

AARS Student Post-trip Survey 2010-11

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?

6th

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

Maine East 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

3. What is your teacher's name?

4. Have you ever gone on a Chicago River field trip? If yes, how many times?

- Never
- Once before
- Twice before
- Three times before
- Four times before
- Five times before
- More than five other trips

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

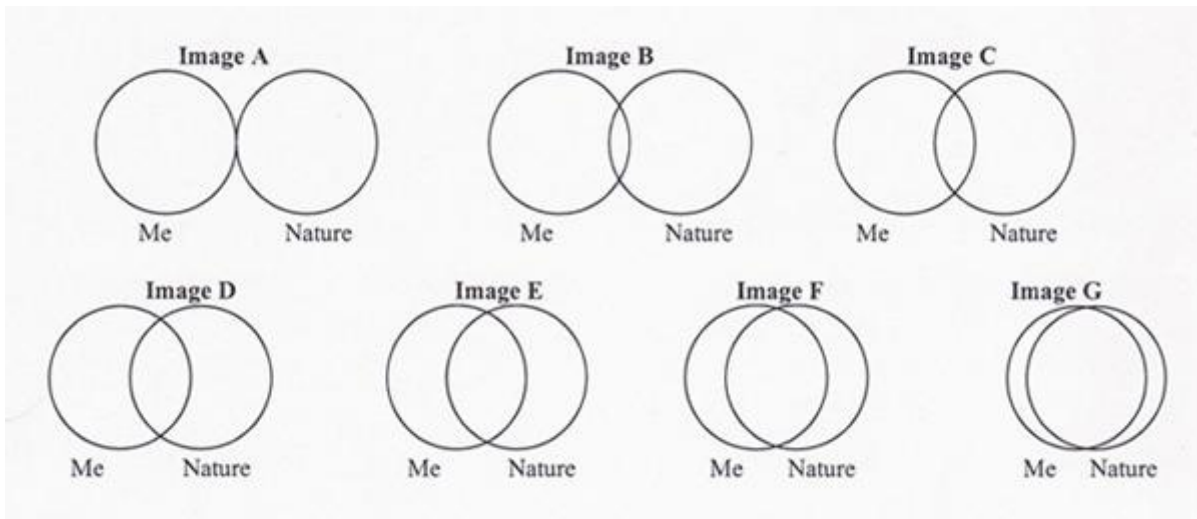
	1 Very Interested	2	3	4	5 No Interest
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School	<input type="radio"/>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

6. Please state one problem affecting the Chicago River.

7. What is one action 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 know where 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"/>



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. If I have new, additional questions at the end of a scientific investigation, then my investigation was a failure.

True

False

12. Imagine you are at the river testing for the presence of nitrates in the water. If you want to get the most accurate result, you should repeat the test more than once.

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?

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
If given the opportunity, I would choose to participate in more projects that would 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 classroom material better	jn	jn	jn	jn	jn
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

