



# SAN DIEGO ZOO

## Field Trip Guide

### For Teachers and Chaperones



## Look What's Inside!

- **Teacher Checklist**
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- **Classroom Activities**
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# 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



## 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](http://www.sandiegozoo.org)



# Classroom Activities: Grade 3

**THEME** - Adaptations

## **OBJECTIVES**

1. Students will use their observation skills.
2. Students will investigate these concepts from the California Science Content Standards:
  - Plants and animals have structures that serve different functions in growth, survival, and reproduction.
  - When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.

## **PREVISIT ACTIVITIES**

1. Define adaptation (a characteristic of a living thing that helps it survive in its environment). Have students list some physical and behavioral adaptations of people. Ask students to choose one adaptation and describe how life might be different without it.
2. Read Anita Ganeri's book *Creature Features* to the students. Ask each student to choose which animal he or she would most like to be and explain why. Have students write and illustrate stories about the animals they choose.
3. Have students design animals of their own using recycled materials. Ask students to describe where their animals live and what physical features help them survive in their habitats.

## **POSTVISIT ACTIVITIES**

1. Ask the students to brainstorm a list of animal adaptations they saw on their field trip. Have students sort the adaptations into categories (e.g., eating, moving, defense). Ask students to think of adaptations plants have for survival, then sort the adaptations into categories (e.g., reproduction, defense, water conservation).
2. Have each student bring an object from home that represents an animal adaptation. (See the books *Creature Features* by Anita Ganeri and *The Robot Zoo* by John Kelly for ideas.) As each student presents the object in class, have the other students guess which adaptation the item represents.
3. Discuss how habitats, like animals, can become endangered. What happens to animals that live in endangered habitats? Brainstorm ways students can help protect local habitats. Choose an idea from the list and take action!





# Field Trip Activities for Grade 3 Chaperones

**THEME** - Adaptations

**Dear Chaperone:** Use these activities to add fun and focus as you guide your student group around the San Diego Zoo or Wild Animal Park.

## EXPLORE AND FIND

- A bird with webbed feet.**  
Is this bird on the ground? in the water? in a tree?  
Look for a bird in a tree. How are its feet different from webbed feet?
- A bird with a big beak.**  
Observe the bird. How does it use its beak?  
What other sizes and shapes of beaks do you see?
- An animal with big ears.**  
How do you think big ears could be a helpful adaptation?  
Hearing is a sense. Can you think of other senses animals use?
- An animal with bright colors and another animal with dull colors.**  
How might bright colors help an animal survive?  
How might dull colors help an animal survive?
- An animal with sharp teeth.**  
What do you think this animal eats? Why?  
Run your tongue over your teeth. Do you have any sharp teeth for eating meat?
- An animal with a tail.**  
How does this animal use its tail?  
What are other ways animals use their tails?
- A plant with thorns.**  
How might thorns help a plant survive?  
If you were a plant living in a wild habitat, what adaptations would you want to have? Why?

## I WONDER

Some of the animals you've seen during your field trip are endangered. What are some reasons animals become endangered? (Examples: overhunting, habitat destruction, pollution, lack of food, etc.) What can you do to help endangered species? (Examples: recycle, conserve water and fuel.)

Your most important duty  
is to keep your students with you at all times.



Keep your students with you at all times.

Ask questions to keep students involved.

Respond positively to the students' answers and ideas.

Encourage students to learn by observing.