



Biodiversity

Second Grade

Field Trip Activity Guide

NOTES FOR CHAPERONES

Welcome to the Oregon Zoo! Thank you for helping to make this field trip a success.

As a chaperone, please remember the following:

- Keep our animals safe. Remind students not to bang on the glass, yell at the animals, or throw things into the exhibit.
- Keep the group together. Your entire group should always be together – regardless of age and independence.
- Encourage curiosity and exploration. Help students learn and explore by asking questions that keep them involved; responding positively to their answers and ideas; and encouraging them to learn by observing.
- Keep students focused. Make sure students are participating in activities, and gently redirect them if they are having trouble focusing.
- Respect the zoo grounds. Make sure students don't litter, write on walls, climb on exhibits or do anything else that may damage property.
- Respect other visitors. Remind students that they will be sharing the zoo with many other people. Please take turns watching the animals, keep voices low and walk rather than run.

First Aid

First Aid stations are located in the AfriCafe, the reception office at the zoo entrance, and the Administration building by the Education Center. Contact any uniformed employee for assistance.

Lost Students

In the event that students are separated from your group, please notify a uniformed zoo employee or one wearing a nametag. Children should be instructed to do this as well. Please have a complete clothing and appearance description of the lost child(ren). Lost children will be taken to the zoo's main office at the front of the zoo. Inquire there for lost and found items as well.

Recycling Stations

The zoo is strongly committed to sustainable living. On-grounds recycling stations are available for aluminum cans, juice bottles, glass containers, and other items. You can help the zoo save wildlife habitat by recycling these items whenever possible.

Gift Shop

Students must be accompanied in the gift shop. Students without chaperones will be asked to leave.

Eco Explorer Series - 2



STUDENTS IN MY GROUP

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

We will meet for LUNCH at:

