



# Getting Scouts into Nature

## Building a Nature Trivia Quiz

Prepared. For Life.™



# Julie Seton – Scouting Info



- Joined BSA 2015, OA 2020
  - Vigil 2024: Speaks. One Who Advocates Our Cause (Wulaptonaelchukquonk)
- Teach at Scout events
  - Merit Badges: Scouting Heritage, Communication
  - Bow-drill and other fire making techniques, pre- and early Scouting history, Nature Trivia Quiz Building, Art of Storytelling, etc.
- Speak internationally on E.T. Seton's influence
- Manage the Ernest Thompson Seton Institute



# Class Objectives

- To present a basic nature trivia quiz building activity/game.
- Identify the phases to building the quiz, basic quiz rules, and how to keep the game questions pool active.
- Learn the steps to building trivia quiz questions.
- Identify skills that will be developed/used through the activity.



# Nature Observation Goal Options

- Volume - Seeing and identifying a species and counting both the number of a single species as well as the number of different species.
- In Context - Understanding the ecosystem in which the life form exists. Observing the ecosystem and learning how the life forms interaction within it.

Combine observations of the physical appearance of a species with its environment.



# Build a Nature Trivia Quiz Phases

- Part 0 - Preparation
- Part 1 – Orientation
- Part 2 – Observations and Recording
- Part 3 – Research
- Part 4 – Building Questions
- Part 5 – Playing the Game
- Part 6 – Continuing trivia quiz Development



## Part 0 – Activity Setup (Responsible Adult)

1. Identify a natural outdoor area where animals, birds, insects, and plants can be readily observed (*i.e. back yard, public park, forest, campground, etc*).
2. Identify a date (or dates) when observations can take place within 10 minutes (actual observation time). Be sure to think about the time it will take to get to and from the area when figuring out timing.
3. Prepare blank observation sheets – minimum of 4 sheets per team.
4. Have pencils, clipboards, and blank index cards available for use.
5. Have a clock or stopwatch to keep time and a whistle or other means to signal “go” and “stop”.



# Lets Talk about Home (Ice-breaker)

## Our Home

- Knowing
- Understanding
- Recognizing evidence

## Observations

- What is the house made of?
- What indicates age...
- ...of structure?
- ...of "yard"
- What natural features do you see?





# Part 1 – Orientation (Leader addressing group)

- Objectives
- Awareness of their surroundings (start with their room and move to their yard and then to the area they will be using to do their observations.)
- Overview of the activity:
  - i. Observations
  - ii. Research
  - iii. Question development
  - iv. Game Set up and Play
- When ready to conduct observations, distribute quiz sheets, pencils, and clipboards. Mobile device use is encouraged for the camera and for research.

SKILL: Awareness



# Basic Form Information

- Life form Type: Plant, Tree, Animal, Insect, Bird, Other
- Common Name
- Other Names (scientific, nickname, etc.)
- Physical Description: Color(s), Leaf/Limb, Stem/Torso, Flower/Head, Other

- Location:
- Found in (general): Forests, Parks, Fields, Yards, City, Farm, Other
- Found in (where observed) - Be as specific as possible –to go back to the location for more information.)
- Uses:
- Warnings:
- Fun Facts

Nature-Quiz-Development-Sheet ¶

¶

Plant- \_\_\_\_ → Tree- \_\_\_\_ → Animal- \_\_\_\_ Insect- \_\_\_\_ → Bird- \_\_\_\_ ¶

Common-Name- \_\_\_\_\_ ¶

Other-Names-(scientific,-nickname,-etc.)- \_\_\_\_\_ ¶

Physical-Description: ¶

Color(s) \_\_\_\_\_ ¶

Leaf/Limb- \_\_\_\_\_ ¶

Stem/Torso- \_\_\_\_\_ ¶

Flower/Head \_\_\_\_\_ ¶

Other- \_\_\_\_\_ ¶

Location: ¶

Found-in-(general)¶

Forests- \_\_\_\_ → Parks- \_\_\_\_ → Fields- \_\_\_\_ → Yards \_\_\_\_ → City- \_\_\_\_ → Farm \_\_\_\_ .

Other- \_\_\_\_\_ ¶

Found-in-(where-you-observed-it)--Be-as-specific-as-possible--to-go-back-to-the-location-for-more-information.)- \_\_\_\_\_ ¶

Uses:- \_\_\_\_\_ ¶

Warnings:- \_\_\_\_\_ ¶

Fun-Facts- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Part 2 – Observation and Recording

1. In teams, go outside to the designated observation area, spread out so other teams don't see/hear what other teams are observing. Ten minutes for observations.
2. Stay in one place to make observations. Select four life forms (animal, plant, insect, bird) to use in the quiz.
3. On the blank sheets, complete as much of the information as possible. Include things you already know about the life form and note the life form's surroundings.
4. Take photos, draw pictures, etc. to capture the item to be included in the quiz.

