

## **CHECKLIST FOR A SUCCESSFUL FIELD TRIP**

### **COORDINATING EDUCATOR RESPONSIBILITIES BEFORE THE FIELD TRIP**

#### *Planning*

- \_\_\_ Be familiar with the site. The Visitor Center in Fremont is open to the public Tuesday through Sunday 10:00 am to 5:00 pm.
- \_\_\_ Attend a Field Trip Orientation Workshop if you have not had an orientation in the past two years. All educators must attend a Field Trip Orientation.
- \_\_\_ Call the Refuge Education Staff for planning advice, if necessary.
- \_\_\_ Arrange transportation.
- \_\_\_ Don't forget lunches! Lunch period usually runs 20 to 30 minutes. Bring a bag for collecting lunch garbage. This field trip has mandatory recycling of glass and aluminum.
- \_\_\_ Select your field trip activities and classroom pre and post-field trip activities based upon the concepts you want to teach. Copy students' activity sheets as appropriate.
- \_\_\_ Design your field trip schedule.
  - \_\_\_ divide your classes into small groups of 10 to 12 students for learning stations
  - \_\_\_ consider travel time between learning stations (2 to 5 minutes, usually)
  - \_\_\_ all learning stations should be the same length of time, from 20 to 40 minutes, unless special planning is made.
  - \_\_\_ allow 15 minutes between your arrival and beginning of the opening activity
  - \_\_\_ allow 30 minutes for the opening activity, rules, and the key to Salty's home
  - \_\_\_ allow 10 to 30 minutes for your selected closing activity
  - \_\_\_ allow 10 minutes after your selected closing activity for a staff presentation
  - \_\_\_ select rainy day alternatives or alternative locations for activities
- \_\_\_ Complete and mail the Wetland Round-Up Planning sheet TWO WEEKS before your field trip. Keep a copy for yourself.
- \_\_\_ Photocopy field trip permission and medical information form on p. 65.

#### *Activity Leader/Chaperone Preparation*

- \_\_\_ Recruit adults who can assist with your field trip. You need a 2:10-12 ratio of adults to students. One adult, the group chaperone, stays with the same group of students and travels from station to station while the other adult, the activity leader, stays at a specific learning station and instructs each of the rotating groups. Emphasize that this will be a fun-filled learning experience.
- \_\_\_ Encourage activity leaders to attend a field trip orientation, visit the refuge with your leaders, or arrange an informational meeting at your school.
- \_\_\_ Check out activity station teaching videos for activity leaders and field trip orientation teaching videos for chaperones from the Refuge's video lending library for adult leaders and chaperones.
- \_\_\_ Copy and distribute the activity with the Do, Read, Ask teaching format and background information to activity leaders at least TWO WEEKS before your field trip.

\_\_\_ Provide all adults (chaperones & activity leaders) with copies of the field trip schedule and designated handout sheets, p. 58, 64, 66, 67, 68, 69, 70, 71, 72, 73.

\_\_\_ Provide chaperones with name tags that correspond to their group, p. 90.

### ***Student Preparation***

\_\_\_ Conduct a preunit learning assessment, p. 77.

\_\_\_ Prepare your students for the field trip using selected pre-field trip activities beginning on p. 83.

\_\_\_ Check out classroom videos from the Refuge's video lending library and show to your students before or after the field trip. *It's Sloughpendous!*, a pre-field trip video, should be shown to grade 3-6 students prior to coming to the field trip.

\_\_\_ Review, with students, the behavior guidelines for "Wetland Round-Up" on p. 84.

\_\_\_ Go over the field trip schedule and the key to salty's home with the students.

\_\_\_ Instruct students to wear appropriate clothing. Ask them to bring a warm jacket (it can get cold and windy), rain gear (if necessary), and to wear clothes they don't mind getting dirty. Students should wear sturdy walking shoes. Bring large plastic bags to wear as ponchos and to store muddy clothing.

\_\_\_ Tell students to bring their lunches and water bottles. Encourage the students to pack no-trash lunches. Conduct corresponding pre-field trip activity, see p. 102.

\_\_\_ Name tags, with first names only, help students identify their groups and leaders/staff identify the students. See p. 70 for endangered species nametags.

