

Life Science Activity Bag

Exploring Our School Grounds: Teacher Instructions

Part 1: Setting Up iNaturalist

1. Use the iNaturalist slide deck to introduce citizen science and the iNaturalist project
2. Have students set up their iNaturalist accounts using the instructions on their student activity sheet.
 - a. If your students are under 13 photos must be submitted by the teacher.
 - b. Reiterate that this platform is used by scientists and naturalists so it is very important to have accurate information.
3. Have students attach to your specific project using the following instructions.

iPhone	Android
<ul style="list-style-type: none">● Click projects● Search your project name: CIBL Life Science● Select and click join● Go back to the main screen	<ul style="list-style-type: none">● Click 3 lines on the left side● Click projects● Search your project name: CIBL Life Science● Select and click join● Go back to the main screen

Part 2: How to Make an Observation

1. Use the iNaturalist slide deck and go over what is an observation, why iNaturalist is important and, and how to make an observation. There is a tutorial video on how to make an observation at <https://www.inaturalist.org/pages/video+tutorials>

For more tips for using iNaturalist in your classroom please visit

<https://www.inaturalist.org/pages/teacher's+guide>

Part 3: School Ecosystem

1. Have students predict what producers, consumers, and decomposers they may find on their school grounds.
2. Remind students that every organism is a NEW OBSERVATION.
3. Make observations.
4. Look at classes' data to get a larger picture of the school ecosystem.
 - a. To see everyone's photos, click on projects (iPhone-located at the bottom of the app/Android-click the 3 lines in the upper left corner), and click on your class project: **CIBL Life Science**.
 - b. Observe all of the photos. *What producers, consumers, and decomposers were found that were on your list? Why do you think some of the organisms on your original list were not spotted today? What organisms were not on the list?*
 - c. Using the photos from the class, have students create a food web. Next, *look at your food web and predict what might upset the web.*

Part 4: Global Ecosystems

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Can be duplicated for classroom or workshop use.

The students will get to explore their favorite organism's ecosystem by following the directions below

1. Click Explore (iPhone-located at the bottom of the app/Android-click the 3 lines in the upper left corner).
2. Click My Location. Click the **X** next to my location and type in any place on Earth. Click on the green magnifying glass to search.
3. Every photo taken in that location will pop up. Click the map icon at the bottom of the page to switch to a map view. All of the dots represent a photo that was taken.
4. Pick a specific area and build a food web using those photos. *How is this food web different from your school's food web? How is it the same? What might upset this food web?*

Part 5: Relationships

Students will get to explore the different relationships among organisms around the world by following the directions below.

1. Click Explore. You may explore by location or organism.
2. Find a photo representing the following relationships: mutualism, parasitism, symbiotic, and predator/prey.
3. Sketch your photo below and describe the specific relationship. Why did you select it?

Mutualism	Parasitism
Symbiotic	Predator/Prey