Research, explore, and share your trip to The Tech Interactive

Purpose		
This activity is an opportunity for you and your students to integrate your Tech field trip into your curriculum, allowing students to pick the topics they are most interested in exploring at The Tech Interactive and to present and report to their classmates back in the classroom on what they learned.		
Grade Level Any	**Materials** • Chart paper (in classroom) or lined paper if doing as a homework assignment • Markers/colored pencils (in classroom) • Computer(s) with internet	**Duration** • 30-45 minutes before field trip – can be done as homework • Field trip day • 60 minutes back in classroom after the field trip

Student Outcomes
- Students will be able to research a topic of interest featured at The Tech Interactive
- Students will be able to present and share new information in a visual format (poster, video, slideshow, etc.)

Common Core ELA Standards
- W7 Grades 2-12
- W8 Grades 2-5
- SL4 Grades 2-12

Introduction

To excite and engage students in your upcoming field trip to The Tech Interactive we have designed a student-led "scavenger hunt" experience for you and your class to design and complete. This will be a group-led experience in which students get to decide what they want to learn the most about all while exploring the many things The Tech Interactive has to offer.

Procedure
If classroom time is short, you can assign steps 1-4 as homework and compile the information as a class prior to the field trip.

1. Start by creating a whole-class KWL chart about The Tech Interactive. Students should begin by sharing what they already know about The Tech Interactive (exhibits they like, something they've seen on a prior field trip, etc.). If they don't know much about The Tech, that is okay! This gives them a starting place to begin filling out the "W" or "What they want to know" portion of the chart.
2. If your students have not been to The Tech Interactive previously and you want to give them a starting place for the "W" portion of the chart, we recommend giving them about 20 -30 minutes to go through our website and/or watch a couple videos about The Tech to get a little background information on what is available to them.

The Tech Interactive

thetech.org

3. Here are some resources for students to do some introductory investigations on The Tech Interactive:
   a. https://www.thetech.org/plan-your-visit/exhibits – Here you can get a brief overview of the many exciting hands-on exhibits available at The Tech Interactive
   b. https://www.youtube.com/watch?v=ppb8dl8EtY8 – Social Robots
   c. https://www.youtube.com/watch?v=8qhO9Bi5ScU – We only recommend playing this video if you have booked the Chemicals of Innovation science lab
   d. https://www.youtube.com/watch?v=cX6mzPUuDKo&t=91s – Body Worlds Decoded
   e. https://www.youtube.com/watch?v=c0DD9Umj2Vw – This video is by some Tech guests but shows a lot of what The Tech has to offer
4. After reading and watching a bit about The Tech Interactive, your students should share more about what they want to know about The Tech and add it to the chart.
5. Using this information, you can potentially group your students with their chaperones based on their interests at The Tech Interactive. This will make it a bit easier on your chaperones!
6. If you aren't able to group students based on their interests, assign each group a topic from the "W" portion of your KWL chart. This group will be responsible for learning more about the topic while at The Tech Interactive.
7. Make sure your chaperones know the topic their group is supposed to be researching. They can help keep their group on track and maybe help them ask the right questions! We've created a chaperone guide sheet to help your chaperones keep their groups on track. See page 3.
8. During the field trip, groups will collect as much information as they can on their assigned topic(s) — students can take photos, interview staff members, and they should definitely do the experience/activities at the exhibit they are interested in!
9. Back at the classroom, give groups time to put together their presentations on their topic. Presentations can be posters, slideshows, skits (re-enacting their experience at a particular exhibit), etc.
10. Have teams present on their topics and add to the class KWL chart.

Dear chaperone,

Thank you so much for volunteering to help your student's class come on a field trip to The Tech Interactive; we appreciate you taking time out of your schedule to be with us today!

This sheet is to help you guide your student group through the scavenger hunt they have created for themselves. Please use the following guidelines and questions to help your students get all the information they need on their assigned/chosen topic.

Research topic: _____

Names of students in group:

_____

_____

Ways to encourage your student group to stay on task and accomplish the task:
1. Go to the exhibit your students are supposed to learn about first. There is plenty of time to do everything after visiting their assigned/chosen exhibit.
2. Have students pair up and work on a particular exhibit station to learn together.
3. Have students talk to each other about what they want to learn.
4. Encourage students to ask a staff member or volunteer questions about the exhibit and/or their research topic.
5. Tell your group they can't move on to the next exhibit or station until everyone has one thing to add/contribute to their research.

Questions to ask your student group:
1. How does this exhibit connect to your topic?
2. What do you want to share about this exhibit with your classmates?
3. What do you want to share about this exhibit with your family?
4. Do you understand the topic better after doing the activities in this exhibit?
5. Do you want to know more about this exhibit that isn't explained by the activity? What is it? How do you think you should learn about this? (Hint: ask a staff member!)
6. How do you think this exhibit works? How is that related to your research topic?
7. Have you learned something about your research topic in more than one exhibit? How were those exhibits connected or related?
8. Is there something you learned from the exhibit that you want to continue researching or learning more about after the field trip?