



## PLANNING A SELF-GUIDED FIELD TRIP

**A FIELD TRIP AT THE COLUMBUS ZOO AND AQUARIUM** is a great way to extend the walls of your classroom and apply the concepts you are teaching your students. With a little pre-planning, you can make this an experience your students will appreciate for a lifetime. Before diving into the materials on the next few pages, here are some tips to make your field trip experience even more successful:

- **Prepare students for the trip:** This packet contains an activity you can do with your students before your field trip.
- **Prepare chaperones for the trip:** The activities are designed to be led by chaperones with varying experience levels. We recommend you have the chaperones familiarize themselves with the materials before the field trip.
- **Bring it all back together:** After your field trip, reinforce the concepts the students learned by doing the final activity in the packet.

The purpose of this self-guided field trip activity packet is to guide students as they explore wildlife and wild places through nature play. We encourage teachers to utilize all five activities chronologically to provide students a complete learning experience centered around a meaningful field trip.

### 5E Lesson Plan

The self-guided field trip activities are structured around the 5E Lesson Plan model, commonly used in science education:

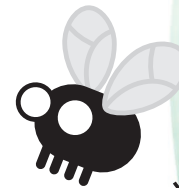
**Engage** - sparking interest in a topic

**Explore** - student-led investigation of concepts

**Explain** - adult-led clarification of concepts

**Extend** - student-led application of concepts

**Evaluate** - opportunity to demonstrate understanding of concepts





## PLANNING A SELF-GUIDED FIELD TRIP

### OUTCOME AND OBJECTIVES

This self-guided field trip is designed to meet the following behavioral outcome: Fostering a lifelong connection to nature.

By participating in this program, students will be able to:

- Feel curious about the natural world
- Feel comfortable playing in nature
- Learn skills for exploring the natural world through observation
- Use all their senses to explore the natural world
- Ask questions based on what they observe

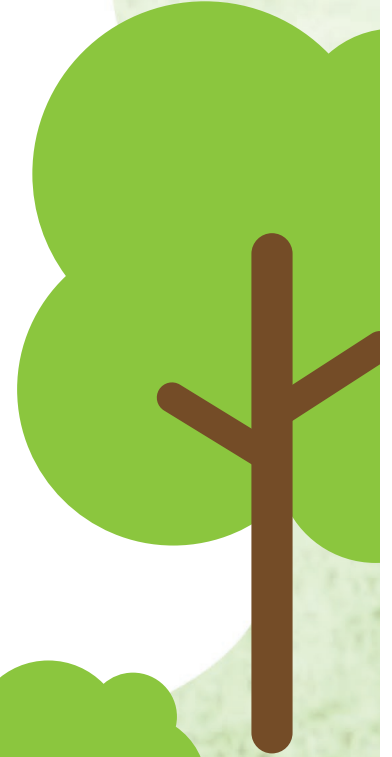


### OHIO STATE SCIENCE STANDARDS

Each of the activities in this self-guided field trip activity packet addresses certain components of the Ohio State Science Standards. When used in conjunction with other science-based learning experiences, the activities will help classroom teachers achieve the following Ohio State Science Standards with their students:

- LS.K2.1c Identify a living thing.
- LS.K2.1b Identify a living thing and a nonliving thing.
- LS.K2.1a Sort living and nonliving things.
- LS.K2.3c Identify a source of food.
- LS.K2.3b Identify the basic needs of plants and animals.
- LS.K2.3a Describe food sources for a variety of animals.
- LS.K2.4c Identify an environmental resource.
- LS.K2.4b Match environmental resources needed for a specific thing.
- LS.K2.5c Match an animal to its environment.
- LS.K2.5b Identify how an animal has changed an environment.
- LS.K2.5a Describe the effect(s) of the environmental change(s) by an animal.

And don't forget to look for Zoo volunteers throughout your field trip! They have a wealth of knowledge and are always happy to answer questions and share their love of the Zoo and our animals.





