

PLEASE NOTE: These sample applications are from the 2022 grant awards. Questions for the 2023 application form have been revised. These sample applications DO NOT match the 2023 application form exactly, but they can show you some high-quality applications to use for reference.

Illinois Biodiversity Field Trip Grant Sample Narrative One

1. Where do you want to take the class on this field trip (destination and city)?

We plan to take the students to a local forest preserve called Independence Grove in Libertyville, Illinois.

2.

a. What is the proposed date of the field trip?

The proposed date is September XX, 2022. (The date was omitted intentionally in this sample to maintain privacy.)

b. Is this field trip a single-day field trip, or does it have an overnight component?

This is a single-day field trip.

c. Does this field trip consist of activities that are mainly performed outdoors, indoors or both places?

All activities are to be performed outside.

3. What grade level(s) do the students represent?

The students will be juniors and seniors in high school.

4. How many students will be participating in the field trip?

Approximately 120 students will be participating in the field trip.

5. Name the teachers attending this field trip with their own students.

(Teachers names were omitted intentionally in this sample to maintain their privacy.)

6. How much money are you requesting from the Illinois Biodiversity Field Trip Grant program?

Provide the total from the "Grant Funds Requested" column on page six. The maximum grant award is \$500.00 per teacher who is accompanying his/her own students. The maximum funding allowable for bus transportation on collaborative field trips is \$1,000.00 no matter how many teachers are collaborating on the field trip.

\$1,000.00

7. In no more than two sentences, summarize what the students will be doing on this field trip.

Students will be transported to the start of a trailhead and will hike through a local forest preserve while performing quadrat sampling to determine the overall biodiversity of the area and help to remove

invasive species. This would be the culminating event after learning about how biodiversity is measured and how diversity can be restored.

8. How does this field trip support what you are teaching in the curriculum? Do not list learning standards.

The purpose of this field trip is for students to conduct a scientific investigation on the quality of the environment in their community. To conduct this investigation the students will perform quadrat sampling in various locations throughout Independence Grove to quantitatively measure biodiversity. Students will measure species' richness and relative abundance to analyze the ecosystem's health. Students will be conducting an investigation where they are collecting, organizing and analyzing data to draw conclusions on the health of the ecosystem.

Prior to going on the field trip, students will complete a lab activity where they practice collecting quadrat sampling data from curated sample bags with predetermined biodiversity levels. This allows students to better understand techniques used to differentiate between species richness and relative abundance. Students will also get to practice these skills once more on school property before applying their expertise to the local forest preserve, helping to ensure more accurate data. This allows students to practice identifying different species before going to a large forest preserve. From these "mock tests" students better understand how biodiversity drives ecosystem health. Students are able to recognize how human influences impact and affect biodiversity of an area. This field trip also opens up the conversations as to how humans can positively impact the environment through conservation and preservation. The high school students will get an opportunity to work for a forest preserve specialist to help aid in the identification and removal of buckthorn, an invasive plant species. Students are taught proper identification techniques, cutting methods and removal under the guidance of professionals to actively help improve local biodiversity.

Once back in the classroom, students will research ways to improve the health and biodiversity of the ecosystem. Using field data and classroom research, students will draw conclusions on the health of the local ecosystem and develop a plan to take responsible action. Students will work in teams to write a formal laboratory response indicating their findings and recommendations to Independence Grove. Students will be looking at the health of the local ecosystem.

Students enrolled in AP Language begin the year with two books they read over the summer, *A Walk in*

the Woods by Bill Bryson and *Wild* by Cheryl Strayed. The authors' connections to the natural environment, their interaction with and observations of both conservation and destruction within American entities like the National Park Service and various public and corporate entities are a focus for the students' introduction to rhetorical analysis, which is the basis of the class. Students are learning to construct logical arguments and use sources as evidence and will be using both the books and their own experiences on this field trip with a local ecosystem and invasive species to form the basis of their evidence for an upcoming essay. AP Language is intended to have an interdisciplinary focus that our high school does not prioritize and thus this field trip helps students make connections both experientially and in writing between the two fields as well.

9. What do you want the students to learn from this field trip?

The overall basis of this trip is to study and understand the direct relationship between biodiversity, conservation and overall ecological health. By comparing the data students found with their quadrat samples, students will be able to draw conclusions about the overall health of the local forest ecosystems. Students will also be able to infer how the removal of invasive species will impact the future health of the ecosystem.

10. How will you evaluate student learning from the field trip?

Students will be summatively evaluated from their formal laboratory analysis and write up. Particular attention will be given to their data findings and what conclusions they are able to form based on their quantitative results.

