



PREPARING STUDENTS FOR THE FIELD TRIP

Overview: In this activity, students will locate the refuge on a map and color and label a map of San Francisco Bay. They will discuss what they want to learn on the field trip, how to behave, and what to wear and bring.
Content Standards Correlations: History/Social Science, p. 303

Grades: K-6

Key Concepts: During the field trip, students need to follow rules established to protect themselves and the habitats they visit. They should demonstrate positive behavior to have a more rewarding and educational day.

Objectives:

Students will be able to:

- describe the location of the Refuge
- name at least one thing they want to learn on the field trip
- follow the behavior guidelines during the field trip

Materials:

Part 1: Where are we going?

- road maps of the Bay Area
- copies of the San Francisco Bay drawing on p. 95 (one copy per student)
- crayons and/or markers (blue, green, and brown)

Part 2: What do we want to learn?

- 2 large sheets of paper for recording

Part 3: How should we behave?

- copies of "The Key to Salty's Home" on p. 97 (one per student)

Part 4: Lifeskills

- copies of "Lifeskills" on p. 94 (one per student)

Part 6: Nametags

- copies of p. 98

Time: 60 minutes

TEACHING METHOD

Part 1: Where are we going? (20 minutes)

Do

Hang a map of the San Francisco Bay Area on the wall.

Read

"We are going on a field trip to the Don Edwards San Francisco Bay National Wildlife Refuge on day of field trip."

Ask

? Does anyone know where the Refuge is? Can anyone point it out on the map? (Allow students to come up to the map to point out the Refuge. The Refuge is about 23,000 acres around the South end of San Francisco Bay. The Visitor Center is in Fremont at the edge of the Dumbarton Bridge and the Environmental Education Center is in Alviso near the San José/Santa Clara Water Pollution Control Plant.)

(Grades 3-6)

Do

Hand out copies of the drawing of San Francisco Bay, p. 95, one per student. Direct the student to color the map according to the key:

- blue = water
- green = wetland
- brown = upland

Then have the students label 6 to 12 of the following landmarks (use the answer sheet to assist them or have road maps of the bay available for their use):

- Visitor Center, DESFBNWR
- Alameda Creek
- Environmental Education Center, DESFBNWR
- Guadalupe Creek
- San Francisquito Creek
- Coyote Creek
- Pacific Ocean
- San José
- Alviso
- San Francisco
- San Francisco Bay
- Fremont
- Richmond/San Rafael Bridge
- Bay Bridge
- San Mateo Bridge
- Dumbarton Bridge
- Your School
- Golden Gate Bridge

(Grades K-2)

Do

Before copying the map, label the San Francisco Bay, Pacific Ocean, the Refuge and your School. Hand out copies, one per student. Direct the students to color the map according to the key:

- blue = water
- green = wetland
- brown = upland

Show them on a sample where they are going on the field trip (the Visitor Center or the Environmental Education Center) and where their school is located and have them star the locations on their maps. Also point out the San Francisco Bay, the Pacific Ocean, and creeks that run into the bay.

Part 2: What do we want to learn? (15 minutes)

Do

Put up large pieces of paper and label the first one: "What do we know?"

Read

"On our field trip, we are going to be studying the wetlands of the San Francisco Bay. Let's make a list of what we already know about the wetlands of San Francisco Bay."

Do

Write down things that the students already know about wetlands. Include things that may be incorrect. Ask questions in order to get more ideas, such as: can you think of any plants or animals that live in the wetlands around the Bay?; what is a definition for wetlands?; why are wetlands important?; why does the Refuge exist?; what are ways that we can help wetlands?...

Do

Label the second piece of paper: "What do we want to learn on the field trip?"

Read

"During the field trip, we will have the opportunity to study the wetlands of San Francisco Bay. What do you want to know about the wetlands?"

Do

Write down what the students want to learn on their field trip. Copy these down onto a sheet of paper to bring along on the field trip, to make sure

all of the questions are answered. After the field trip, refer back to these sheets of paper. Check to see that all of the things students already knew were correct and that all of the questions were answered.

Part 3: How should we behave? (15 minutes)

Do

Review the following behavior guidelines with the students. Ask the students what behavior they think will be appropriate and write their ideas down on the board or on another large sheet of paper. Help them fill in the points they miss. In this way, students will come up with their own rules and will be more likely to follow them. Please remind students that a National Wildlife Refuge is a protected area: a special place for plants and animals, and a place for people to learn about plants and animals.

Only Take Away Memories

Students may only take drawings, pictures, rubbings and memories. Do not pick up bird eggs found on the ground.

Stay On Trails

Please stay on designated trails. Avoid stepping on plants.