# SEQUENCE OF ACTIVITIES

SUGGESTED SEQUENCE OF ACTIVITIES TO SUPPORT A SELF-GUIDED FIELD TRIP FOCUSED ON NATURE PLAY.

## 5 STEPS TO A MEANINGFUL FIELD TRIP

## DESCRIPTION OF ACTIVITY

## ESTIMATED TIME

## MATERIALS NEEDED

### ENGAGE

with a pre-visit activity in your classroom

#### Classroom or Schoolyard Nature Search:

Organize a scavenger hunt for natural objects

Minimum  
**10 minutes**  
Maximum:  
**20 minutes**

- Picture-based scavenger hunt cards
- Crayons to mark off found items

### EXPLORE

at the Zoo within multiple habitats

#### Zoo Habitat Comparisons:

direct students to search for objects in three different animal habitats and compare them

Minimum  
**10 minutes**  
Maximum:  
**20 minutes**

- Habitat Comparison Venn Diagram

### EXPLAIN

specific concepts

#### All Animals Have Basic Needs:

Discuss how similar things found in animal habitats are similar to what we might find where we live

**5 minutes**

### EXTEND

learning by applying concepts to another exhibit element

#### Identify Basic Needs in a Zoo Habitat:

Look for animals' basic needs in Asia Quest habitats

Minimum  
**10 minutes**  
Maximum:  
**20 minutes**

- Zoo Habitats Basic Needs Chart

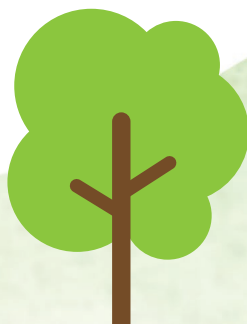
### EVALUATE

during a post-visit activity/discussion back in the classroom

**Loose Parts Play:** Bring moveable materials from nature into the classroom for students to create a mini-habitat for an animal

Minimum  
**20 minutes**  
Maximum:  
**60 minutes**

- Loose parts from nature
- Plastic animals





# SCAVENGER HUNT



At School

## WHAT?

Scavenger hunt for items found in nature

## WHERE?

In your classroom or on school grounds

## WHEN?

Prior to the Zoo field trip

## WHY?

To engage students in the process of observation

## HOW?

Use the *Can you Find?* Scavenger hunt included on the next page or make one specific to your school yard or classroom, using words or pictures or both. You may choose to bring natural materials into the classroom for this activity.



## GOOD TO KNOW!

All living things need food, water, shelter, and space. Animals get food by eating plants and/or other animals. They drink water from ponds, lakes, rivers, puddles and dew drops. Animals find shelter in places where they can be safe from predators and bad weather, like in trees or logs, under rocks or even underground. The space they need might be small or large, depending on the type of animal. Plants are living, too; they get their "food" from the sun's energy. They use roots to soak up rain water in the soil. Plants find shelter under larger plants, behind rocks and by extending their roots deep underground. The space they need depends on how big they will grow.



## EXTENSION ACTIVITY

Circle the items on the scavenger hunt that are living.

- What do these living things have in common?
- Do all living things move?
- Do all living things eat?
- How are the non-living items important to the living ones?



## ZOO HABITAT COMPARISON

GRADES  
**K-2**

### WHAT?

Compare and contrast three different Zoo habitats

### WHERE?

Asia Quest

### WHEN?

During the Zoo field trip

### WHY?

To allow students to discover similarities between habitats

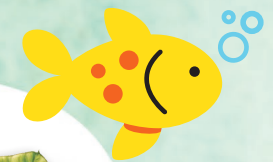
### HOW?

Ask students to observe and identify as much as they can within two different animal habitats at the Zoo and list them for each one. Then use the Venn Diagram to compare the two habitats and discuss what's similar and different

### GOOD TO KNOW!

A variety of different animals can be found in the Asia Quest region at the Zoo which also means that you can see a variety of different habitats. Within the region you can find animals that live in mountains, grasslands, and rainforests. There are many different things to see in these habitats, including food, water, shelter, and space. Keep in mind that nature is constantly changing and while you will see many things on your search card, you might not see everything. You might be able to find the natural items you missed in another natural space near your school or home.