Students enrolled in both AP Language and AP Environmental will have read two nonfiction texts that weave biodiversity, habitat loss and human encroachment and despoiling of American natural environments into narratives about hiking the Pacific Crest Trail and the Appalachian Trail prior to the field trip. The students will be asked to connect their experiences on the field trip to those of the texts in writing, applying the topics of the books to a real situation. The physical experiences of hiking eight miles, analyzing biodiversity in a local ecosystem and removing buckthorn are unusual for most of our students, and we want them to both learn what those experiences feel like and write about them reflectively to express what they have learned.

11. The field trip must relate directly to Illinois' natural resources. Explain how you are basing this field trip on one or more of these Illinois' natural resources categories. Be specific.

a. aquatics; b. geology; c. native wildlife and/or native plants; d. prairies; e. woodlands/forests

This field trip is directly related to several of Illinois' natural resources. The main focus of this field trip is local woodlands and forests. Students will be examining the overall health of woodlands by determining biodiversity through quadrat data collection. Students will indirectly learn about native plants through the removal of invasive species. Through the Lake County Forest Preserve program, students will be taught to identify local plants.

12. Discuss resources being used to support this field trip other than *Illinois Biodiversity Field Trip Grant* funds. Donations, volunteers and school resources are some examples of these other resources. Do not skip this question. If no other resources are being provided for the field trip, state that information in your response.

We are closely working with the Lake County Forest Preserve District. This organization helps to assist our students in removing invasive species. They provide safety goggles, work gloves and hand saws for removing buckthorn. They also provide educational volunteers to speak to the students about invasive plants. School resources were used to purchase quadrat sampling squares.

13. What else would you like for the judges to know about this field trip?

Last year, we applied for this grant and were accepted but were unable to take the trip because of a lack of bus drivers despite all of the other pieces being in place. Our students' disappointment felt especially terrible because there have been few field trips and a lot of canceled plans since the pandemic began. We will do everything we can from our end to ensure that the field trip happens this year if granted the opportunity through your help to do so.

14. Budget

The budget form is included in the paperwork.

Illinois Biodiversity Field Trip Grant Sample Narrative Two

1. Where do you want to take the class on this field trip (destination and city)?

The students are going to Severson Dells Nature Center in Rockford, Illinois.

2.

a. What is the proposed date of the field trip?

Severson Dells' education staff members have not set the calendar for the 2022-2023 school year yet.

They will do so in May 2022. I hope to schedule the field trip sometime in the last week of September or

the first two weeks of October 2022.

b. Is this field trip a single-day field trip, or does it have an overnight component?

It is a single-day field trip.

c. Does this field trip consist of activities that are mainly performed outdoors, indoors or both places?

The activities are mainly performed outdoors.

3. What grade level(s) do the students represent?

The students are third graders.

4. How many students will be participating in the field trip?

The entire third grade class will participate in the field trip. Our class lists are not available until August 2022. The maximum number of students in a class is 28. In case we reach our maximum number, I am requesting funds for 28 students.

5. Name the teachers attending this field trip with their own students.

(Teachers names were omitted intentionally in this sample to maintain their privacy.)

6. How much money are you requesting from the Illinois Biodiversity Field Trip Grant program?

Provide the total from the "Grant Funds Requested" column on page six. The maximum grant award is \$500.00 per teacher who is accompanying his/her own students. The maximum funding allowable for bus transportation on collaborative field trips is \$1,000.00 no matter how many teachers are collaborating on the field trip.

I am requesting \$468.00, please.

7. In no more than two sentences, summarize what the students will be doing on this field trip.

The students will learn about biodiversity habitat composition between pond, prairie and woodland.

They will also conduct inquiries and participate in a zero-waste lunch.

8. How does this field trip support what you are teaching in the curriculum? Do not list learning standards.

This field trip supports units on plants and animals in Life Science and Earth Science. The concepts of biodiversity, habitat composition, adaptations and responsible actions will be addressed.

Pre-visit Activities

Students will read about different habitats and create lists of characteristics for each.

Students will read about different animals and plants and discuss adaptations they have for different

climates and habitats.

Students will discuss how to have a zero-waste lunch. Students will be asked to create a zero-waste lunch.

On-site Activities

Biodiversity and Habitat Composition: Students will participate in a hike guided by a naturalist from the education center. They will observe and describe the differences in biodiversity habitat composition between a pond, a prairie and woodland. Students will conduct an inquiry about animal life in the mud at the bottom of a pond and stream. Students will step into the pond and stream to collect samples of mud and animals from the water. They will place the creatures in an observation tray. After 10-15 minutes, students will gather round the observation tray and identify the animals found at the bottom of the pond and stream using a taxonomic key. The live creatures will be replaced in their natural environment at the conclusion of the activity.

