

AARS Student Post-trip Survey 2009-10

Title Page

Dear students, Thank you for working with your teacher and classmates to monitor and restore the health of the Chicago River. As an Adopt-A-River School, you are an important partner with Friends of the Chicago River. "Friends" is an organization that works to preserve, protect and foster the vitality of the Chicago River. We believe that one of the best ways to ensure the future health of the river is to work with the young people who will be future conservation leaders.

1. What grade are you in?

7th

8th

9th

10th

11th

12th

2. What school do you attend?

Amundsen High School

Chicago City Day School

Curie Metro High School

Darwin Elementary School

Deerfield High School

Drummond Elementary School

Gage Park High School

Lincoln Park High School

Loyola Academy High School

Northside College Prep High School

St. Ignatius College Prep High School

Schurz High School

Taft High School

Young Women's Leadership Charter School

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3. What is your teacher's name?

4. How many times did you go on a river trip this year?

5. On a scale of 1 to 5 where 1 = very interested and 5 = no interest, how interested are you in the following:

	1 Very Interested	2	3	4	5 No Interest
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

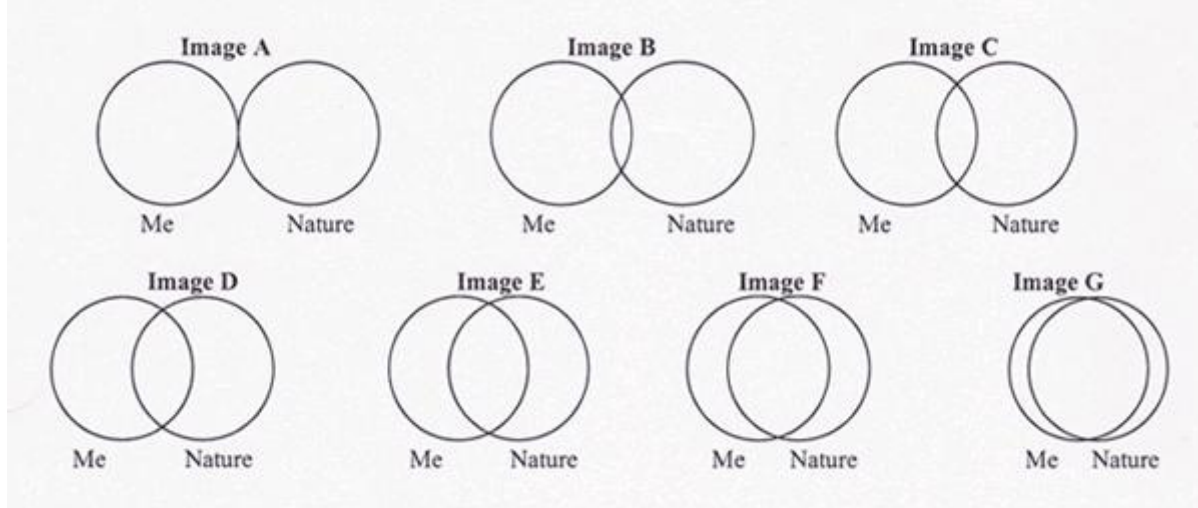
6. Please state one problem affecting the Chicago River.

7. What are two actions you can take to address this problem?

8. Thinking about the problem you identified in question #6, please read the statements below and click on the circle that best describes how you feel.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel very confident in my ability to research and learn about this problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sure I could explain to other people why this problem is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sure I could find the help and resources I need to take action to fix this problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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9. Think about your relationship with nature and choose the letter of the image above that best shows this relationship.

Image A

Image B

Image C

Image D

Image E

Image F

Image G

10. When you think of the Chicago River, what is the first word that comes to mind?

11. I know I am successful in completing a scientific investigation when there are no more questions to ask.

True

False

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12. Results from one single water quality test are just as reliable as results gained from three repetitions of the same test.

True

False

13. All species of macroinvertebrates are equally tolerant of pollution.

True

False

14. Macroinvertebrates may be: (Check all that are correct)

Insects

Mammals

Crustaceans

Mollusks

Birds

15. What is a possible source of increased nitrate levels in the river? If you don't know, please say "I don't know".

16. What action(s) can you take, or suggest to others, to limit nitrates in the Chicago River?

17. How does your school's river project help the Chicago River?

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18. To what extent is each of the following statements true of your river field trip/service project?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I learned something new about the Chicago River	jn	jn	jn	jn	jn
I plan to talk to family and/or friends about the information I learned today	jn	jn	jn	jn	jn
I experienced a feeling of connectedness with the Chicago River	jn	jn	jn	jn	jn
I found myself reflecting on new ideas about how my actions affect the river	jn	jn	jn	jn	jn
I learned about actions I could take to make the Chicago River healthier	jn	jn	jn	jn	jn
I plan on participating in actions that may help the Chicago River	jn	jn	jn	jn	jn
Our class' river service project made a difference in the health of the Chicago River	jn	jn	jn	jn	jn
Our class' river service project involved people and/or organizations from the community (other than school staff or faculty)	jn	jn	jn	jn	jn
The river service project helped me feel that I could make a difference in society	jn	jn	jn	jn	jn
I met people/encountered things I normally wouldn't have during the river service project	jn	jn	jn	jn	jn
Our river service project challenged me to think like a scientist	jn	jn	jn	jn	jn
Our river service project was directly related to my classroom work	jn	jn	jn	jn	jn
Our river service project helped me understand the	jn	jn	jn	jn	jn

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classroom material
better

I had the opportunity
to participate in river-
related discussion
and/or activities before
our river field trip

jn

jn

jn

jn

jn

I had the opportunity
to participate in river-
related discussion
and/or activities after
our river field trip

jn

jn

jn

jn

jn