Replace What You Pick Up

If you investigate rocks, sticks, or logs, please put them back as you found them. Otherwise, you would be "rearranging the furniture" of the animals' homes.

Listen

Pay attention to the activity leaders, other students, and the natural sounds around you.

Walk and Talk Quietly

Walk and talk quietly to increase your chances to observe wildlife.

Stick Together

Stay with your group and your group leader!

Be Aware of Your Trash

Don't litter on the refuge. Recycle glass and aluminum.

Don't Pick Plants

Identify plants on the spot; do not pick them. Caution! Some plants are poisonous.

Respect the Equipment

Be careful with all of the equipment, we are borrowing it from the Refuge.

Enjoy Yourselves

Explore and use all of your senses!!

Read

“At the beginning of our field trip, we will be given the Key to Salty’s Home, which gives us special permission to go into the salt marsh (the salt marsh harvest mouse’s home). We are going to enter the salt marsh in order to study the plants and animals in the marsh. At the end of our field trip, we need to return the key. People who are not studying the salt marsh and are visiting the Refuge without the key are not allowed to get off the trail.”

Do

Hand out copies of “The Key to Salty’s Home” from p. 95 for students to color.

Part 4: Lifeskills (5 minutes)

Do

(Grades 3-6)

Hand out the Lifeskills, p. 94, and go over with the students before the field trip. Lifeskills: provide order, promote self-esteem, prepare students for the real world, need to be recognized and valued by students, need to be developed and experienced by students.

(Grades K-2)

Go over the following Lifeskills with students before the field trip.

Effort: To do your best.

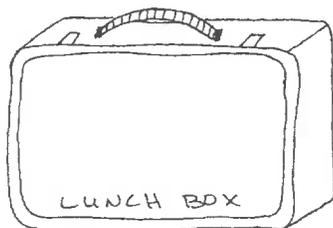
Curiosity: A desire to investigate and seek understanding of one’s world.

Cooperation: To work together for a common goal.

Caring: To feel and show concern for others and for the environment.

Respect: To recognize the value of others and of the environment.

Responsibility: To be accountable for your actions.



Part 5: What do we need to bring? (5 minutes)

Do

Before the field trip, remind students about the following (this information could also be included in a letter home):

- Wear clothes that can get dirty.
- Wear shoes that cover the entire foot, can get dirty, and are good for walking.
- Bring a jacket or sweater; it can be windy and cold.
- Bring rain gear if it looks like rain.
- Bring your own lunch; try to pack a no-trash lunch (a lunch box and reusable containers).
- Wear a hat and/or sunscreen.
- Bring a water bottle.

Part 6: Nametags

Do

Divide the students into small groups of 10 to 12 students each for the field trip. Make copies of the threatened and endangered species nametags on p. 98 and cut the nametags apart. Use the number of species necessary for the number of groups on the field trip.

Write the students first name on their nametag or hand out the nametags and have students write their own names. Use safety pins, tape, or yarn to attach the nametags to the students. Create nametags for the adult leaders and chaperones also. Chaperones should have the same nametag that their group has.

Information about endangered and threatened species is found on p. 2.

LIFESKILLS

STUDENT
HANDOUT

LIFESKILLS are guides that can help you evaluate your own performance. **LIFESKILLS** provide order, promote your self-esteem, and prepare you for the real world. You are developing and experiencing Lifeskills with every action you take.

From Kid's Eye View of Science



Effort

To do your best.

Curiosity

A desire to investigate and seek understanding of one's world.

Cooperation

To work together toward a common goal or purpose.

Caring

To feel and show concern for others and for the environment.