Adaptations: Students will conduct an inquiry about bird beaks and how they are adapted to their habitat. Students will use four different simulations of beaks (tongs, tweezers, strainer and pliers) in four different simulations of habitats (river, prairie, woodland and pond) to find out which beak nets the bird the most food in which habitat. The students will use taxidermy bird mounts, feathers and binoculars to get an up-close look at what makes a bird a bird and learn how to identify the birds commonly found in northern Illinois.

Responsible Action: Students will participate in a zero-waste lunch program. After eating lunch, students will sort their waste into things that can be recycled and things that cannot be recycled. The things that cannot be recycled will be weighed. The leaders will determine how many ounces of waste per participant were not recyclable. This number will be graphed to show students how they compare to other participants. How the number can be lowered will be discussed.

9. What do you want the students to learn from this field trip?

Students will understand the process of scientific inquiry.

Students will observe biodiversity.

Students will participate in a recycling/low-waste lunch program.

10. How will you evaluate student learning from the field trip?

Students will create a chart of things they learned on the trip.

Students will discuss how the trip can help them be more environmentally aware. (What do you notice about the birds in your yard? What habitats do you see when you travel to school or on vacation? How have the roads you traveled to get to school changed the habitat? How can we recycle more in our school cafeteria?)

The field trip will also be a catalyst in the classroom for writing and discussion throughout the school year.

The data-collecting and graphing activities the children will employ during the field trip are utilized in the classroom in a variety of situations.

Students will write thank-you notes to the sponsors of the field trip. The students will write about their experiences in their journals.

11. The field trip must relate directly to Illinois' natural resources. Explain how you are basing this field trip on one or more of these Illinois' natural resources categories. Be specific.

a. aquatics; b. geology; c. native wildlife and/or native plants; d. prairies; e. woodlands/forests

Severson Dells has a variety of landforms and ecosystems. Among other natural habitats, there are dells, streams, an oxbow lake, woodlands, prairie/grasslands, oak-hickory forests, native plant gardens and ponds. This field trip supports classroom units on plants and animals in Life Science and Earth Science. Students will participate in a guided hike through woodland oak-hickory forest, pond and prairie habitats. They will search for native Illinois creatures in the waters of a pond and a stream. Inhabitants of each habitat will be discussed and compared. Throughout all activities, students will be asked to observe and draw conclusions from those observations.

12. Discuss resources being used to support this field trip other than Illinois Biodiversity Field Trip Grant funds. Donations, volunteers and school resources are some examples of these other resources. Do not skip this question. If no other resources are being provided for the field trip, state that information in your response.

There will be parent volunteer chaperones on this field trip.

13. What else would you like for the judges to know about this field trip?

Fifty percent of Cherry Valley's students are low income. We are an ethnically diverse school with 52.3 percent of our student population categorizing themselves as a race other than white. Our school has a 14 percent mobility rate compared to the state average of six percent. An informal poll revealed that 96 percent of the students have never walked in a prairie, 71 percent have never walked in a stream and 31

percent have never walked in a forest. Our students are in and out of the schools, so while they are in our care, we want to give them every opportunity to experience a plethora of activities. The Severson Dells field trip is an event that is essential to our learning for the entire school year, as we continuously refer to it throughout our teaching. It would, most likely, not occur without the biodiversity grant.

14. Budget

Please see the attached budget form.

Illinois Biodiversity Field Trip Grant Sample Narrative Three

1. Where do you want to take the class on this field trip (destination and city)?

Central Park Wetlands, Park Forest, Illinois

2.

a. What is the proposed date of the field trip?

September XX, 2022 (The date was omitted intentionally in this sample to maintain privacy.)

b. Is this a single-day field trip, or does it have an overnight component?

This is a single-day trip.

c. Does this field trip consist of activities that are mainly performed outdoors, indoors or both places?

The planned activities are mainly performed outdoors.

3. What grade level(s) do the students represent?

4, 5 and 6

4. How many students will be participating in the field trip?

85

5. Name the teachers attending this field trip with their own students.

(Teachers names were omitted intentionally in this sample to maintain their privacy.)

6. How much money are you requesting from the Illinois Biodiversity Field Trip Grant program?

Provide the total from the "Grant Funds Requested" column on page six. The maximum grant award is \$500.00 per teacher who is accompanying his/her own students. The maximum funding allowable for bus transportation on collaborative field trips is \$1,000.00 no matter how many teachers are collaborating on the field trip.

