

PROMPT 3: Zoom in, Zoom Out

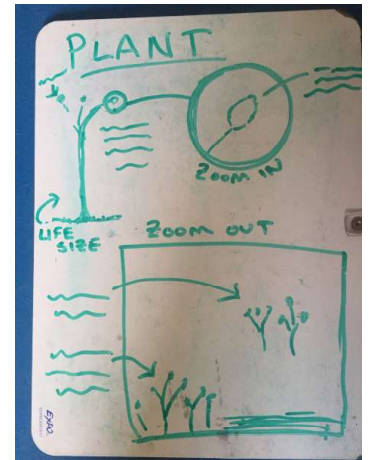
This prompt was adapted from Opening the World Through Nature Journaling. These instructions are the same as the verbal directions you could give students as you showed them an example of some strategies for recording information on a whiteboard (example below).

You're going to look at a plant from different perspectives to see what you can notice. Pick a smaller plant—one about the size of your journal. Start by looking at the plant and record a few details about it life-size in drawing and writing. You don't have to make a pretty picture of the plant—just get some observations of the plant on your paper.

Then pick one plant part—like a leaf, flower, bark, or stem—to zoom in on and do a close-up drawing. To show that this is a close-up drawing, you might want to put a circle around that feature on your life size drawing, then make a larger circle next to that and make your close-up drawing inside of that. Make sure to record observations in words, too.

Then zoom out and start to look at everything around the plant. Are there other individuals of this plant type close by? Where does this type of plant grow? Where does it not grow? What is the soil like around this plant? Where are leaves found on this plant? Where aren't they? Describe what you find below or around the plant. Is there any evidence of herbivores eating this plant? Would you expect this plant to look any different in another season?

Record what you learn using both drawing and writing, but use more of whichever is easier for you. When you're looking at the plant from far away, you could show its surroundings in drawings or describe them in wavy lines. If you show the plant and its surroundings using drawing, use an arrow to make it clear which plant you have focused on.



Field Journaling with Students-BEETLES PL Session Materials

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PROMPT 4: Make a field guide

This prompt was adapted from Opening the World Through Nature Journaling. These instructions are the same as the verbal directions you could give as you showed students an example of some strategies for recording information on a whiteboard (example below).

Note: For this activity, it is useful to show students an example of a field guide before they begin journaling.

In a moment, you will get to pick one plant part—like leaves, bark, stems, seeds, or flowers—to focus on as your subject for this activity. Then, in your journal you are going to make a field guide to this plant part. A field guide usually shows a picture and some information about unique features and characteristics of each subject.

Field guides show **different** species—not individuals from the same species. If you choose to focus on leaves, for example, you will describe one leaf from three or four different plant types or species.

Use drawing and writing to describe each subject, and show similarities and differences between different types of plants. Try to show at least four subjects in your field guide to start off with.

If you don't know what to look for, just write down a few "I notice's," or observations, next to each drawing. Don't worry about making it a pretty picture of your subject—focus on making lots of observations. Write something down if it is too hard to show in a drawing.

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