



Roger Williams Park Zoo Field Trip Resource Guide

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Educator Letter

Dear Educators,

Field trips are a great way for students to use their science knowledge outside of the classroom. A trip to the zoo allows students to make real world connections to their classroom curriculum. Students will remember field trips for years, gain new information to strengthen familiar concepts, and get them excited to learn more.

From young children, who are naturally curious about their surroundings and are always ready to explore, to high school students, who are starting their own exploration into their future careers, Roger Williams Park Zoo offers countless opportunities to learn about the world around them and how they can positively impact animals and their environments throughout the globe.

The activities in this guide will help your students learn to be focused observers on your field trip. The goal of these activities is to ensure that every school group visiting the zoo has a positive educational experience. We want students to make connections and discoveries about the world around them and chaperones to feel prepared and ready to help guide the learning of the students in their care. The activities are filled with questions that will get your students thinking and making connections to the animals and themselves.

We hope these activities are beneficial to your visit and we look forward to seeing you at Roger Williams Park Zoo.

Sincerely,

The Education Staff at Roger Williams Park Zoo

Educator Checklist

Prior to your Visit

Chaperone Preparation

- Arrange for adequate number of chaperones:
- All Group visitors under 18 years of age must be supervised AT ALL TIMES throughout the Zoo by an adult (non-student) chaperone(s).
 - Students and Adults with Special Needs 1 adult/5 students
 - Preschool – Grade 1 1 adult/5 students
 - Grades 2–Grade 12 1 adult/10 students

Communication Plan:

Ask chaperones to exchange cell phone numbers with you and the other chaperones for easy and timely communication.

Schedule for the Day:

Confirm that all of the chaperones know the day's schedule including meeting times and locations (distribute copies of the Zoo map which can be found at the main gate of the Zoo or on the Zoo's website www.rwpzoo.org).

Materials:

- Chaperone Checklist
- Map
- Activity sheets
- Trip Itinerary
- Prepare all needed materials for the activities (i.e. pencils, clipboards, etc.)

Educator Checklist

During Your Visit

Check-in

- To expedite your entry into the Zoo, we ask that only the group leader check-in at the group admissions booth. The cashier will need the exact count of the number of adults and children in your group.
- If you have booked a program with the education department, you will still need to check-in your group at the group sales booth. However, you will provide your payment and numbers to your instructor at the first program, NOT the cashier.

Storage

All groups are responsible for the storage and transportation of lunches and coolers. There is no storage available in the Education Center or any of the classrooms. We suggest either bringing a wagon, encouraging chaperones to carry their groups lunches, or have students bring a backpack to carry their own lunch.

Lunch

Groups are welcome to bring in their own lunches. There are a few areas around the zoo to enjoy your lunches. There are tables around both cafes and a tented area near the Gift Shop. All of these areas are also open to the public, so are first come, first served. You can also enjoy your lunches out in the park.

If you would like to book a space for your group, please contact our Group Sales Department at 401-785-3510 ext. 338.

Chaperone Letter

Dear Chaperone,

Thank-you for volunteering to be a chaperone! Your most important duty is to keep the students with you at all times. The activities provided will help you to:

- Ask questions to keep students engaged
- Respond positively to students' answers and ideas
- Encourage students to learn by observing

We hope you and your group enjoy your trip to the Zoo and we appreciate your assistance in making your experience fun and safe.

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 Trip Itinerary
- Provide you with all of the materials needed to facilitate the activities

Review the Following Zoo Expectations with Your Group:

While at the Zoo, it is important to remember to...

- Stay with your assigned group
- Stay on the paths
- Walk instead of run
- Pick up all your trash
- Respect the animals by being quiet
- Keep your hands, body, and objects away from animal enclosures
- Respect the animals by not feeding them
- Respect the Zoo grounds by letting the plants and animals continue to grow where they are

Trip Itinerary

School Name: _____

School Phone Number: _____

Teacher's name: _____

Teacher's Cell Phone #: _____

Bus Company (if applicable): _____ Bus # (if applicable): _____

Lunch Time: _____ Lunch Meeting Place: _____

Departure Time: _____ Departure Meeting Place: _____

Students in Your Group

Name

Description of Clothing

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Education Program Location (if applicable): _____

Time of your Program: _____

Please arrive at least 5 minutes before the start of your program and wait outside of the building for the instructor.

Next Generation Science Standards at the Zoo

While at the Zoo, third graders can dig deeper into the following Disciplinary Core Idea of the Next Generation Science Standards:

- LS4.C: Adaptations- For any particular environment, some kinds of organisms survive well, some survive less well and some cannot survive at all.

The students can use the information obtained at the Zoo to help meet the following Performance Expectation of the Next Generation Science Standards:

- 3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less, and some cannot survive at all.

Use the following activities to help engage your students while at the Zoo

Activity 1: Structure/Adaptation Chart


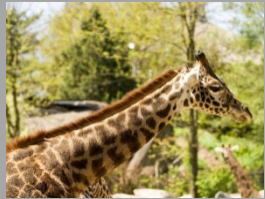



Have the students find the animals listed on the chart. For each animal, have the students identify the habitat that the animal lives in (can be found by observing or using the graphic at the exhibit) and then list an adaptation/function of that animal that helps it to survive in that habitat.






Activity 2: Scientist Observation Form

Have the chaperones remind the students that they are scientists and scientists learn by observing. While at the Zoo, have the students choose an animal to observe and fill out the Scientist Observation Form.

Activity # 1

Part 1: Find the animals listed on the chart. For each animal, record its habitat (use your observations and the graphic at the exhibit to help you). Then, list a structure/adaptation that the animal has to help it survive in that habitat and the function of that structure (how does it help the animal survive and meet its needs).

Animal	Habitat	Structure/Adaptation	Function (How does the structure/adaptation help the animal survive and meet its needs)
African Elephant 			
Giraffe 			
Harbor Seal 			
Giant Otter 			
Hyacinth Macaw 			

Animal	Habitat	Adaptation/Structure	Function (How does the structure/adaptation help the animal survive and meet its needs)
Giant Anteater 			
White Cheeked Gibbon 			
Dromedary Camel 			
Moon Bear 			
Snow Leopard 			

Part 2: Pick 5 additional animals to add to your chart

Animal	Habitat	Adaptation/Structure	Function (How does the structure/adaptation help the animal survive and meet its needs)

Activity #2: Scientist Observation Form:

Animal I Observed:

Here is a picture of what I saw:

I noticed:

I am wondering:

Guiding Questions for Chaperones

While touring the Zoo with the students, use the following questions to help guide their thinking and learning.

Before you start exploring the Zoo, ask the students:

- What does an animal need to survive? (Just like us, animals need food, water, shelter, and space to survive)
- What do we call a place where animals meet their needs? (A place where an animal meets all of its needs is called a habitat)

Tell the students that they are going to be observing some animal habitats today at the Zoo. Explain to students that scientists use their senses to notice details. They make observations about a place and the organisms that live there. Remind students to use all of their senses to observe the habitats.

When visiting an exhibit, ask:

- What are some of the things you notice about this habitat?
- How do you think the animal(s) meet their needs in this space?
- What other types of animals might be able to survive in a habitat like this? Why do you think that?
- What animals might not be able to survive in a habitat like this? Why?

When observing an animal at an exhibit, ask:

- What is the animal doing? Why do you think the animal is doing that?
- How does the animal move?
- How does the animal interact with others (if there is more than one animal in the space)?
- What do you, as a scientist, notice about this animal?
- What are you wondering about this animal? (Check the graphic to see if you can find the answers to the questions. If not, keep a list of the students' questions for the teacher to explore back in the classroom).