

Thousands of students and educators have visited the Don Edwards San Francisco Bay National Wildlife Refuge since the facilities opened in 1979. The Refuge is open to the public, including organized groups not desiring the use of staff assistance, equipment and facilities.

For those groups that do desire the use of staff assistance, equipment, and facilities, the following policies have been established in order for the programs to run smoothly.

Field Trips and Orientation Workshops are free of charge.

It is the policy of the refuge to accommodate individuals with disabilities. If an accommodation is needed in order for a field trip group to participate in the Wetland Round-Up program, the lead educator may contact the Refuge Education Staff.

FIELD TRIP POLICIES

FIELD TRIP ORIENTATION WORKSHOP

Educators who desire the use of staff assistance, equipment, and facilities may bring a class to the Refuge after completing a Field Trip Orientation Workshop. Educators must attend a workshop every ~~two~~ ^{three} years.

- **RESERVATIONS**

To use the facilities and equipment, educators must make a reservation for a field trip by telephone. See the *Tideline* newsletter for current reservation dates. Reservations cannot be made on-line.

- **PAPERWORK REQUIRED**

The "Wetland Round-Up Pre-Visit Planning Sheet" must be received by the Refuge Education Staff at least two weeks before the field trip.

- **FIELD TRIP SCHEDULE**

Visits usually range from a few hours to the entire school day. Staff assistance is available to help with planning. Visiting groups are expected to abide by the Refuge's rules and regulations. All ages are welcome!

- **FIELD TRIP PERMISSION AND MEDICAL INFORMATION**

Educators are required to bring medical information on each student. Bring medical forms from school or use the field trip permission and medical information form, p. 73.

- **FLOATER RESPONSIBILITY**

The field trip coordinator (usually the lead educator) acts as a "floater" during the field trip. This person must attend the field trip orientation workshop. The "floater" supervises all aspects of the field trip.

- **GROUP SIZE**

The students must be divided into small groups (10 to 12 students per group) for activities. Assign students to a group before arriving; nametags should be used for grouping. See Endangered Species Name Tags, p. 98.

- **ADULT LEADERS**

A ratio of 2:12 (adults to students) is required for a field trip. One adult chaperone stays with the same group of students and travels from station to station with them. The chaperones' nametags will correspond with the group they are leading. The other adult, an activity leader, stays at a specific station and instructs each of the rotating groups. Students must always be accompanied by an adult.

- **EQUIPMENT**

Groups are responsible for replacing broken, damaged or lost equipment.

CHECKLIST FOR A SUCCESSFUL FIELD TRIP

COORDINATING EDUCATOR RESPONSIBILITIES BEFORE THE FIELD TRIP

Planning

- ___ Be familiar with the site. The Environmental Education Center in Alviso is open to the public Saturday and Sunday from 10:00 am to 5:00 pm and weekdays by appointment.
- ___ 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. 73.

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 relevant videos 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. 66, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81
- ___ Provide chaperones with name tags that correspond to their group, p. 98.

Student Preparation

- ___ Conduct a preunit learning assessment, p. 85.
- ___ Prepare your students for the field trip using selected pre-field trip activities beginning on p. 91.
- ___ Check out classroom videos from the Refuge's video lending library and show to your students before or after the field trip.
- ___ Review, with students, the behavior guidelines for the field trip on p. 78.
- ___ 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. 110.
- ___ Name tags, with first names only, help students identify their groups and leaders/staff identify the students. See p. 98 for endangered species nametags.
- ___ Distribute and collect Field Trip Permission and Medical Information form, p. 73.

COORDINATING EDUCATOR RESPONSIBILITIES WHILE ON THE FIELD TRIP

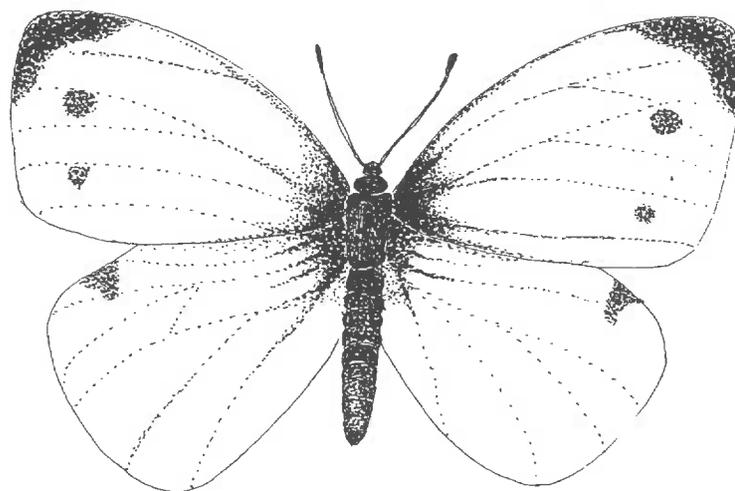
- ___ Show Field Trip Permission and Medical Information forms to staff.
- ___ Before the opening activity, quiet the students and introduce them to the staff.
- ___ At the end of the opening activity, accept the key to Salty's home for permission to enter the marsh.
- ___ Act as a "floater," supervising 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 in the dumpster in the parking lot at the Environmental Education Center.
- ___ 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. 83.
- ___ Conduct selected post visit activities beginning on p. 117.
- ___ Conduct a postunit learning assessment, p. 85.
- ___ Return any borrowed teaching or classroom videos.