**SKILLS:**  
Experiencing Nature,  
Observation, Team Building



## Part 3 – Research

1. Return to the classroom/area for research.
2. Using reference materials (nature guides, internet, etc.), gather all the information possible about two or more life forms observed. This will help fill out the rest of the forms.

This is a ten-minute exercise.

3. Analyze the observations and information and select the best five for use in creating trivia quiz questions.

This is a three to five minute exercise

SKILLS: Conducting research,  
Teamwork



# Online Resources (there are LOTS of them)

- iNaturalist – [inaturalist.org](https://www.inaturalist.org)
- Merlin
- PlantNet
- Picture Insect



# Desert marigold: (*Baileya multiridiata*)

- Blooms from March to November
- Scent repels insects, deer, and rabbits
- Poisonous to goats and sheep, but not cattle and horses
- Plant around garden borders to protect other plants from pests like aphids, mosquitos, nematodes, and rabbits
- Needs 6-8 hours of direct sunlight
- Become drought tolerant by shedding leaves and decreasing their metabolism
- May have medical uses: antineoplastic agents are used in cancer treatments, anti-inflammatory properties



Desert marigold



# Guidance for Question Development

1. Most common types of questions to develop:
  1. Multiple choice – no more than 4 choices. 4<sup>th</sup> choice may include “none of the above” or “all of the above”. Advise developers to have only one clearly correct answer.
  2. True/False – Usually constructed as a statement rather than a question. (*i.e.*, *Leopards have spots.*). Trick” statements might include double negatives or absolute qualifiers (*i.e.*, *always, never, absolutely*).
  3. Yes/No - Similar to T/F, but stated as a question. (*i.e.*, *Do leopards have spots?*)
  4. Short answer – requires specific answers and might be the most difficult type of question.



# Examples of Questions Actually Created

## Dandelion

- What plant is considered both a weed and edible?
- What plant do children collect for bouquets?
- What plant's flower starts out yellow and ends up white?

## Lady Bug

- Name of the common insect with a red shell and black spots?
- What do ladybugs eat that makes them a friend to gardeners?
- In the nursery rhyme "Ladybug, ladybug", what is the name of the daughter who hides under the pan?



## Part 4 – Create Questions

1. As a team, create at least three questions for at least two of the life forms observed. Create questions with different levels of difficulty for the group that will play.
2. Record the answers separately, ensuring that the questions and answers are identified as pairs.
3. Assign numbers to all the questions with all the teams so that no team has the same numbers.
4. Number all the questions.
5. Give the answer sheets to the MC/leader.

SKILLS: Making choices,  
Analysis, Teamwork



# The Game Rules

1. Designate an MC and a scorekeeper/timekeeper.
2. All answers must be written down along with the question # (these **will not** be sequential). Any answer given out loud disqualifies the question for point count.
3. Time to answer will be 10 seconds.
4. \*Questions will be randomly selected. The MC will announce the question #, the question type (*i.e.*, multiple choice), and then the question.
5. Each round of questions will be determined by the number of teams playing.
6. \*At the end of the round, the correct answers will be announced by the MC. Each person with the right answer will score one point for their team.
7. Continue with the rounds until all the questions are given.
8. Whichever team with the highest score wins the game.



## Part 5 – Game Setup and Play

- Review the Rules
- Select the MC, Scorekeeper, and Timekeeper
- Everyone has something to write with and write on. (Sitting in team groups, but answers are written individually)
- Start the Game



## Part 6 - Continue Collecting Questions

- After the game!
- Collect / file question cards and answer sheet.
- Game discussion - look for enhancements, change the rules, etc.
- Take other opportunities to do more observations, collect more life forms' collect more research and develop more questions on the life forms already identified.
- Keep an ongoing file with all the information to play the game at other times. (*i.e., Fellowship, Annual events, "Fun" meetings*).



# “Scouting is two-thirds “outing””

- Environmental stewardship
- Respect for nature
- Protection of wildlife and wilderness
- Skills to develop:
  - Observation with all the senses
  - Curiosity
  - Teamwork
  - Research
  - Creating questions



Desert marigold



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# Questions?

## Personal Contact

Website: <https://etsbook.indentus.com>

Face Book pages:

- Seton Family Activities
- Reading Seton Books



## E. T. Seton Institute

Email: [jas@etsetoninstitute.org](mailto:jas@etsetoninstitute.org)

Website: <https://etsetoninstitute.org>

Facebook: Seton Institute