



SAN DIEGO ZOO

Field Trip Guide

For Teachers and Chaperones



Look What's Inside!

- **Teacher Checklist**
- **Chaperone Checklist**
- **Map**

- **Classroom Activities**
- **Field Trip Activities**



Teacher Checklist

Dear Teacher:

We're looking forward to your visit to the San Diego Zoo. Please help us by completing this short checklist ahead of time.

More than 250,000 students visit us each year!
We ask all teachers to follow these directions for a visit that's
good for you ... and for the Zoo.

Complete the Classroom Activities.

These activities

- Correlate with California Science Standards and form the educational basis for your visit.
- Prepare students for the Field Trip Activities that your chaperones will lead at the Zoo.

Arrange for an adequate number of chaperones.

- Special-needs students: 1 adult/student
- Preschool and K-2: 1 adult/5 students
- Grades 3-12: 1 adult/10 students
- Carpool groups: 1 adult/4 students

Use the map to plan your visit.

- Mark significant locations, meeting times, and walking routes before you copy the map for your chaperones.
- Bus tours may be booked in advance through the Education Department at a reduced rate for a minimum of 25 students and their chaperones. Check in at the Tours and Tickets booth at the Front Plaza, to the right of the Flamingo Lagoon. Allow 30-90 minutes' wait for the bus ride. The earlier you check in, the shorter the wait.
- Skyfari rides may not be booked in advance. The rate is \$1.50 per person each way. (Price is subject to change.)

Make copies of the Chaperone Checklist, Field Trip Activities sheet, and map.

- EACH chaperone must have a copy of EACH item.
- Discuss the activities with the chaperones before you leave school.
- Ask chaperones to review the materials thoroughly during the bus ride.

If you're bringing lunches, plan to store them in Raintree Grove (near the Children's Zoo).

- Storage space is available on a first-come, first-served basis at no charge.

Artwork provided by students from the following schools:

Felicitas, Highland, Kellogg, Murray Manor, and San Pasqual Elementary Schools
Lewis Middle School, The English Junior School of Gothenburg
La Jolla, San Diego, and Scripps Ranch Senior High Schools

Chaperone Checklist

Dear Chaperone:

Thank you for supervising students on a field trip to the San Diego Zoo. Please follow the directions on this page to ensure a safe and enjoyable visit.

Your most important duty
is to keep your students with you at all times.

- Before the trip, ask the teacher to ...**
 - Clarify the educational goals of the trip.
 - Explain the behavioral expectations for the students.
 - Discuss the activities you will lead at the Zoo.
 - Provide you with a copy of the Field Trip Activities sheet and map.
- During the bus ride to the Zoo, review this Chaperone Checklist, the Field Trip Activities sheet, and the map.**
- Make a list of the names of the students in your group.**
- Review the following rules with your group:**

ZOO RULES FOR STUDENTS

- Stay on the paths.
- Walk instead of run.
- Pick up your trash.
- Respect the animals by being quiet.
- Keep your hands, body, and objects away from animal enclosures.

- DON'T feed the animals.
- DON'T pick plants or flowers.

SKYFARI RULES FOR STUDENTS

- DON'T rock the car.
- DON'T spit.
- DON'T throw things.



Please note: Groups that do not respect Zoo rules will be escorted from Zoo grounds by our Security staff. Shoplifting or writing graffiti will be prosecuted.

- Use the Field Trip Activities to keep students involved.**
 - Lead the activities as you guide students around the Zoo.
 - Encourage the students to ask questions, then look for their own answers by observing, collecting evidence, making guesses, and forming opinions.



San Diego Zoo



Questions?

Call the San Diego Zoo Education Office at (619) 557-3962 or 557-3963 during office hours:
Monday–Friday, 7:30 A.M.–4:00 P.M.
Saturday, 8:00 A.M.–noon.

For other programs and events, visit our Web site at www.sandiegozoo.org



Classroom Activities: Grade 1

THEME - Plant and animal needs

OBJECTIVES

1. Students will use their observation skills.
2. Students will investigate these concepts from the California Science Content Standards:
 - Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
 - Plants and animals both need water; animals need food, and plants need light.
 - Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

PREVISIT ACTIVITIES

1. Lead the class in making a list of all the things students would want to pack if they were going on a weeklong camping trip. Then discuss needs vs. wants with the students. Which items on the list would students need to survive? Which items might they want, but not necessarily need?
2. Read Anne Mazer's book *The Salamander Room* to your students. Discuss what plants and animals need to survive. Make a list of the necessary components of a habitat (food, water, space/shelter).

POSTVISIT ACTIVITIES

1. Ask students to think about some of the exhibits they saw during their field trip. Have students make their own animal exhibits or habitats in shoebox dioramas. Ask students which animal(s) will live in their exhibits. Remind students to provide everything the animals need to survive, including food, water, and shelter.
2. Bring some plants or a small animal into your classroom for students to care for. Discuss what type of care is needed for the plant or animal. Assign responsibilities so students can take turns providing the necessary care.
3. Have students make pine cone feeders for seed-eating birds that live near their schoolyard. Directions:
 - A. Cover each pine cone with peanut butter.
 - B. Roll the cones in bird seed.
 - C. Tie strings around the cones and hang the feeders from trees.





Field Trip Activities for Grade 1 Chaperones

THEME - Plant and animal needs

Dear Chaperone: Use these activities to add fun and focus as you guide your student group around the San Diego Zoo or Wild Animal Park.

EXPLORE AND FIND

- An exhibit with animals in it.**
Where is the food and water in this exhibit?
Where can the animals find shelter?
- An animal that is eating plants.**
What part of the plant is the animal eating?
Which plants do you eat?
- An animal that has built a nest with plants.**
Is the nest on the ground or above the ground?
Can you think of anything in your home that is made from parts of a plant?
(Examples: cotton fabric, wood furniture)
- An animal home other than a nest.**
(**Hint: burrow, tunnel, den, hive, etc.**)
What did the animal use to build its home?
What other types of animal homes have you seen today?
- An animal that lives in the trees.**
How did the animal get into the tree?
What would you like about living in a tree?
- An animal that is in the water.**
Do you think this animal always stays in the water?
Can you think of any animals that stay in the water all the time?
- An animal you especially like.**
Of all the animals you saw today, which is your favorite?
Why do you think it's special?

I WONDER

Animals live in different places, or habitats. In their habitats, the animals find the food, water, and shelter they need to live. What do you think happens if an animal's habitat is destroyed?

Your most important duty
is to keep your students with you at all times.



Keep your
students with
you at all
times.

Ask questions
to keep
students
involved.

Respond
positively to
the students'
answers and
ideas.

Encourage
students to
learn by
observing.