\_\_\_ Distribute and collect Field Trip Permission and Medical Information form, p. 65.

### **COORDINATING EDUCATOR RESPONSIBILITIES WHILE ON THE FIELD TRIP**

\_\_\_ Show Field Trip Permission and Medical Information forms to staff.

\_\_\_ Before the opening activity, quiet the students and introduce them to the staff.

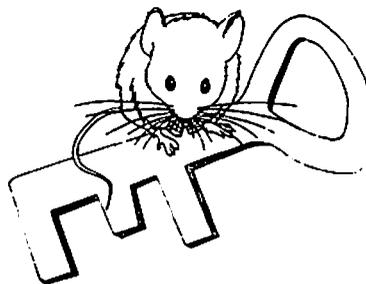
\_\_\_ At the end of the opening activity, accept the key to salty's home for permission to enter the marsh.

\_\_\_ Act as a "floater," supervising all aspects of the field trip. The floater's prime role is to coordinate (by moving from group to group) total participation among the students and station leaders and to maintain the timing and flow of each activity.

\_\_\_ Before the closing activity at the end of the field trip, quiet the students and check that adults are cleaning and counting the equipment while the students are at the closing activity.

\_\_\_ Assign an adult to dispose of lunch trash. Please take the trash with you at the end of the field trip (no dumpster available).

\_\_\_ Return the key to Salty's home.

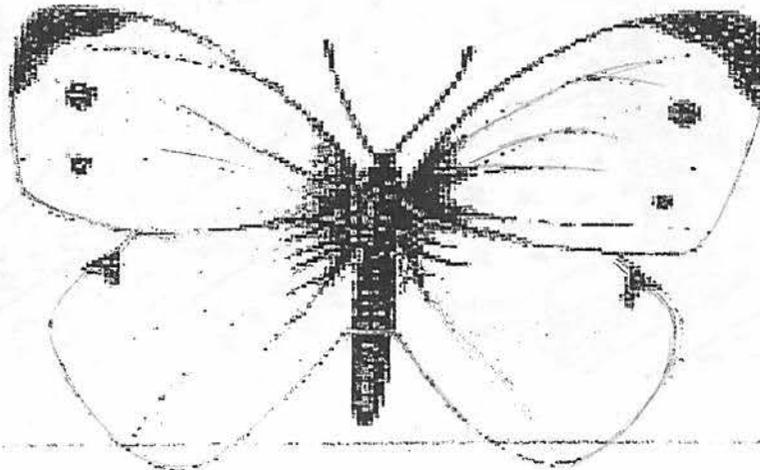


## COORDINATING EDUCATOR RESPONSIBILITIES AFTER THE FIELD TRIP

- \_\_\_ Send your evaluation of the field trip to the refuge, p. 75.
- \_\_\_ Conduct selected post visit activities beginning on p. 109.
- \_\_\_ Conduct a postunit learning assessment, p. 77.
- \_\_\_ Return any borrowed teaching or classroom videos.

## REFUGE STAFF RESPONSIBILITIES FOR THE FIELD TRIP

- \_\_\_ Take field trip reservations.
- \_\_\_ Conduct field trip orientation workshops.
- \_\_\_ Assist with field trip planning upon request.
- \_\_\_ Lend out activity station teaching videos and classroom videos. A field trip orientation teaching video is also available.
- \_\_\_ Receive planning sheets and set out requested equipment prior to the field trip.
- \_\_\_ Mail out field trip confirmation letters with field trip planning sheets.
- \_\_\_ Lead an opening activity for the students, discuss behavior guidelines, and present the key to Salty's home to the educator.
- \_\_\_ Lead an adult orientation during the opening activity (subject to staff availability).
- \_\_\_ Lead one activity for the first rotation, if requested.
- \_\_\_ Lead a closing activity for the students, conduct "thank-yous," and receive key to Salty's home from the educator.
- \_\_\_ Check equipment at the end of the field trip, verifying numbers and condition.
- \_\_\_ Check in activity station teaching videos, field trip orientation videos, and classroom videos.



*Cabbage White Butterfly*