

## Site visit

Students may be able to visit the scientist's workplace or the scientist could accompany the students on a science excursion or field trip site. The scientist can be a valuable resource, helping to answer students' questions and contribute information.

### Things to consider

- Excursions require planning and money (for bus hire etc) on the school's part. Not all schools will have the resources to undertake excursions. Discuss whether it's a possibility and allow plenty of planning time.
- Not all science institutions are suitable for student visits. Discuss with the facilities and the things the students would be able to see, and be particularly aware of health and safety issues.
- If the school runs regular field trips, camps or excursions, the scientist may be able to accompany the students for some or all of the visit to contribute ideas and information.
- If you are organising the venue, consider health and safety issues for the site you will visit. Some schools require proof of insurance, emergency plans and so on before they can visit. If this is going to be a problem, choose a site that is set up for school visits (such as a museum, science centre or visitors centre) so they can assist with these requirements.
- If the scientist's workplace is not a suitable site to visit, think laterally! Perhaps there's an exhibition at your local museum or science centre that relates to the scientist's work; a visitor's centre run by the scientist's organisation; or another site (eg national park) similar to the places where the scientist carries out research or field work.
- Work together to make a plan for the visit. Include a short welcome and introduction to the site, plan the activities the students will do or the parts of the site you want to show them and allow plenty of time for them to ask questions – either on the go or in a question and answer session at the end.

### Ideas

- Students could complete the following 'pre-excursion worksheet' before their visit – with or without the scientist's assistance.
- If the excursion venue is set up for school visits, investigate whether they provide their own student worksheets or activities. If not, you might like to develop your own short worksheet to help the students focus while on the visit.
- After the visit, there's a range of learning activities that students could do, depending on the site and their year level. Some examples are:
  - Draw a picture or write a story, journal entry or newspaper article about the site visit.
  - Research other organisations in Australia and around the world that are similar to the site they visited.
  - Design an advertisement or promotional video for the site or organisation they visited.
  - Carry out a science investigation related to the science undertaken at the site they visited; for example carry out a wildlife survey around their school and compare it with the wildlife they saw at a national park.
  - Learn some of the science techniques used by researchers at the site you visited; for example bird banding, simplified copper refining, using a microscope or pipette.
  - Try some simple hands-on activities related to the science at the site – see [www.csiro.au/diy](http://www.csiro.au/diy) or [www.csiro.au/scope](http://www.csiro.au/scope) for ideas.



## Worksheet - pre-excursion activity (junior)

Where are you visiting? \_\_\_\_\_

What do you think you'll see there? Draw a picture or write a paragraph on the back of this page.

What do you know about the place you're visiting? For example:

- What does the organisation do?
- What sort of people work there?
- Is it big or small?
- Do people work in offices or laboratories or in other kinds of places?

If you're not sure, do some research or make a guess.

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Write down three questions that you'd like to ask the scientist during your visit. Take this worksheet with you so you can write down the answers on the back.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

## Worksheet - Pre-excursion activity (senior)

Where are you visiting? \_\_\_\_\_

Use the internet or other resources to research the organisation. Work in pairs to find the following information:

Purpose or aim of the organisation	
Parts of the organisation (departments, centres, faculties, campuses etc)	
Science research areas that the organisation is involved in	
Some examples of research or projects that the organisation has worked on	
Other interesting information about the organisation	

Think about what you've discovered and write down three questions that you'd like to ask the scientist during your visit. Take this worksheet with you so you can write down the answers.

1.

2.

3.