCampfireGames.pdf)

*Supplies needed: marshmallows, graham crackers, chocolate, matches, paper (?) to start fire, kindling and wood*