Secrets to a Successful Field Trip: A Guide for Teachers and Chaperones

-4th GRADE-

Look inside to find:

♦ Teacher Checklist
♦ Chaperone Checklist
♦ Field Trip Activities for 4th Grade
Teacher Checklist

We are excited about your visit to Riverbanks Zoo and Garden. We have provided a checklist to help you prepare for your visit with us.

Please 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

Mark the map to plan your visit.
- Routes, locations, and meeting times should be marked before copying the map for the chaperones.
- If your groups are scheduled for a program in the Education Center please meet in front of the building 5 minutes prior to the program. Your instructor will come outside to greet you.
- A tram to the garden leaves from Burger King-Kenya Café every 15 minutes.

Make copies of the Chaperone Checklist, Field Trip Activities pages, and the map (can be downloaded in .pdf from our site).
- Provide each chaperone with copies of each item.
- Provide each student with a copy of the Field Trip Activities page.
- Discuss the field trip activities before you leave school.
- Encourage the chaperones to review all materials before arriving at Riverbanks.
- Make a list of all students assigned to each chaperone and provide them with a copy.
Teacher Checklist continued

Feeding your herd? Eat on your own or arrange for lunches at Riverbanks.

- Contact our catering provider Aramark at (803) 254-0804 to make arrangements for Safari lunches. These arrangements must be made two weeks in advance.
- Bag lunches brought from school must be left in your vehicle and are not allowed in Riverbanks. However, a nature trail with picnic tables and trash facilities is located at the west end of the parking lot.

“1, 2, 3…” Please have an exact count of the number of children and adults in your group.

- One person from your school should present the exact count of children and adults to the ticket booth, along with payment.
- Bring cash, a purchase order, or a school check payable to “Riverbanks Zoo and Garden” in the exact amount.

Please review Riverbanks rules for behavior with your group.

- Stay on the paths.
- Walk instead of run.
- Stay with your chaperone.
- Respect the animals by talking quietly.
- Keep your hands, body and objects away from animal exhibits.
- Pick up your trash.
- Take your time and enjoy your surroundings.
- Ask questions.

More than 100,000 school children visit Riverbanks Each Year! Enjoy Your Visit!
Chaperone Checklist

Thank you for volunteering your time as a chaperone. You are an important part in making this trip to Riverbanks a success. Here are a few tips to help make your trip an enjoyable one:

Be sure you understand the activities, meeting times and places.
- Don’t be afraid to ask the teacher questions to clarify your role or any times and places.

Make sure you have a list of the students in your group.
- Children can get away quickly so keep your eyes on them at all times.

Please review Riverbanks rules for behavior with your group.
- Stay on the paths.
- Walk instead of run.
- Stay with your chaperone.
- Respect the animals by talking quietly.
- Keep your hands, body and objects away from animal exhibits.
- Pick up your trash.
- Take you time and enjoy your surroundings.
- Ask questions.

Assist students with the Field Trip Activity.
- Encourage the students to think for themselves and to observe, make guesses and predictions.
Amazing Adaptations Challenge!
Teacher Intro Sheet

Target Audience: 4th grade

Theme: Animals have physical and behavioral adaptations that help them survive in their habitat.

SC Science Standards Match

4th Grade

- Life Science
  - A – 1 - b, c
  - A – 3 – c
  - B – 1 – b
- Process Skills
  - Observe, Classify, Communicate, Infer

When we visit animals in the zoos, it’s sometimes hard to remember that they evolved in wild habitats where they were not fed by zookeepers, assured of shelter, fenced from enemies, or checked regularly by a zoo vet. Yet it was the harsh reality of limited food, weather, predators, and diseases that shaped their bodies and behaviors in the first place. The focus of our Zoo Challenge is looking at what behavioral and physical features (adaptations) help animals survive in the wild.

The answers to the challenge are scattered throughout Riverbanks Zoo. To find them, you may have to read the graphics, or observe the animal’s behavior very carefully. Good Luck!
1) Many animals have adaptations that allow them to hold, grasp, or pick-up objects. Create a "guide", using at least 5 animals, based on how you observe them holding, grasping, or picking up objects.

<table>
<thead>
<tr>
<th>Animal Observed</th>
<th>How does it hold, grasp or pick up objects?</th>
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<tbody>
<tr>
<td>1.</td>
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2) You can learn a great deal about what a certain bird eats by looking at its beak. See if you can find a bird that "fits the bill."

- **Meat-eating beak** (imagine a hook)
- **Seed-cracking beak** (Imagine a nutcracker)
- **Fishing beak** (Imagine a spear)
- **Straining beak** (Imagine a spaghetti strainer)
- **Probing beak** (Imagine a pair of tweezers)
3) What can body structure tell you about how an animal survives in their habitat? Observe these three cats - African Lion, Tiger, and Black-footed Cat (located in the TORRID ZONE). Compare the body parts of each of them.

<table>
<thead>
<tr>
<th>Physical Feature</th>
<th>Lion</th>
<th>Tiger</th>
<th>Black Footed Cat</th>
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</thead>
<tbody>
<tr>
<td>1. Tail</td>
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<td>2. Coat Pattern/Color</td>
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<td>3. Paws</td>
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<td>4. Size</td>
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Now that you have compared the three cats, determine:
A. How each cat hunts, and what it eats
B. In what type of habitat each cat might be found.

4) How do animals "talk"? Brainstorm at least 5 ways animals communicate with each other (Hint: How do people communicate?) As you walk around the zoo, match the different ideas you came up with to an animal doing it!

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<tr>
<th>Communication</th>
<th>Animal</th>
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5) Animals move for a variety of reasons. Brainstorm at least 5 ways animals move (locomotion) and why. Find and observe animals to support each of your ideas.

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<th>Means of Locomotion</th>
<th>Animal Observed</th>
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6) How do animals protect or defend themselves? Describe and/or draw at least 5 of these adaptations from your observations.

<table>
<thead>
<tr>
<th>Animal Observed</th>
<th>Adaptation for Defense</th>
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