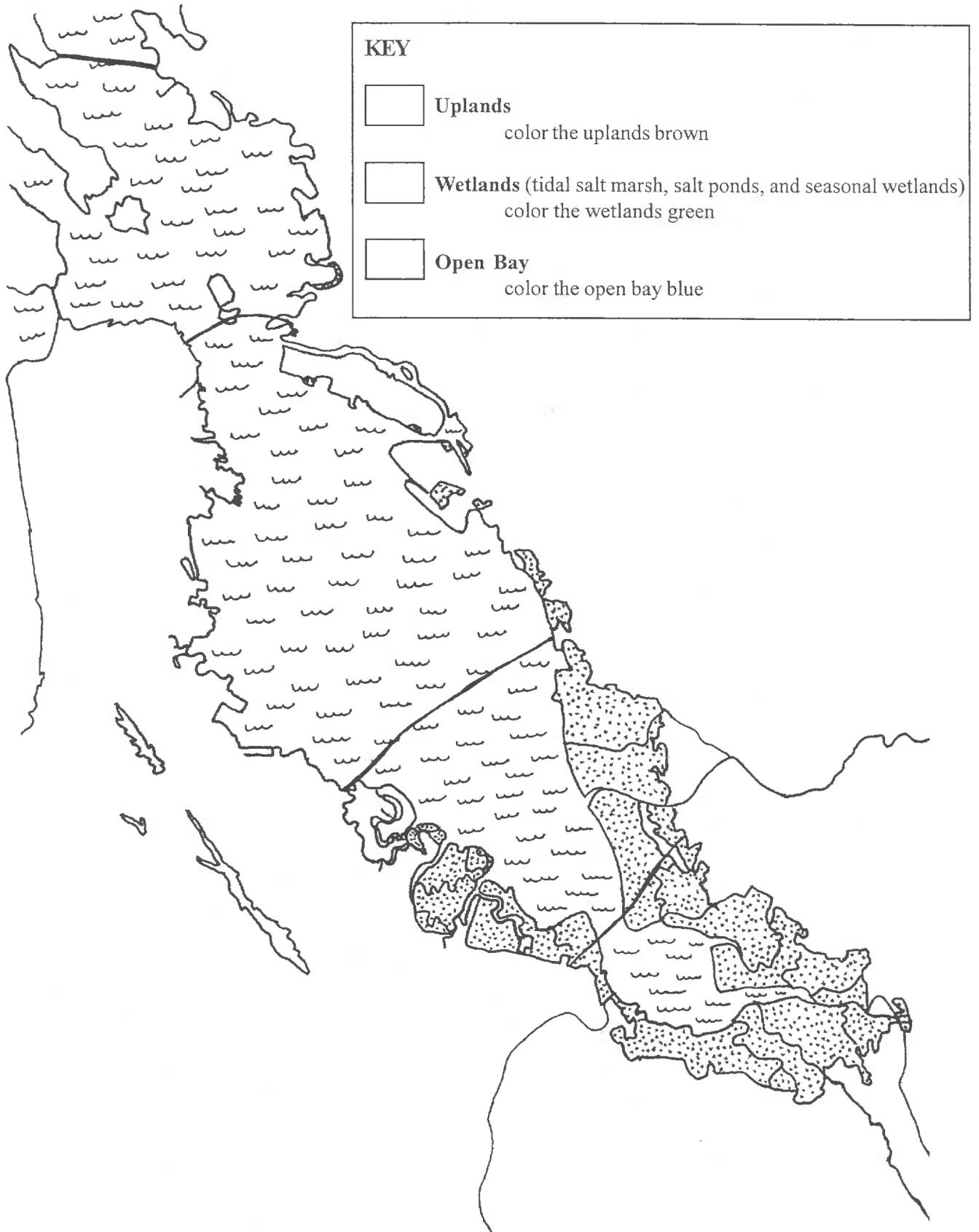
Respect

To recognize the value of others and of the environment.

