You’ve been asked to establish a **Nature’s Notebook phenology monitoring program** on location in your community for youth and adults. A “program” is a *series of activities* designed to collectively achieve a set of outcomes.

The outcomes of this program include:

- Establishing a **long-term phenology monitoring site**, the regularly collected observation data will be used by researchers interested in species change though time
- Asking and answering a **science question** for your program?
- Incorporating **Nature’s Notebook** into **existing programming** at your location
- Encouraging scientific and climate literacy

This monitoring program will include an online activity via **Nature’s Notebook**, which includes a list of available plant and animal species to monitor. The physical site will need to be established so that other people can find the individuals of the species you’d like to monitor, marked at your site, on a recurring basis. You’ll need to think of a **scientific question** you could answer using phenological information gathered through time. After thinking through what your phenology monitoring program might look like, your leader will invite you to share your ideas. Elect a group spokesperson to share with us what your monitoring site and program looks like.

Here are some ideas to help you start your process:

- Think about what your monitoring location and program **activities** will look like. **Activities** are things like guided walks, curriculum kits, public events, a lecture series, school tours, etc.
- What might you need to know before you get started?
- Who might you talk to for ideas on what to do and what species to monitor? Is there already a local project happening in your community that you could partner with?
- Think about what your site’s **science question** might be and how **phenology** can help answer it.
  - Is there anything you’ve noticed about the plants and animals that is different than in the past?
  - Would it be valuable to develop a **phenology calendar** (similar to a “bloom calendar”, but also including animal species) for the site?
  - Would you like to **compare the observations** collected here to observations collected elsewhere? Perhaps in a space more or less urban? Or somewhere else in the country? Plants that are irrigated vs. not irrigated? What species and life stages do visitors already notice at your location?
  - Do **pollinators**, such as bees, bats, and butterflies, visit your site at a specific time? What do they visit and what phenophase is the host plant exhibiting when they do?
- Once you have established a general science question, what plants, animals, insects **would you need to monitor**, and **how often to answer it**? **Which phenophases** would you need to observe to answer your question?
- What are some things you might do to encourage people to **collect phenology observations on a regular basis** to obtain enough information to answer your science question?
- How will you **publicize** your program?
- How will you **communicate** what you learn from your program?
- **What is your science question?**

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What are some of the resources you have? Resources can be funding, people, curriculum, equipment and materials, etc.

What are some of the resources you need?

What activities might you do to encourage the collection of long-term phenology observations to answer your science question for this program? How would these activities be sustained through time?

Who would participate?

<table>
<thead>
<tr>
<th>GOALS and OUTCOMES</th>
<th>Short term (within a year)</th>
<th>Medium term (within 3-4 years)</th>
<th>Long term (5+ years)</th>
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