

Field Trip Needs Form

Hello! Thanks for your interest in a field trip to the Chicago River. To make the trip as enjoyable and organized as possible, please fill out the following information. **OUR DATABASE CANNOT BOOK YOUR TRIP UNTIL WE HAVE THE FOLLOWING INFORMATION, SO PLEASE FAX IT TO MARK HAUSER at (312) 939-0931 TO FORMALLY LOCK IN YOUR DATE!**

Teacher Name _____ School Name _____

Teacher Phone _____ Teacher Cell (for day of communication) _____

Trip Date _____ Arrival Time _____ Departure Time _____

Number of Students _____ Grade/s of students _____

Location (for a list: www.chicagoriver.org/education/field_trips/field_trip_sites/) _____

How many activity stations do you plan on having? _____

(Note: we suggest no more than 15 students at a station at a time)

Desired Stations

Please check the appropriate boxes to indicate which stations you plan to implement and what equipment you need us to provide. Unless otherwise noted, write-ups (which include student worksheets) can be downloaded from Friends' website:

www.chicagoriver.org/education/field_trips/activities.

NOTE: Teachers are responsible for bringing copies of student worksheets for the field trip.

Water and Habitat Monitoring

Water Chemistry Monitoring (5th –12th)

Students test the river water using up to eight different parameters.

Easy GREEN Test Kits (nitrate, phosphate, pH, dissolved oxygen, turbidity and fecal coliform)

OR

Hach Water Quality Test Kits (kits come separately, so check all you would like)

Nitrate Phosphate pH Dissolved oxygen/Biological oxygen demand

AND/OR

Turbidity Tube

Colliscan Easy Gel Fecal coliform/e. coli

Macroinvertebrate Observation and Monitoring (K-12th)

Students collect and observe macroinvertebrates (small backboneless organisms living at the bottom of the river). Older students identify them and use them to determine the quality of the river.

Viewing Trays Magnifiers Tweezers Identification Cards D-Nets Kick Nets

Hip Boots (only needed if students are entering the water)

Stream Flow Monitoring (6th–12th)

Students calculate flow rate and stream flow of a local river. Students wade into the water to complete.

- Measuring tape Flags Meter Stick Stopwatch Hip Boots

Habitat Monitoring (5th–12th)

Students investigate the ecology of the riverbanks and land surrounding the river through observation.

- Peterson Field Guide to Wildflowers Peterson Field Guide to Trees/Shrubs

Upland Ecology Investigation

Plant Identification (K–12th)

Students learn to identify some common plants around the river using field guides.

- Audubon First Field Guide to Wildflowers Audubon First Field Guide to Trees/Shrubs
 Peterson Field Guide to Wildflowers Peterson Field Guide to Trees/Shrubs

Tree Transect (6th–12th)

Students sample the forest adjacent to the river, using transects or quadrant.

- Measuring tape Peterson Field Guide to Trees/Shrubs (6th-12th)

Invasive Species Impact Study (6th–12th)

Students compare the diversity of plants in an area invaded by non-native invasive species and an area relatively free of invasive species.

Active Games

Active Games (K–12th)

Students often get very excited on field trips; an educational active game can provide them with a constructive outlet for their extra energy. Two books by Joseph Cornell, available for loan from Friends, have a variety of nice active games and Project Wild has a nice game about macroinvertebrate adaptations (which we can send you upon request).

Reflection and Observation

Observation and Reflection (K–12th)

Students can hone their observation skills as they take guided nature walks, scavenger hunts and make detailed drawings as well as take time soak it all in.

Stream Walk (6th–12th)

Students are divided into three groups. Each group takes a stream walk along the Chicago River answering questions about different aspects of the river environment.

Stewardship

Stewardship Activities/Restoration (K–12th)

Students can help with physically restoring natural areas to health. Some activities can include trash pick up, invasive species removal, native plantings and native seed collection. This requires extra planning and may limit where your field trip can take place. Please call to arrange.

Other

Other (your own idea for a station)

Describe: _____