

# Field Trip Needs Form

Thank you for your interest in a field trip to the Chicago River. To make the trip as enjoyable and organized as possible, please provide us with the following information. **OUR DATABASE CANNOT BOOK YOUR TRIP UNTIL WE HAVE THE FOLLOWING INFORMATION.** Please fax it to Mark Hauser, education coordinator, 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 \_\_\_\_\_

Location (for a list, visit [www.chicagoriver.org/education/field\\_trips/field\\_trip\\_sites](http://www.chicagoriver.org/education/field_trips/field_trip_sites)) \_\_\_\_\_

# of Students \_\_\_\_\_ Grade/s of Students \_\_\_\_\_ # of Adults/Teachers \_\_\_\_\_

Students' Special Needs \_\_\_\_\_

(Note any language, mobility and/or learning disability issues so that we can accommodate those students)

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How many Activity Stations do you plan on having? \_\_\_\_\_

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

**Desired Activity Stations** Please check the appropriate boxes to indicate which stations you plan to implement and what equipment you need us to provide. Activity write-ups (which include student worksheets) can be downloaded from Friends' website at [www.chicagoriver.org/education/field\\_trips/activities](http://www.chicagoriver.org/education/field_trips/activities).

Teachers are responsible for bringing copies of **student worksheets** for the field trip.  
Teachers are responsible for obtaining an **Educational Activity Permit** from the Forest Preserve District of Cook County two weeks prior to the field trip (available at [www.chicagoriver.org/education](http://www.chicagoriver.org/education)).

## Water Quality and Habitat Monitoring

**Water Chemistry Monitoring (5<sup>th</sup> to 12<sup>th</sup>)**

*Students test the river water using up to nine 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    Total Dissolved Solids probe    Coliscan Easygel<sup>®</sup> test for fecal coliform/*e. coli*

**Macroinvertebrate Observation (K to 4<sup>th</sup>) and Monitoring (5<sup>th</sup> to 12<sup>th</sup>)**

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

Viewing Trays    Magnifiers    Tweezers    Macro I.D. Cards    D-Nets

Hip Boots (only if students are entering the water). Please give an indication of sizes requested: \_\_\_\_\_

## Water Quality and Habitat Monitoring (continued)

### Stream Flow Monitoring (6<sup>th</sup> to 12<sup>th</sup>)

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

- Measuring Tapes    Flags    Meter Sticks    Stopwatch(s)    Oranges (6)    Hip Boots

### Habitat Monitoring (5<sup>th</sup> to 12<sup>th</sup>)

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

- Peterson Field Guides to Wildflowers: # \_\_\_\_\_    Peterson Field Guides to Trees/Shrubs: # \_\_\_\_\_

## Upland Ecology Investigation

### Plant Identification (K to 12<sup>th</sup>)

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

- Audubon Field Guide to Wildflowers: # \_\_\_\_\_    Peterson Field Guide to Wildflowers: # \_\_\_\_\_  
 Audubon Field Guide to Trees/Shrubs: # \_\_\_\_\_    Peterson Field Guide to Trees/Shrubs: # \_\_\_\_\_

### Tree Transect (6<sup>th</sup> to 12<sup>th</sup>)

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

- Measuring Tape    Peterson Field Guide to Trees/Shrubs: # \_\_\_\_\_

### Invasive Species Impact Study (6<sup>th</sup> to 12<sup>th</sup>)

*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 to 12<sup>th</sup>)

*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 to 12<sup>th</sup>)

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

### Stream Walk (6<sup>th</sup> to 12<sup>th</sup>)

*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 to 12<sup>th</sup>) to be done in conjunction with other lessons

*Students can help with physically restoring natural areas. Some activities can include trash pick up (K to 8<sup>th</sup>), invasive species removal (9<sup>th</sup> to 12<sup>th</sup>), native plantings and/or seed collection (9<sup>th</sup> to 12<sup>th</sup>). This activity requires extra planning and may limit where your field trip can take place. Please call to arrange.*

## Other

### Describe your own idea for a station