



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.

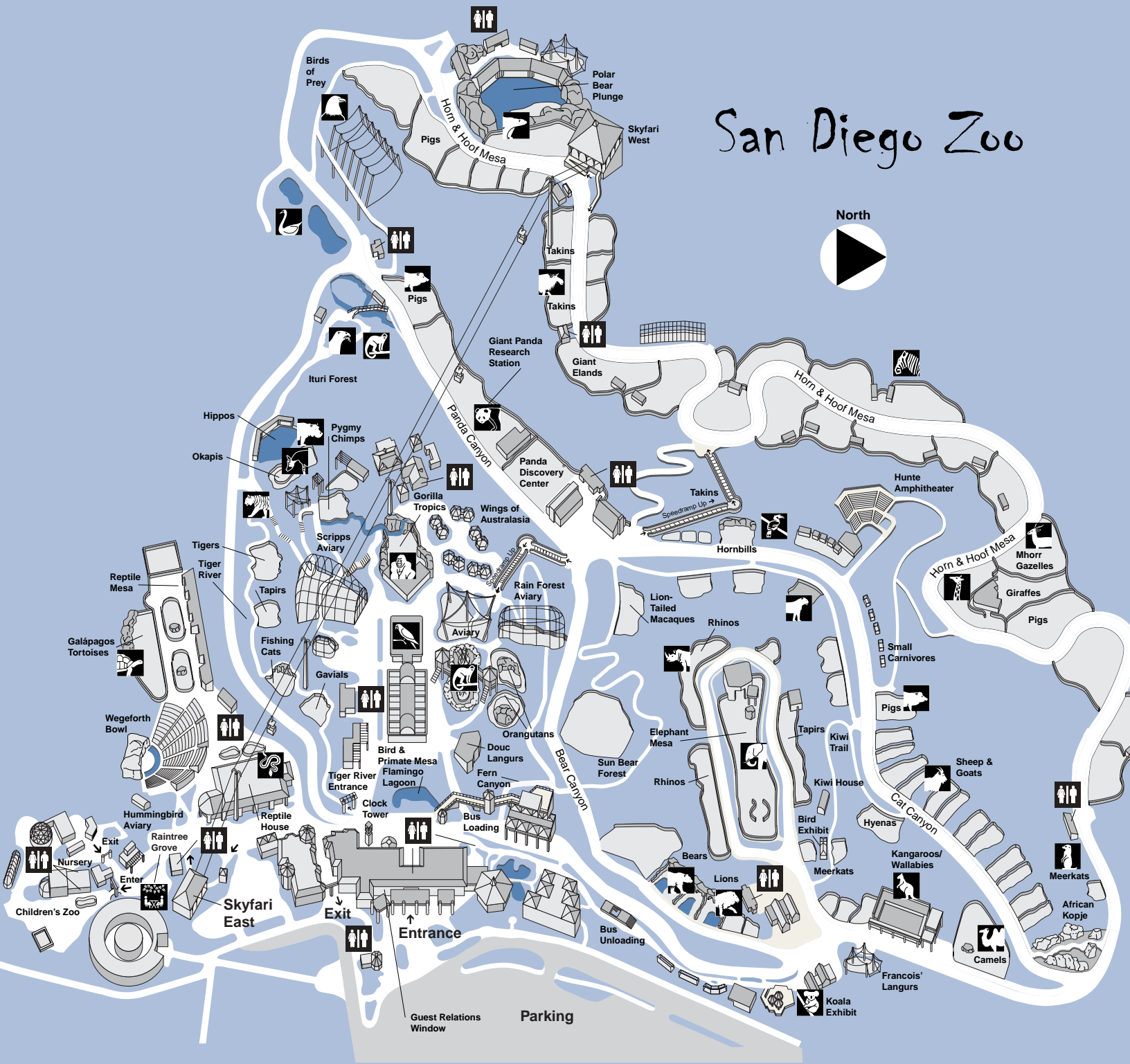


Please note: Groups that do not respect Zoo rules will be escorted from Zoo grounds by our Security staff. Shoplifting or writing graffiti will be prosecuted.

- 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



North



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: Grades 6-12

THEME - Exhibit design

OBJECTIVES

1. Students will use their observation skills.
2. Students will investigate these concepts from the California Science Content Standards:
 - Select and use appropriate tools and technology.
 - Analyze situations and solve problems.

PREVISIT ACTIVITIES

1. Review what animals need to survive (i.e., food, water, shelter). How might the needs of animals change when they live in a zoo?
2. Have the class brainstorm a list of factors a zoo would need to consider when designing an exhibit. (Refer to the background information below to help guide students.)
3. Divide the class into groups of five or ten and assign an adult chaperone to work with each group. Give each group **two** copies of the Field Trip Activities sheet.

POSTVISIT ACTIVITIES

1. Explain that each group will redesign the exhibit they rated as "Needs remodeling." Have students create their designs based on the needs of the species in the exhibit, considering the type of habitat; what the species eats; and if it is solitary or social, nocturnal or diurnal.
2. Have each group design an enclosure for their species, developing a scale drawing and a narrative description of the enclosure. Have each group present their plans to the class.
3. Either have the groups build scale models of their enclosures, or have the class construct a model of an entire zoo. (Assign groups of students to build different portions of the zoo, then combine the scale models to create one large zoo.)

BACKGROUND INFORMATION

Listed below are some of the factors that zoos consider when designing enclosures:

- Location(s) of drinking water and feeding area
- Pool or other water source for bathing, playing, or cooling off
- Space and structures that enable animals to climb, run, dig, swim, fly, or exercise
- Areas where animals can perch, rest, nest, or have privacy from zoo visitors
- Adequate light for diurnal animals and darkness for nocturnal animals
- Method for heating or cooling the enclosure
- Barriers between the animals and visitors that are safe for both
- Safe and efficient ways for keepers to clean the exhibit
- A positive experience for visitors in which they can get a good view of the animals and read information about them





Field Trip Activities For Grades 6-12 Students

Student names: _____

Directions:

1. Choose two exhibits to analyze: one that you think is well designed and one that you think needs remodeling.
2. Fill out an Exhibit Report Card for each exhibit. Grade each exhibit component using the following scale:
 - A Excellent
 - B Good
 - C Needs improvement
3. Draw a map of each exhibit showing the location of feeders, trees, rocks, water features, and other physical elements of the exhibit.

EXHIBIT REPORT CARD

Name of animals in exhibit: _____

<i>Exhibit Component</i>	<i>Grade</i>	<i>Comment</i>
Feeders _____		
Water _____		
Shade _____		
Places to hide (privacy) _____		
Places to climb/dig/perch/swim/etc. _____		
Room to exercise _____		
Guest viewing _____		
Guest information _____		
Guest accessibility _____		

Exhibit Rating: Well designed Needs remodeling

MAP OF THE EXHIBIT

Draw a map of the exhibit.

Stay with your chaperone at all times.

Look closely at the animals and plants.

Ask questions and listen to others.

Treat the animals and plants with respect.