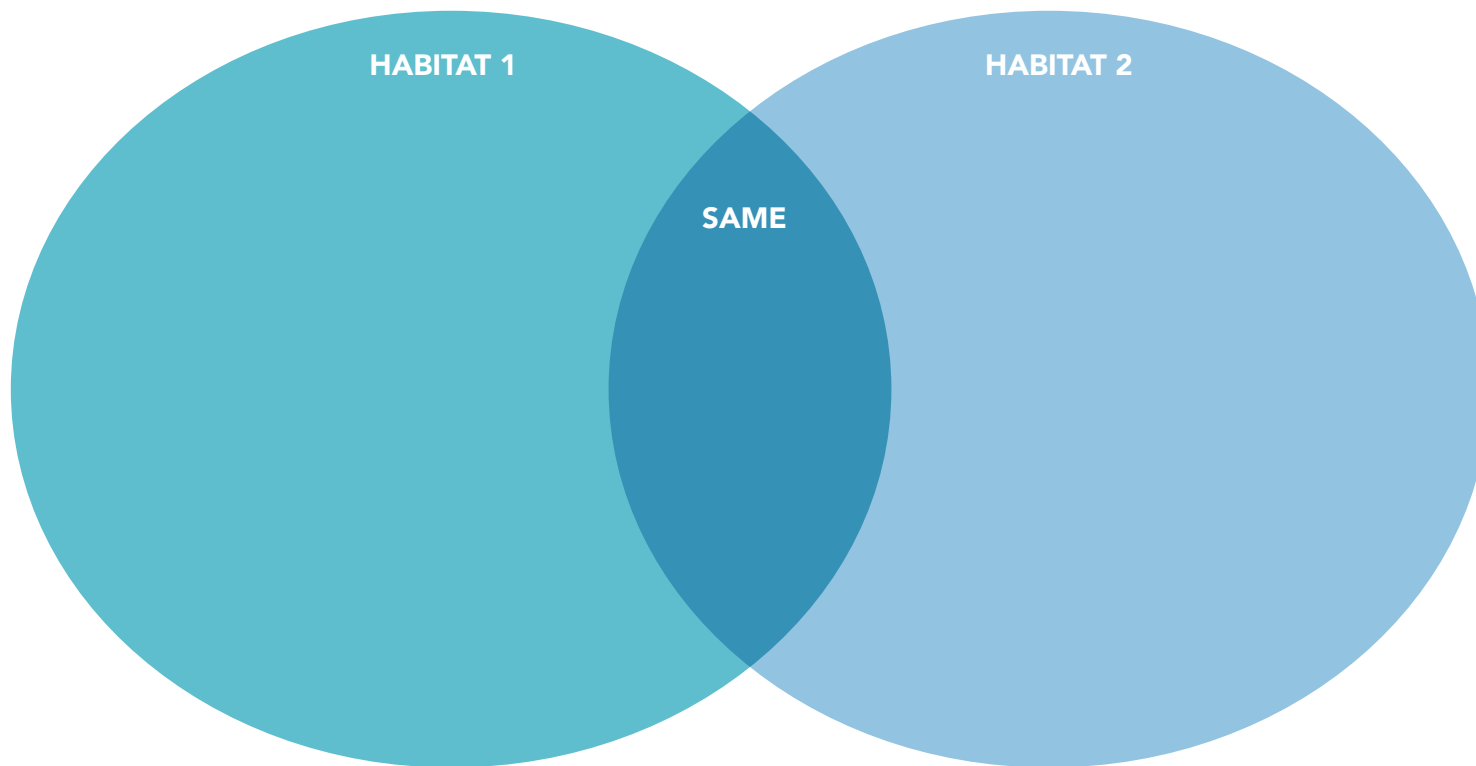




# ZOO HABITAT COMPARISON

GRADES  
**K-2**

**Directions:** Ask students to observe and identify as much as they can within two different animal habitats at the Zoo and list them for each one. Then, use the Venn diagram to compare the two habitats and discuss what's similar and different.





