

Halyburton Park School Field Trip Programs



The following programs are provided by the City of Wilmington Parks, Recreation and Downtown Services at Halyburton Park. Many of the programs and activities have been correlated with the North Carolina Standard Course of Study Science objectives to complement classroom study.

Preschool

Sensory Safari
Shapes and Colors of Nature

Grade 3

Soil and Water
Tremendous Trees

Kindergarten

Animal Habits and Habitats
Sensory Safari
Shapes and Colors of Nature

Grade 4

Pond Life

Grade 1

Animal Habits and Habitats
Sensory Safari
Tremendous Trees

Grade 5

Pond Life
Soil and Water

Grade 2

Incredible Insects

Requests must be submitted at least two weeks before the date of the program.

- Park staff will confirm your request by telephone.
- Halyburton Park programs are best enjoyed if the group size is fewer than 25.
- Groups must consist of at least 6 people.
- Group programs are offered Monday through Friday.
- Cost is \$2 per person/ program. Up to three adult chaperones may attend for free with school groups. Minimum fee is \$20 and is due at time of registration. This \$20 deposit is non-refundable unless program is cancelled by park staff.

For more information or to schedule a field trip, please call (910) 794-6001.

www.halyburtonpark.com

Halyburton Park-Environmental Education

Teacher Outline **Sensory Safari** **Grades Preschool, K, and 1**



This is a basic outline of the “Sensory Safari” program at Halyburton Park. The specifics may vary according to the needs of the group, the weather and unforeseen situations.

Program length: 1 hour

Program instructor: Halyburton Park Naturalist

Program objectives:

- To explore the park using their five senses to develop a basic understanding of seasonal change and how it can affect the plants and animals in our area.

Program Content:

- Introduction to naturalist, park, and program.
- Discuss five senses and four seasons
- Discuss how weather and seasons affect animals, plants, and humans.
- Trail walk to explore the plants and animals in the park. Students will use their senses to discover the season and use descriptive/sensory words to describe what they are experiencing. A silent listening activity will be conducted.
- Use senses to identify weather conditions: precipitation, wind, temperature, cloud cover.
- Conclusion: Summary and questions

Terms or concepts to understand prior to your visit:

five senses: sight (eyes), hearing (ears), taste (tongue), feel/touch (body, hands), smell (nose).

the four seasons: spring-first day in March, summer-first day in June, autumn (fall)-first day in September, and winter-first day in December.

What season is it right now? How do we know?

What changes do we make to our behavior when the seasons change?

weather: rain, snow, ice, sun, clouds.

precipitation: hail, mist, rain, sleet, or snow.

temperature: the degree of hotness or coldness of something (as air, water, or the body) as shown by a thermometer.

This program is correlated with the following North Carolina Standard Course of Study Science objectives:

Kindergarten- 1.05, 2.02, 3.02, 3.03

Grade 1- 3.01, 3.02, 3.03, 3.04

Halyburton Park-Environmental Education
Teacher Outline
Shapes and Colors of Nature
Grades Preschool - K



This is a basic outline of the “Shapes and Colors of Nature” program at Halyburton Park. The specifics may vary according to the needs of the group, the weather and unforeseen situations.

Program length: 1 hour

Program leader: Halyburton Naturalist

Program objectives:

- To review and recognize the many different shapes and colors found in nature.

Program content:

- Welcome to Halyburton Park.
- Discuss familiar shapes and colors that students recognize.
- Comparison with natural shapes and colors.
- Trail walk. Students will explore the natural world of the outdoors to discover shapes and colors in plants, rocks, leaves, trees and logs.
- Summary and conclusion. Brief review of the walk, the objects and the shapes and colors that the students found.

Halyburton Park-Environmental Education
Teacher Outline
Animal Habits and Habitats
Kindergarten and Grade 1



This is a basic outline of the “Animal Habits and Habitats” program at Halyburton Park. The specifics may vary according to the needs of the group, the weather and unforeseen situations.

Program length: 1 hour

Program leader: Halyburton Naturalist

Program objectives:

- To gain a general knowledge of animals found in the area and how they survive in this environment.

Program content:

- Introduction to naturalist, park, and program.
- Discuss common animals found in the Park.
- Investigate the different needs of animals: air, water, food, shelter, and space.
- Compare and contrast the physical characteristics, development (growth), movement, habitats, and eating habits of animals.
- Discover animal habitats found in the Park.
- Observe and collect leaf litter critters.
- Conclusion: Summary and questions

Terms to understand:

ecosystem: a system formed by the interaction of a community of plants and animals with their environment.

habitat: the natural home of a plant or animal.

This program is correlated with the following North Carolina Standard Course of Study Science objectives:

Kindergarten- 1.01, 1.02, 1.03, 1.05

Grade 1- 1.02, 1.03, 1.04

Halyburton Park-Nature Programs
Teacher Outline
Tremendous Trees – Grade 1, 3



Program length: 1 ½ hours

Program instructor: Halyburton Naturalist

Program objectives:

- To introduce children to basic tree biology and identification
- To discuss trees as resources which are valuable to animals and people
- To learn how certain trees benefit from fire.

