



SAN DIEGO ZOO

Field Trip Guide

For Teachers and Chaperones



Look What's Inside!

- **Teacher Checklist**
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- **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 4

THEME - Food chains and food webs

OBJECTIVES

1. Students will use their observation skills.
2. Students will investigate these concepts from the California Science Content Standards:
 - Plants are the primary source of matter and energy entering most food chains.
 - Producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs, and may compete with each other for resources in an ecosystem.
 - Many plants depend on animals for pollination and seed dispersal, while animals depend on plants for food and shelter.

PREVISIT ACTIVITIES

1. Have the class read Gary Larson's book *There's a Hair in My Dirt! A Worm's Story*. Discuss some of the predator-prey relationships. Ask students to identify the carnivores, herbivores, and omnivores.
2. Ask students to make personal lists of about twenty different foods they eat in a week, then answer the following questions: How many kinds of animals do you eat? How many kinds of plants do you eat? Do you eat more animals or more plants? Have students make a food web based on their lists of foods.

POSTVISIT ACTIVITIES

1. Put three headings on the board: Carnivores, Herbivores, Omnivores. Ask students to name animals they saw on the field trip and place each name under one of the headings. Have the students research the animals to make sure each name is under the correct heading; make changes as needed.
2. Draw a food pyramid on the board. Ask students: Are there more producers or consumers? herbivores or omnivores? Explain that there are about 4,000 known species of mammals and 270,000 known species of plants. Why do we need so many more plants than animals?
3. Have students design and build a compost bin for the classroom. Discuss the role of decomposers in the environment. (Resources you may want to use: *Let It Rot!* by Stu Campbell and *Worms Eat Our Garbage: Classroom Activities for a Better Environment* by Appelhof, Fenton, and Harris.)





Field Trip Activities for Grade 4 Chaperones

THEME - Food chains and food webs

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

- A small carnivore (meat eater) and a large carnivore.**
What adaptations for hunting do these two carnivores have?
How could large size be an advantage? When could small size be helpful?
- A small animal that is prey (eaten by other animals) and a large animal that is prey.**
What adaptations do these animals have that might help them avoid predators?
If you were a predator, what adaptations would you need to capture the small animal? the large animal?
- An herbivore (plant eater) eating plants.**
Is this herbivore grazing (eating grasses) or browsing (eating shrubs and bushes)?
What part of the plant is it eating?
- An omnivore (meat-and-plant eater).**
What adaptations does this omnivore have for feeding?
How does being an omnivore help an animal survive?
- An animal using plants for shelter.**
How might an animal use a plant if it wants to hide? rest? stay off the ground?
Can you think of other ways animals use plants?
- A flower bed.**
Do you see any animals, including insects, feeding on the flowers?
How do animals help plants? (Animals spread pollen and seeds.)

I WONDER

If you were a wild animal, would you rather be a carnivore, herbivore, or omnivore? Why?
How would the world be different without carnivores? without plants?

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.