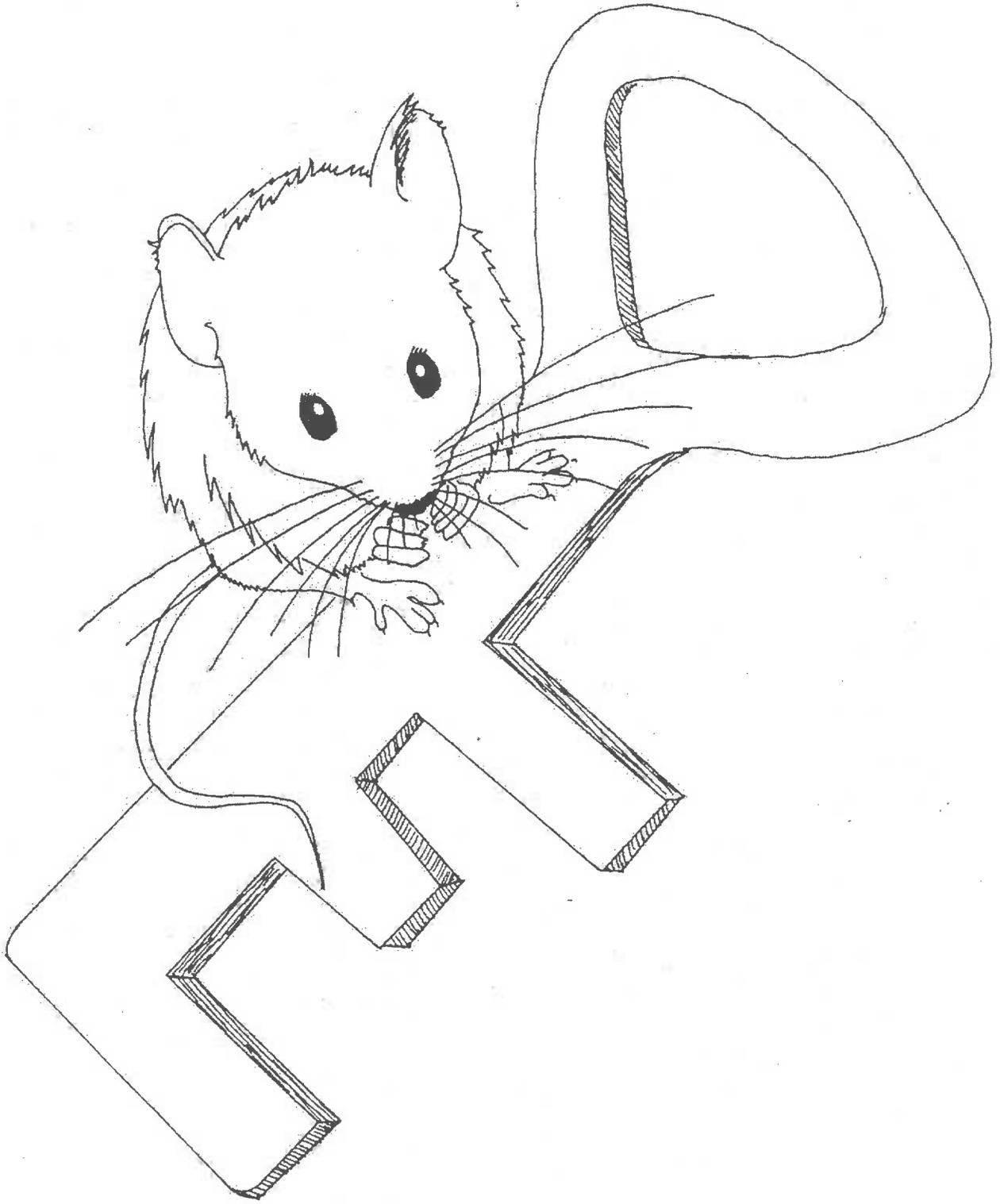
Responsibility

To be accountable for your actions.

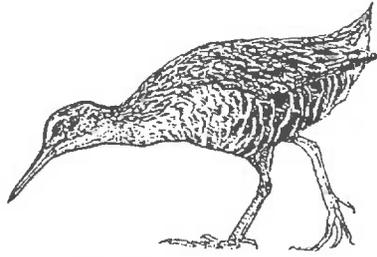
SAN FRANCISCO BAY



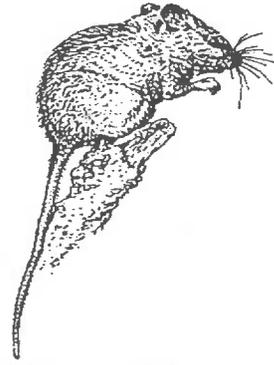
THE KEY TO SALTY'S HOME



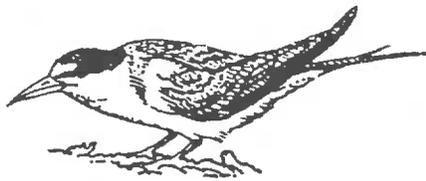
NAMETAGS: THREATENED, ENDANGERED, AND RECOVERED SPECIES OF SAN FRANCISCO BAY



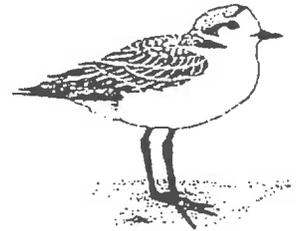
California Clapper Rail *endangered*



Salt Marsh Harvest Mouse *endangered*



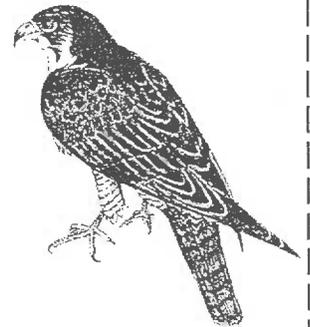
California Least Tern *endangered*



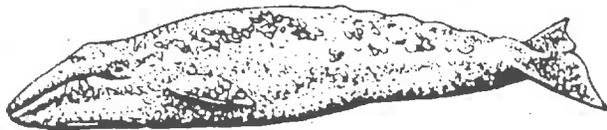
Western Snowy Plover *threatened*



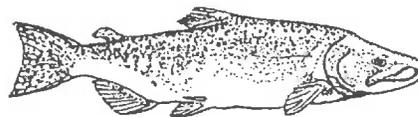
California Brown Pelican *endangered;*
east coast population delisted 2/4/1985



Peregrine Falcon *delisted 8/26/1999*



Gray Whale *eastern North Pacific*
(CA) population delisted 6/16/1994



Winter Run Chinook Salmon *endangered*

see information on these animals under Endangered Species: What You Need to Know, p. 2