At Zoo

# BASIC NEEDS

## WHAT?

Explain that all animals have basic needs

## WHERE?

Asia Quest

## WHEN?

During the Zoo field trip

## WHY?

To help students understand that we have the same basic needs of all other living things, so we must share them

## HOW?

Refer back to the Habitat Comparison Venn Diagram and ask if the students have the same types of things in their home, school, living spaces that were listed in the center of the Venn Diagram. If the similarities do not include food, water, or shelter then ask them to think back if they remember seeing those things in each habitat. Finally, ask if each habitat and their homes have space for them to move around and find the things they need

## GOOD TO KNOW!

The amount of food, water, shelter and space available for living things is constantly changing. The amounts of each resource may change naturally throughout different seasons. For example, in winter, leaves are missing from trees and snow covers a lot of the ground, making it harder for animals to find food. The sun's energy is less strong and available for fewer hours each day, making it harder for plants to make food. Sometimes changes occur because of unnatural causes, such as human activity. When new roads, businesses or homes are built on land that used to provide food, water, or shelter to living things, then the plants and animals in that space need to find those resources elsewhere to survive.

## EXTENSION ACTIVITY

- What food do you think this animal eats?
- Where do you think it gets its water?
- Where might this animal sleep or find shelter?
- What does this like to do with its extra space?



# BASIC NEEDS COMPARISONS



**Directions:** Lead students to one or more different habitats and ask them to identify what they think the animal in it eats, where the animals takes shelter, where the animal finds water, and what the animal can do in its space and mark them on the Zoo Habitats Basic Needs Chart

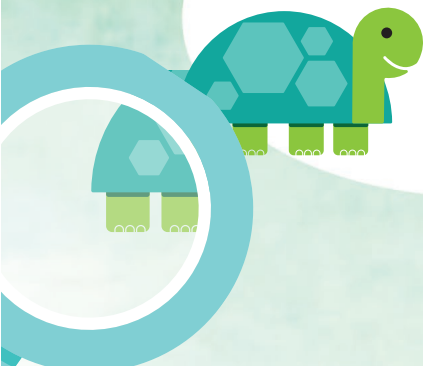
FOOD

WATER

SHELTER

SPACE

FOOD	WATER	SHELTER	SPACE







# IDENTIFY BASIC NEEDS

GRADES  
**K-2**

At Zoo

**WHAT?**

Identify basic needs in habitats

**WHERE?**

Asia Quest

**WHEN?**

During the Zoo field trip

**WHY?**

To help students focus their observations on specific needs in a habitat

**HOW?**

Lead students to one or more different habitats and ask them to identify what they think the animal in it eats, where the animals takes shelter, where the animal finds water, and what the animal can do in its space and mark them on the Zoo Habitats Basic Needs Chart





# LOOSE PARTS PLAY

GRADES  
**K-2**

At  
School

## WHAT?

Creative play using loose parts to construct a mini-habitat for a plastic animal figurine

## WHERE?

At school

## WHEN?

After the Zoo field trip

## WHY?

To assess the students ability to ask questions based on observations and remember to provide the basic needs for their animal

## HOW?

Instruct students in small groups to create a home for a critter using a variety of natural materials. As they construct, ask them to point out details of their design. Listen for questions they ask each other about the materials they choose and how they are assembled.

Loose parts simply means moveable materials that children can use in their play. Examples of loose parts from nature include:

- stones
- moss
- gravel
- shells
- pine cones
- seedpods
- twigs
- feathers
- leaves
- acorns



## EXTENSION ACTIVITY

Take a look at a natural space near your school (maybe the space you observed in the "Engage" section). Does this look like a space that meets the needs of local animals? What is missing? What is something you could add to make it better? Add something to improve your natural space, if you can.