One size does not fit all! There are many ways to use *Nature’s Notebook* in your classroom – it depends on your grade, your students’ experience, and your desired outcomes. We recommend using *Nature’s Notebook* for more than one year to enhance student understanding of how seasonal changes occur and how climate change is affecting our planet’s species.

## 1. On the Computer

- **Plan** using our Program Planning Document: [www.usanpn.org/program-planning-guide](http://www.usanpn.org/program-planning-guide) to think about short, medium, and long-term goals for you during your tenure at the school.
- **Select** species from the Plant and Animal List ([www.usanpn.org/nn/species_search](http://www.usanpn.org/nn/species_search)). You might consider:
  - Campaign species: [www.usanpn.org/nn/campaigns](http://www.usanpn.org/nn/campaigns)
  - Species of local interest that other groups may be monitoring. Think about including some familiar natives
  - Species you are studying in your classroom
  - Species you happen to have on your school grounds
- **Familiarize yourself** with the Observation Deck within your account online – where you can add sites, plants, animals, and enter data.
- **Decide** if you’d like to create a site where:
  - YOU will enter observations for students
  - Individual students join a GROUP and enter their observations as individuals, or teams [www.usanpn.org/shared_sites](http://www.usanpn.org/shared_sites). Contact groups@usanpn.org to create a group for your school.
- **Review** education resources online: [www.usanpn.org/educate](http://www.usanpn.org/educate)
- **Think about** how a long-term monitoring program can benefit YOU, and your classroom for MORE THAN ONE YEAR.

### PRO TIPS

- Plan to make observations with students at least once a week for a year.
- Envision how your students NEXT YEAR can benefit from the observations your current students make.
- Introduce the concepts to your students using these resources: [www.usanpn.org/partner/project](http://www.usanpn.org/partner/project) or edit a PowerPoint: [www.usanpn.org/educate/workshop_resources](http://www.usanpn.org/educate/workshop_resources)
**2. Outside in the schoolyard, nearby park, or other outdoor location**

- **Utilize** online resources such as our *How to Observe Handbook*: [www.usanpn.org/pubs/reports](http://www.usanpn.org/pubs/reports) and the *Guiding Tips for Setting Up a Site*: [www.usanpn.org/site-set-up](http://www.usanpn.org/site-set-up)
- **Identify and delineate** an easily accessible site, less than 15 acres, for observers.
- **Tag** 2-3 individuals of each plant species that you’ve selected at your site.

**PRO TIPS**

- Use inexpensive aluminum plant tags to mark your individual plants. Visit our *Pinterest* site for ideas: [www.pinterest.com/USANPN/](http://www.pinterest.com/USANPN/)
- Visit the USA-NPN Media page [www.usanpn.org/about/media#outreach](http://www.usanpn.org/about/media#outreach) for logos that can be printed on labels and tags
- Create a simple map of your site using Google Maps and GPS. Instructions on how to make a Google Map are found on Google Maps by searching *Create and Edit Your Custom Maps*. A sample of our Tucson Phenology Trail Map can be found here on [www.usanpn.org/tucson-phenology-trail](http://www.usanpn.org/tucson-phenology-trail) on the right side.
- Capture the image on the screen and edit it in PowerPoint so you can mark the locations of individual plants at your site.
3. Go outside, collect data and share it with the USA-NPN

- **Print** field datasheets, found on species profile pages on the USA-NPN website OR via your Observation Deck when you are logged in to *Nature’s Notebook*.
- **Decide** if you are able to use Mobile Apps for Android and iPhone with your students on tablets, iPods, or phones [www.usanpn.org/nn/mobile-apps](http://www.usanpn.org/nn/mobile-apps). You may need to spend some time loading the apps before you go out into the field. **NOTE**: You must have an account created on the computer before you can use the mobile apps.
- **Record** observations on the individual plants you’ve tagged and the animals you see. Make notes on time spent observing and any other interesting things about the day.
- **Create** hypotheses or science questions about what you might see and when.

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**PRO TIPS**

- Consider observing only the simplest of phenophases until everyone is familiar with what they look like. These may be leaves, flowers, and fruits or whether or not you see a particular animal at your site.
- Practice species identification with your students. Have students create written journal entries with information about other things in each habitat.
- Print Day-by-Day datasheets which show one occurrence of each plant and animal on your list for ONE DAY via the Observation Deck when you are logged in. Select Print Field Datasheets and DAY-by-DAY.
- Create a binder of datasheets and phenophase definitions using SPECIES-by-SPECIES sheets. Students can share these resources in the field.
- Have students take pictures of the phenophases you observe throughout the year and create an online resource to go along with *Nature’s Notebook* data entries.
4. The Data

✓ View the class’ observations using our visualization tool www.usanpn.org/nn/connect/visualizations or data download tool www.usanpn.org/results/data.
✓ Create phenology calendars for the year using your observations.
✓ Work with a large data set – for upper level grades doing statistical analyses.
✓ Present findings to the school or in your local community.
✓ Read information about how your data are being used locally and nationally www.usanpn.org/nn/vignettes
✓ Use prior year data from your class in years 2, 3, 4......

It may be overwhelming when you are getting started! Don’t give up, just be in touch with us. Email support@usanpn.org for assistance. Once you have your site established and your students ready to go, there are so many things you can do with Nature’s Notebook in the classroom. Nature’s Notebook is great way to introduce students to real-world science and connect them with researchers.

5. Long-term projects for the classroom

Consider having your students work on long-term projects for the academic year and beyond. Phenology observations make a great end-of-year topic for reports. Observing for more than one year, in multiple grades, offers opportunities for students to see and study changes during their tenure at the school.

SHARE YOUR SUCCESSES WITH US

Email education@usanpn.org to tell us about your project.

JOIN OUR PHENOLOGY LEADERS LISTSERV AND COMMUNITY

For helpful, conversation about how others are using Nature’s Notebook with schools, join our listserv. Follow this link: https://list.arizona.edu/sympa/info/local-phenology-leaders. The listserv generates less than 8 messages per week.

OTHER HELPFUL RESOURCES

You will find a lot of information on our website – you could spend hours looking!
There is a bit of a learning curve to getting started, but it gets easier as you become more familiar with your species and their timing.

Nature’s Notebook Webinars www.usanpn.org/nn/connect/Webinars
Why phenology? www.usanpn.org/about/why-phenology
The local Tucson Phenology Trail www.usanpn.org/Tucson-Phenology-Trail
Frequently Asked Questions www.usanpn.org/nn/faq
Still have questions? Contact our Education Coordinator LoriAnne at lorianne@usanpn.org.
Happy Observing!