

**Orientation Information**  
**Life Cycles**  
**2nd Grade 1/2 Day Trip to Local Site**

**STUDENT PREPARATIONS**

**Clothing:** please make sure that your students are dressed adequately for the field trip in terms of the weather and other conditions. They will be walking for at least an hour outside.

- **Shoes** (that Velcro or tie - no sandals or flip flops, no party or dress shoes) and **socks**
- **Boots** if conditions are muddy or cold
- **Long pants** for leg protection (even on hot days, to protect against poison ivy, thorns, etc.)
- **Hats/hoods & gloves/mittens** if windy or cold; hats are useful on sunny days, too
- **Raincoats** if raining (no umbrellas, they are a nuisance on the trail)
- **Insect repellent** – if necessary, please have parents apply it at home or provide the roll-on or stick type – no sprays!

**Equipment: extra equipment is not necessary.** Equipment such as binoculars, cameras, etc. can get damaged, wet, lost, etc. Students also tire of carrying extra items in the field.

**Bathrooms: plan accordingly.** Students should use the bathrooms at school prior to departure on the field trip. Bathrooms are NOT available on this field trip.

**Parents: are welcome on the field trip!** Special responsibilities include helping students listen on the bus and keeping student groups together on the trails. Unfortunately, younger siblings may not attend environmental education field trips. To avoid confusion, parents should ride or follow the bus.

**TEACHER PREPARATIONS**

**Parent information letter: please print and send home in advance of the trip.**

This helps ensure parents send their children to school prepared for the field trip. A copy is included in this website section.

**Special student needs: plan ahead for carrying supplies in the field.**

If you have a student with special medical needs (allergies, seizures, asthma, diabetes, etc.), carry the necessary supplies with you in to the field and plan to have that student in your group. Please advise Environmental Education staff of any special student needs prior to departure. Special transportation requests must be submitted at least one week prior to the field trip date.

**Naturalists: community volunteers lead small groups on the trails.**

In general, a single class will be divided in to three smaller groups for walking on the trails. Name tags are helpful for the naturalists. An additional adult (e.g. teacher, student teacher, parent, teacher aid) in each group is helpful to assist with behavior management and safety.

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### **Reminder: mud, mud, mud!**

Trails can get very muddy and slippery after heavy rains and stay that way for several days. If you think this might be the case for your trip, encourage your children to wear boots, and bring an extra pair of shoes to keep at school for use after the trip.

**Permission slips:** It is the responsibility of the classroom teacher to ensure that a signed [permission slip](#) is on file for all students attending the trip. The departure time for morning trips is 9:30 am and the return time is 11:30 am. The departure time for afternoon trips is 12:20 pm and the return time is 2:00 pm. Trip locations can be found [here](#).

## **TRIP CONTENT**

Students will have the opportunity to closely observe all life stages of plants, from seeds to mature trees. We will look for animals and animal signs within the various plant communities. Concepts include:

- TREES – they start as seeds and change as they grow. Leaves develop from buds and make food for the trees. Growth rings record the tree's life and can be seen in fallen logs.
- PLANT PARTS – seeds, leaves, flowers, roots and stems all have important functions. Plants are different from other living things because they make their own food.
- SURVIVAL NEEDS – plants and animals all need certain things in order to grow and thrive.
- LIFE STAGES – plants and animals are born, grow up, reproduce and eventually die.
- INTERACTIONS – plants and animals interact and affect each other's life cycles.
- PLANT COMMUNITIES – plants live in forests, grasslands, shrublands, and aquatic communities. These continually change as new plants develop.