_____ am/pm

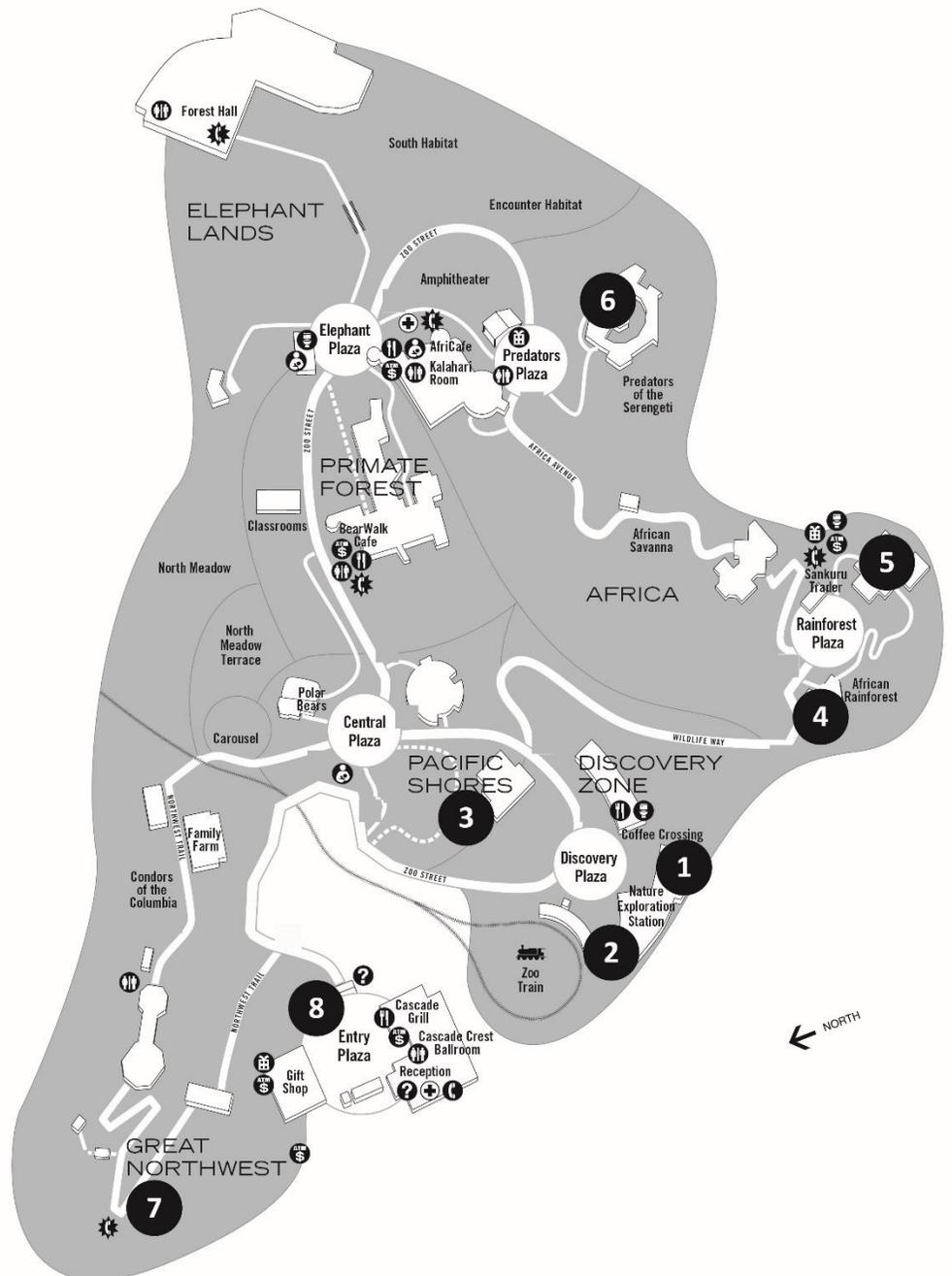
at: _____

We will meet to get on the BUS at:

_____ am/pm

at: _____

Use this map with the numbered clues to complete the activity.



Learning Targets

As a result of this field trip, I will be able to:

- Define community as a group of organisms that depend on one another for survival.
- Explain why healthy communities depend on a diversity of plant and animal life.
- Describe what happens to the health of a community when diversity is lost.
- Name two things they can do to protect healthy communities.

Activity

Chaperones: As you walk around the zoo, use the map and clues below to help students explore the various roles plants and animals play in their environment.

Animal 1

I am an insect that lives in Madagascar. Like the custodian at your school, my role is to keep my ecosystem clean. I like to eat rotting leaves and fruit. Without me, the forest would be very smelly.

I am a _____.

Animal 2

I am a flying insect you can find in your backyard. My job is to spread pollen, making me responsible for many of the pretty flowers you have in your garden. I am an _____.

Animal 3

Although I look like a plant, I am not. I am a very important algae that lives in shallow water along the Pacific Coast shoreline. I provide food and shelter for thousands of fish, invertebrates and mammals. The sea otter often drapes me over its body to keep from drifting away. I am

_____.

Animal 4

I am a mammal that flies. The African rain forest depends on me to spread the seeds of the fruit I eat. I am a _____.

Animal 5

I am a bird that lives in the African savanna. I have a special partnership with the dwarf mongoose. You will often find us feeding together. My job is to make loud calls to alert mongooses of approaching predators. In return, I pounce on the insects disturbed by mongooses as they forage for food.

I am a _____.

Animal 6

I am a plant that you can find lying on its side in the forest. Although I am no longer alive, I provide important habitat for small insects and slugs. As I decay, the nutrients inside of me are returned to the soil so new plants can grow. I am a _____.

Animal 7

I am a small rodent that lives in the Pacific Northwest. Some people think I am a nuisance but I really do help my ecosystem. The holes I dig capture snow melt and rain water that might otherwise cause erosion. My abandoned tunnels provide homes for many other animals and my waste provides valuable nutrients to forest plants. I am a _____.

What role do you play in your community? _____