



**SCIENCE
ALIVE**

Observation

How to Observe

Teacher Guide

Created with support from:



Description:

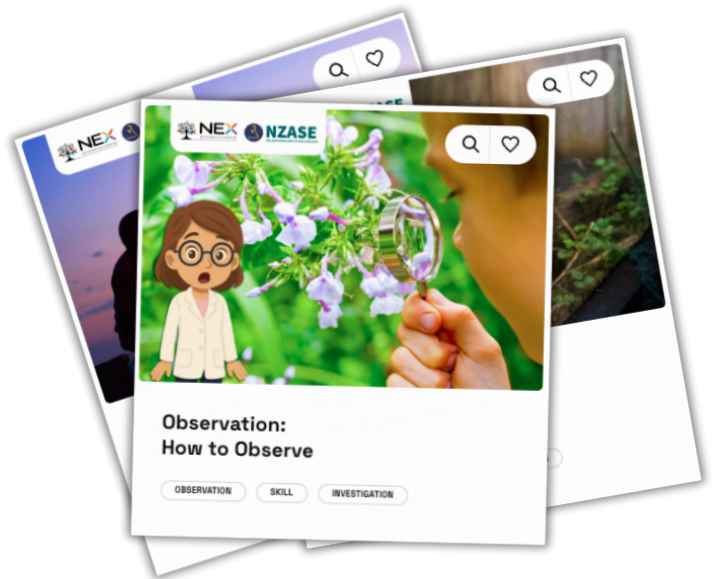
This lesson can be completed on its own or directly connected to two others to create a larger piece of learning. The following links take you to the interactive versions of these lessons. Printable versions can be found on the NZASE website.

Optional Lesson Sequence:

- [Observation: How to Observe](#)
- [Observation: Tools and Recording](#)
- [Observation: The Bigger Picture](#)

This teacher overview is a printable version of our interactive lesson. See this and much more at sciencealive.co.nz

Scan the QR code to visit the Science Alive Education Portal.



In this lesson, students will explore the essential skill of observing in science. Learn how scientists use their five senses and various tools to collect information, ask questions, and make new discoveries. Investigate different methods for recording observations, such as writing descriptions, organising tables, and drawing. Finally, ākonga will understand the importance of accurate observations and how they help scientists understand and share information about the world around them.

Learning Objectives:

- Describe what makes a strong observation.
- Explain the difference between objective and subjective observations.

Follow up Activities:

Observation Practice

It's time to put your learning to the test! Can you use the skills you have learned during the lesson to make a strong observation? Use the printable worksheet (ask your teacher) or record down your observation findings.

- **Find an object** – Choose something from your environment to observe closely – like a plant, rock, leaf, or insect. Try to pick something with interesting details!
- **Use your senses** – Look carefully. What do you see? Can you hear anything near or around it? Does it have a smell? (Only touch or smell it if it's safe to do so!) What does it feel like?
- **Record objective observations** – Write down what you notice using objective observations (facts only) not your opinions. For example, "The leaf is green with jagged edges," instead of "The leaf is cool"
- **Draw your observation** – Carefully sketch the object, adding as many details as you can. Label any important parts to show what you've noticed (e.g – texture, colour, shape).
- **Ask questions** – What do you wonder about this object? How did it get here? Why does it look the way it does? What might happen to it over time?

Compare your finished observations with your classmates and share your knowledge of observation with your teacher or whānau.

[CLICK HERE FOR THE PRINTABLE](#)

Extra Resources:

- How to Observe [bonus Activity Printable](#)
- Science Alive online [Mini Activities](#)
- Science Alive online [Application Activities including Investigations](#)
- Science Alive – [Observation Teacher Guide](#)
- Science Learning Hub – [Observation Collection](#)

He mihi (Acknowledgements)

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