Field Trip Needs Form

Chicago River Schools Network

Thank you for your interest in a trip to the Chicago River. To make your trip as enjoyable and organized as possible, please provide the following information. **THIS FORM IS REQUIRED TO BOOK YOUR TRIP.** Please scan/send this form to Mark Hauser, mhauser@chicagoriver.org, or fax it to (312) 939-0931. All forms, maps, write-ups, and student worksheets located at www.chicagoriver.org/education/ ►Field Trips

School Name _____ **Teacher Name** _____

Teacher Email _____ **Teacher Cell** _____
(for day-of communication)

Trip Date _____ **Arrival Time** _____ AM PM **Departure Time** _____ AM PM

Field Trip Location _____

# of Students _____ **Grade(s) of Students** _____ **# of Adults** (non-teachers) _____

Total # of Teachers coming on this Trip _____ **Students' Special Needs** (Please note any language, mobility and/or learning disability issues) _____

Desired Activities

Please check the appropriate boxes to indicate which activities you plan to implement and what equipment you need us to provide.

How many Activity Stations do you plan on having? _____

If you see this symbol ◄ Teachers are responsible for bringing copies of **student worksheets** on the field trip. Activity write-ups and student worksheets can be downloaded from Friends' website.

Teachers are responsible for obtaining an **Education Permit** from the Forest Preserves of Cook County two weeks prior to the field trip. The FPCC Education Permit Request Form is on Friends' website.

- We suggest no more than 15 students at a station at a time (# of total students ÷ 15 = # of activity stations).
- Friends of the Chicago River can lead one activity station… teachers from your school must be able to lead the rest.
- Most activity stations can be done in about 45 min., but, if necessary, can be as short as 30 min. or as long as 60 min.
- **Note:** The number of stations you choose must match the number of activities checked below.

Water Quality and Habitat Monitoring

Water Chemistry Monitoring

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

☐ **GREEN Test Kits** (nitrate, phosphate, pH, and dissolved oxygen – kit comes with all four) **(5th to 8th)** ◄

OR…

☐ **Hach Water Chemistry Test Kits** (kits come separately, so check only those you would like) **(9th to 12th)** ◄

☐ Nitrate ☐ Phosphate ☐ pH ☐ Dissolved Oxygen/Biological Oxygen Demand

PLUS…

☐ Turbidity Tube ☐ Total Dissolved Solids probe ☐ Coliscan Easygel® test for fecal coliform/*e. coli*

☐ **Macroinvertebrate Observation (K to 4th)** ◄ **or** ☐ **Macroinvertebrate Monitoring (5th to 12th)** ◄

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.

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

☐ Hip Waders (Please give a general indication of sizes needed) ☐ Small (Men's 5-7) ☐ Medium (Men's 8-10) ☐ Large (Men's 11-14)

Friends of the Chicago River
Chicago River Schools Network

Mark Hauser, education manager
mhauser@chicagoriver.org

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FAX: (312) 939-0931

Water Quality and Habitat Monitoring (…continued)

☐ **Stream Flow Monitoring (6th to 12th) ◄**
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 Waders

☐ **Habitat Monitoring (5th to 12th) ◄**
Students investigate the ecology of the riverbanks and land surrounding the river through observation.
☐ Field Guides to Wildflowers: # _____ ☐ Field Guides to Trees/Shrubs: # _____

Upland Ecology Investigation

☐ **Plant Identification (K to 12th)**
Students learn to identify some common plants around the river using field guides.
☐ Field Guide to Wildflowers: # _____ ☐ Field Guide to Trees/Shrubs: # _____

☐ **Invasive Species Impact Study (6th to 12th) ◄**
Students compare the diversity of plants in an area invaded by non-native invasive species and an area relatively free of invasive species.

☐ **Tree Transects (6th to 12th) ◄**
Students sample the forest adjacent to the river, using transects or quadrant.
☐ Measuring Tape ☐ Compass ☐ Field Guide to Trees/Shrubs: # _____

Active Games

☐ **Reverse Charades (3rd to 12th)**
Your entire class acts out river animals for a single guesser. Lots of fun!

☐ **Active Games (K to 12th)**
Students often get very excited on field trips; an educational active game can provide them with a constructive outlet for their extra energy. We have many resources (books by Joseph Cornell and Project Wild) available for loan from Friends, or let us know what you want and we can suggest something.

Reflection and Observation

☐ **Forest Preserve Scavenger Hunt (K to 8th) ◄ or Chicago River Exploration (6th to 12th) ◄**
Students use their powers of observation to find a variety of natural objects, animal tracks, and leaves.

☐ **Reflection and Observation Activities (K to 12th) ◄**
Students can hone their observation skills as they take a nature walk, do a scavenger hunt, make detailed drawings, or write poetry as they soak it all in.

☐ **Stream Walk (6th to 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 and Restoration (K to 12th)** **to be done in conjunction with other lessons**
Some activities can include litter pick up (K to 8th), invasive species removal, native plantings and/or seed collection (9th to 12th). This activity requires extra planning and may limit where your field trip can take place.

Other

☐ **Describe your own idea for a station…**

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