Program content:

- Introduction to naturalist, park, and program.
- Play “build a tree” game to introduce parts of trees (Leaves, heartwood, sapwood, cambium, phloem and bark.) and their functions. Students are grouped into different tree parts, given a duty and then function together as a tree
- Discuss importance of trees to plants, and animals (including people). (E.g. erosion control, animal homes, food, shade, wood products, oxygen, etc.)
- Trail walk to identify some common trees (Longleaf Pine, Loblolly Pine, Turkey Oak, Pond and Bald Cypress), learning about leaf shapes, twig structure, and bark.
- Discuss seasonal effects on trees and identify nuts, seeds, and other tree parts
- Investigate the tree life cycle including: growth, survival, reproduction.
- Conclusion: Summary and questions.

Terms to understand:

-deciduous: shedding foliage at the end of the growing season

-evergreen: a plant having foliage that persists and remains green throughout the year

This program is correlated with the following North Carolina Standard Course of Study Science objectives:

Grade 1- 1.04, 2.01

Grade 3- 1.02, 1.03, 1.06

Halyburton Park- Environmental Education
Teacher Outline
Incredible Insects
Grade 2



Program length: 1 ½ hours

Program instructor: Halyburton Naturalist

Program objectives:

- To understand the needs, characteristics and life cycles of insects and their role in the park ecosystems.

Program content:

- Introduction to naturalist, park, and program
- Discuss insect needs: food, air, and space to grow.
- Discuss life cycles of different insects. (Discuss metamorphosis)
- Look at different insects found in the park and learn different signs of insects.
- Insect collection and release.
- Compare and contrast insect characteristics (color, sound, wings, shape, size, diet, habitat, etc.).
- Investigate the importance of insects in certain ecosystems.
- Conclusion: Summary and questions

Terms or concepts to understand:

life cycle: the series of stages of form and activity through which a living thing passes from a beginning stage (as an egg) in one individual to the same stage in its offspring.

insect: any of a class of arthropods (as butterflies, true bugs, two-winged flies, bees, and grasshoppers) with the body clearly divided into a head, thorax, and abdomen, with three pairs of jointed legs, and usually with one or two pairs of wings.

ecosystem: a system made up of an ecological community of living things interacting with their environment especially under natural conditions.

metamorphosis: the process of basic and usually rather sudden change in the form and habits of some animals during transformation from an immature stage (as a tadpole or a caterpillar) to an adult stage (as a frog or a butterfly).

This program is correlated with the following North Carolina Standard Course of Study Science objectives:

Grade 2: 1.01, 1.02, 1.03, 1.04

Halyburton Park-Environmental Education
Teacher Outline
Soil and Water
Grade 3 and 5



Program length: 1 ½ hours

Program Leader: Halyburton Park Naturalist

Program objectives:

- To discover the importance of soil and water.
- To understand the water cycle.
- To learn about composting and how animal and plant materials are recycled.

Program content:

- Introduction to naturalist, park and program.
- Discuss the water cycle: evaporation, condensation, precipitation, transpiration and run-off.
- Students participate in a water cycle activity.
- Investigate how the movement of water over and through the landscape helps shape landforms.
- Look at Halyburton parking lots: impervious vs. pervious surfaces.
- Learn the different components that make up soil
- Investigate how materials are recycled in nature.
- Discover composting and it's relationship to heat during the process.
- ****Discuss natural and human influence on landscape**Grade 5**
- Conclusion: Summary and questions

Terms to understand:

erosion: the process by which the surface of the earth is worn away by the action of water, glaciers, winds, waves, etc.

humus: the dark organic material in soils, produced by the decomposition of vegetable or animal matter and essential to the fertility of the earth.

composting: the percent of mineral particles present in the soil (percent sand, silt, loam, and or clay).

decomposition: the breakdown of plant or animal matter.

slope: ground that forms a natural or artificial incline.

landscape: the land that can be seen in one glance.

evaporation: A change from liquid to vapor form

condensation: The process by which a gas or vapor changes to a liquid.

precipitation: Any form of water, such as rain, snow, sleet, or hail that falls to the earth's surface.

transpiration: the process by which plants give off water vapor through the stomata in their leaves.

run-off: Rainfall not absorbed by soil.

This program is correlated with the following North Carolina Standard Course of Study Science objectives:

Grade 3: 2.01, 2.02, 2.03, 2.04, 2.05, 2.06

Grade 5: 2.02, 2.05, 2.07, 3.01

Halyburton Park-Environmental Education
Teacher Outline
Pond Life
Grade 4 and 5



Program length: 1 ½ hours

Program instructor: Halyburton Naturalist

Program objectives:

- To learn the basic components (natural environment, plants, and animals) of a pond ecosystem.

Program content:

- Introduction to naturalist, park, and program.
- Discussion of ponds found in park: permanent and vernal ponds.
- Demonstration of pond collecting techniques and equipment.
- Collect and identify pond animals, insects, invertebrates, and macro invertebrates in and around pond.
- Discuss role of insects, invertebrates, and animals in ecosystem.
- Look at different types of pond habitats.
- Conclusion: Summary and questions.

Terms to understand:

permanent: lasting or intended to last for a very long time : not temporary or changing

vernal: temporary (vernal ponds can dry up in the summer)

invertebrate: an animal (as a worm, clam, spider, or butterfly) that lacks a backbone

macro invertebrate: Invertebrates visible to the naked eye, such as insect larvae and crayfish

ecosystem: a system made up of an ecological community of living things interacting with their environment especially under natural conditions

This program is correlated with the following North Carolina Standard Course of Study Science objectives:

Grade 4: 1.01, 1.03, 1.04

Grade 5: 1.01, 1.02, 1.03