

Field Trip Planning Template - **SAMPLE**

__ **Third** __ Grade Trip to __ **Westcave Outdoor Discovery Center** __ on __ **March 23, 2021**

Logistic Details

Field Trip Location / Address:	Host Contact Information (name, email, phone):
Westcave Outdoor Discovery Center 24814 Hamilton Pool Rd. Round Mountain, TX 78663	Jim Jones info@westcave.org (830) 825-3442

School departure time:	Destination departure time:
9:15 am	1:15pm

Destination arrival time:	School return time:
10:15 am	2:15pm

Date to send home permission slips:	Deadline for permission slips to be returned:
Thursday March 4	Friday March 12 (before spring break)

Classes Attending:
Smith and Wright

Number of Students:	Number of Chaperones (in addition to teachers listed above):
42 (20 in Smith, 22 in Wright)	2 parents (1 from each class) will meet us there

Transportation Details:
District buses have been requested and approved

Cost Details

Description	Cost	Quantity	Total Cost
Admission per student	\$5	42	\$210
Admission per teacher	Free		\$0
Admission per chaperone	\$10 (parents will pay upon arrival)		\$0
Transportation	\$125 flat fee per bus / per day	2	\$250
Food	NA		
Gratuity	NA		
Materials	NA		
Other:			
		Total Cost	\$460

Funding Details

Source	Expected Contribution
Budget Code	\$110 from third grade budget
PTA Contribution	\$350 field trip allowance per grade level
Parent / Student Contribution	
Other:	
Total Funding Amount	\$460

Curriculum Alignment

Content Area(s) Reinforced	Science – Organisms and environments	
Standards Reinforced	(9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem; (B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.	
Knowledge Students Will Gain	-How populations thrive or perish based on environmental changes -Flow of energy in a food chain	
Skills Students Will Practice	-Observe and describe characteristics of an environment -Predict how changes in a food chain effect the ecosystem -Describe environmental changes and the impact they have on populations	
Learning Objective(s)	Students will predict the impact a change to the food chain will have on the population by working in groups to record at least 3 characteristics of the environment and animal population. Students will work in pairs to create and share a 2 minute educational multimedia presentation about the effects that environmental changes have on animal populations.	

Pre-Trip Activities: How will you introduce the trip to the students? What will you do to prepare them for the experience? Plan a specific day/time to allow students to brainstorm questions they want to investigate on the field trip.

On the day that field trip permission slips are sent home, we will watch a promotional video about Westcave and explain our student learning objectives and how they tie into our current unit about environmental changes.

The day before the trip, students will prepare their science notebooks for taking notes during the guided hike. We will brainstorm questions for the guides, as well as set up a graphic organizer for the information they will be gathering.

During-Trip Activities: What activities will students engage in while on the field trip? Will these be guided by a host or will the teacher/chaperones have to implement? Plan specific times when teachers and students will be able to regroup, discuss what they are learning, and / or record their learning.

Westcave will provide two tour guides (one per class) to lead the class on a one-mile guided hike. During the hike they will point out particular environmental characteristics and the wildlife they support. Frequent stops are planned along the route allowing students time to record their observations, or to ask questions.

Post-Trip Activities: How will students thank their field trip guides and chaperones after the experience? What kind of extension activities will students have to complete upon return to school or the following day? Plan specific days/times to ensure reflection and appreciation are done at school.

Students will create a Padlet thank-you that we will email to the guides.
Students in each class will write a formal thank-you note as a class writing exercise to thank their chaperone for volunteering.
Students will work in pairs to create an informational multimedia presentation about what they learned and will present them to our kindergarten buddy classes.