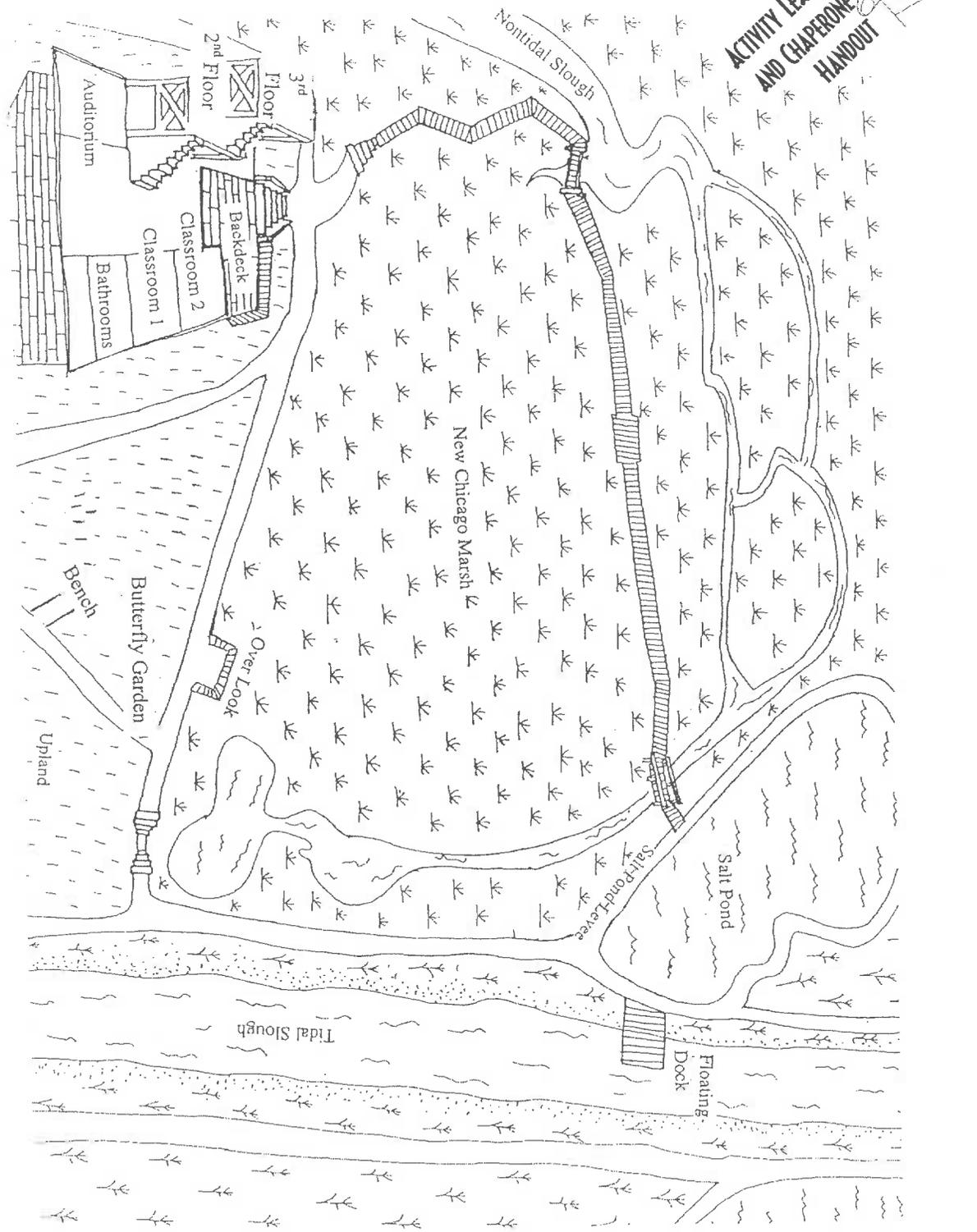
REFUGE STAFF RESPONSIBILITIES FOR THE FIELD TRIP

- ___ 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.
- ___ 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 videos borrowed from the Refuge's video lending library.



Cabbage White Butterfly

FIELD TRIP AREA MAP



RECOMMENDED ACTIVITY LOCATIONS

INDOOR ACTIVITIES	 LOCATION	Auditorium	Classroom 1	Classroom 2	2nd Floor	3rd Floor (Tower)
Birds: Chompers & Stompers (K-2)		X	X	X	X	
Feet, Beaks, and Eats (2-6)		X	X	X	X	
Don't Let Pollution Leave Home (K-6)		X	X	X	X	
Mud Creature Study (K-6)			X			
Wetlands Water Cafe (K-6)				X		
What's for Dinner? (2-6)		X			X	
Where Have all the Wetlands Gone? (3-6)		X			X	
What's In a Habitat? (K-6)						X
OUTDOOR ACTIVITIES	 LOCATION	Back Deck	N.C. Marsh	Salt Pond Levee	Bench in Garden	
Habitat Comparison Walk (K-6)		X <i>start</i>		X <i>end</i>		
New Chicago Marsh Walk (3-6)			X			
Salt Marsh Discovery (K-2)			X			
Wetland Migration Sensation (3-6)				X		
Salt Marsh Mini-Expedition (3-6)			X			
Dynamite Ducks Departing (K-3)				X		
Butterfly Garden (K-2, 3-6)					X	