



# SAN DIEGO ZOO

## Field Trip Guide

### For Teachers and Chaperones



## Look What's Inside!

- **Teacher Checklist**
- **Chaperone Checklist**
- **Map**
  
- **Classroom Activities**
- **Field Trip Activities**





# 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.

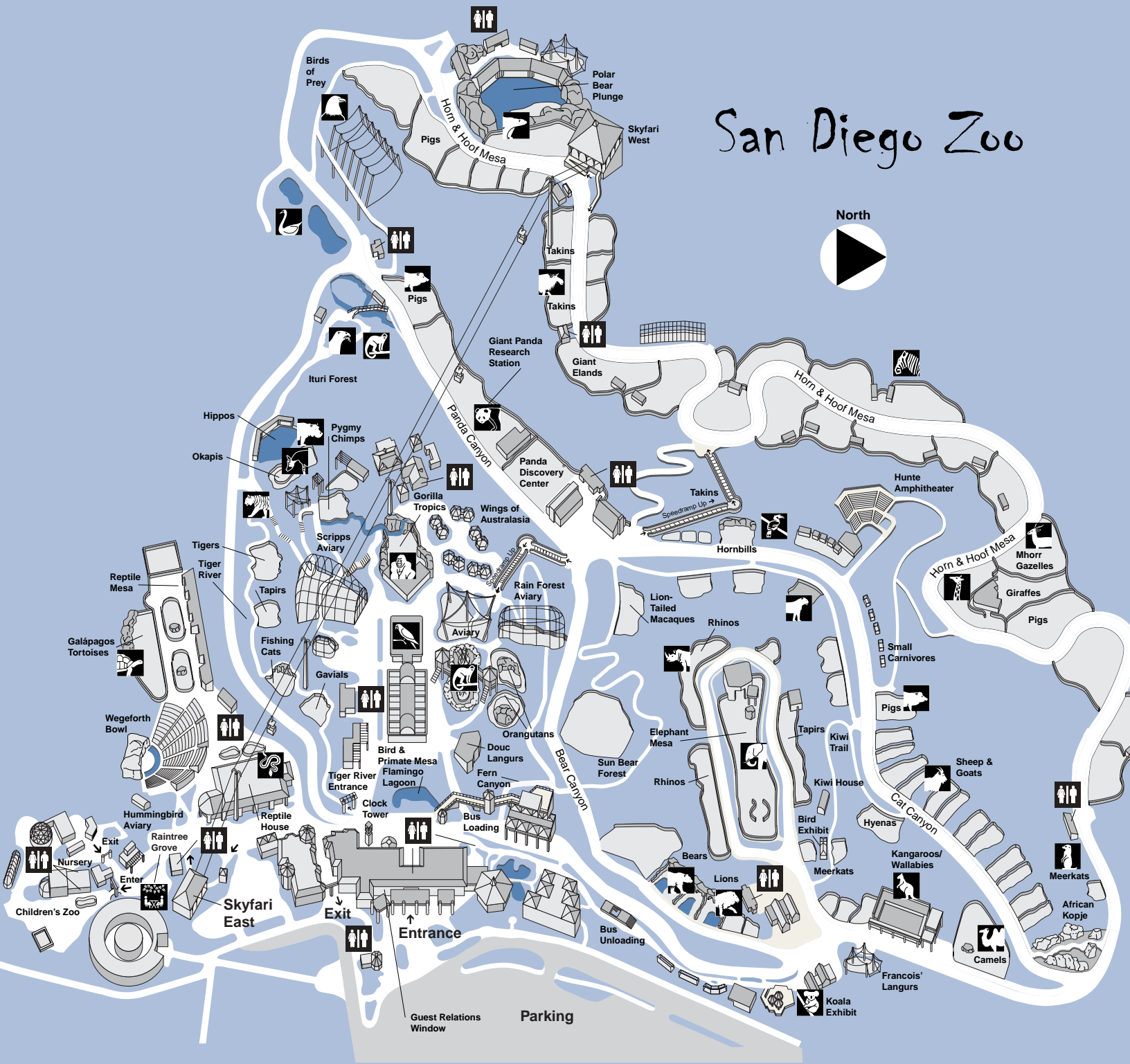


Please note: Groups that do not respect Zoo rules will be escorted from Zoo grounds by our Security staff. Shoplifting or writing graffiti will be prosecuted.

- 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: Grades Pre-K-K

**THEME** - Similarities and differences

## **OBJECTIVES**

1. Students will use their observation skills.
2. Students will compare and contrast plants and animals.
3. Students will investigate these concepts from the California Science Content Standards:
  - How to observe and describe similarities and differences in the appearance and behavior of plants and of animals
  - How to identify major structures of common plants and animals

## **PREVISIT ACTIVITIES**

1. Read Keith Baker's book *Who Is the Beast?* to your students. Discuss similarities and differences among the animals in the story. Ask students to point out similarities and differences between themselves and the animals in the story.
2. Write the column heads Plants and Animals on the board. Have students brainstorm as many examples as they can for each category. Lead the students in identifying some ways animals are different from each other (e.g., body covering, size, shape, how they move, how they eat, etc.). Point out some ways plants are different from each other (e.g., size, leaf shape, flowers, etc.).

## **POSTVISIT ACTIVITIES**

1. Ask each student to name the two animals they liked best during their visit to the Zoo or Wild Animal Park. How are the two animals the same? How are they different?
2. Ask students which animals had beaks, webbed feet, sharp teeth, or other interesting body parts. Have students make posters showing different kinds of feet, beaks, ears, etc.
3. Show students pictures of five different plants. Ask students to point out how the plants are alike and how they are different. Invite the students to think of one reason each plant is important.





# Field Trip Activities For Grades Pre-K Chaperones

**THEME** - Similarities and differences

**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

- An exhibit with one kind of animal.**  
How is the animal like you?  
How is it different from you?
- An exhibit with more than one kind of animal.**  
How are the animals similar to each other?  
How are the animals different from each other?
- Two animals with very different kinds of feet.**  
How are the animals' feet different?  
Do the animals move in the same way or in different ways?
- Two animals that are acting in different ways.**  
What are the differences in how the animals are acting?  
What other types of animal behavior have you seen today?
- A bird.**  
How many parts of the bird's body can you name?  
What body parts does the bird have that you don't?
- A mammal.**  
How many parts of the mammal's body can you name?  
How is the mammal's body different from a bird's body?
- A plant.**  
How many parts of the plant can you name?  
How many different types of plants can you see?

## I WONDER

Most people have favorite animals. Why do you think that is so? How can people help take care of all plants and animals—not just their favorites?

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.