**Questions to Guide the Adaptation of the Investigation to Your Local Area**

* What are your options of places to visit for outdoor exploration?
* If you don’t have an outdoor place to explore adjacent to your classroom, are there parks, farms, or other natural areas you could repeatedly visit nearby? Or could you build a planter or garden bed to plant, care for, and later harvest in order to observe seasonal and life cycle changes?
* What are the safety risks involved in exploring your available outdoor spaces and how could you mitigate those risks?
* How is your place unique or special? What is the history of the site?
* Is this a place where you will observe changes over a period of time?
* What forces of change might impact the plants and animals living there?
* What do you wonder about the plants and animals living in or visiting this place? What questions might the children have?
* Could this place surprise you in terms of the living and growing organisms you might discover living there?
* Is there the potential to care for the plants and animals living in or visiting this place?
* How might the plants and animals in this site be connected? How might they support each other’s survival?
* How might the children represent their discoveries?
* How will you be able to document and evaluate the children’s learning in this site?
* Weighing the responses to these questions, how could you adapt this inquiry investigation so that it is suitable to your place?