\$675.00

7. In no more than two sentences, summarize what the students will be doing on this field trip.

Students will visit the Central Park Wetlands to investigate and collect data concerning the biotic and abiotic factors in self-selected quadrats. The students will collect data about nesting boxes, plants, soil and water and help maintain parts of the wetland and a visitor kiosk.

8. How does this field trip support what you are teaching in the curriculum? Do not list learning standards.

Pre-trip activities include making predictions about what to expect as the seasons change. Classes will be introduced to vocabulary pertinent to the visits. We will go to our outdoor classroom and observe plants, animals and maintain the area. Students will explore how to incorporate sensory integration as they investigate the details of a quadrat. Included in this investigation, students will identify their bird nesting boxes and determine specific details regarding location, direction and positioning of the box.

This trip enhances many different science topics that we teach in fourth, fifth and sixth grade. When teaching about ecosystems, the students will gain first-hand understanding concerning communities including all factors: biotic and abiotic. They will develop a deeper desire to understand and want to learn more about the issues that are pertinent to this unit. As the students become familiar with the plants and animals native to the wetlands, they will research and create a brochure or newsletter using the items and notes they have been entering in their Biodiversity Field Journals during our units on plants and animals. Several years ago, our school adopted a run-down kiosk at the Central Park Wetlands. We continue to maintain and update this kiosk. This information will be helpful to visitors who come to the Central Park Wetlands and contributes nicely to our lessons on community involvement. Our students will be stewards for a rain garden. They will plant, maintain, collect and spread seeds in the Central Park Wetlands.

To support developing their use of chart/graph/map skills, the students will explore latitude and longitude using maps as well as GPS systems and develop quality of note-taking skills during a field study. Students will utilize dichotomous key series, invertebrates' keys and various field guides when identifying specimens in their quadrat. The students will use the appropriate tools to determine pH and temperature of the wetland water. The classes will use the data collected to create charts and graphs that will be displayed at the Wetlands Discovery Center, in the visitor kiosk. Students will learn about watersheds and be stewards for the prairie and woodland community gardens around the Wetlands Discovery Center. They will utilize resources from the IDNR *Aquatic Illinois* resources trunks to present a report to their class about wildlife in their watershed.

9. What do you want the students to learn from this field trip?

We want the students to learn about the valuable resource of the local wetland. We want the students to develop an overall appreciation and awareness of the richness of the fragile environment in which they live. The students will learn about biodiversity by measuring biotic and abiotic factors in a wetland ecosystem. We also want the students to understand the strands of biodiversity of plant and animal species in an ecosystem and discover how they are paramount to success.

10. How will you evaluate student learning from the field trip?

The students will be evaluated during the trip and post-trip activities. The students will compare and contrast their quadrat not only to prior visits but also to the quadrats of the other students. Students

will reflect in their field study journals upon returning to school. They will illustrate to environmental changes of the seasons. Following the trip, the classes will apply the knowledge and skills gained on the trip to the wetlands, the outdoor classroom at the school, as well as to create information to display in the kiosk at the wetland.

11. The field trip must relate directly to Illinois' natural resources. Explain how you are basing this field trip on one or more of these Illinois' natural resources categories. Be specific.

a. aquatics; b. geology; c. native wildlife and/or native plants; d. prairies; e. woodlands/forests

During the trip to the Central Park Wetlands, students will be identifying biotic and abiotic items including native and nonnative species. They will also learn the geologic and anthropologic history of the area. Additional lessons include habitat classification through common flora and fauna exploration, water cycle and water footprint analysis and how the community affects their watershed. All five categories are covered during lessons of the field trip. Walking through the wetlands and the conditions of that area on the specific date can spark many conversations that are not necessarily part of the plan. The long-term goal of this field trip and outreach are to help encourage our students to appreciate this valuable resource that is located in the heart of this community. Luckily for most of the students, the Central Park Wetlands is either a short walk or drive from their home. By conducting these field trips and lessons over the three years they are in the gifted program at Arcadia and Indiana Schools, the students learn so much about the restoration of the wetland and the conservation of the resources at the wetland. Our students have been a part of the continuous restoration of this land, which began in 2000.

12. Discuss resources being used to support this field trip other than *Illinois Biodiversity Field Trip Grant* funds. Donations, volunteers and school resources are some examples of these other resources. Do not skip this question. If no other resources are being provided for the field trip, state that information in your response.

The Village of Park Forest has many resources available to us to use in our classrooms during the outreach visits and while at the Central Park Wetlands. We are able to use these resources free of charge. The students use this information to help identify birds as we walk through the wetland area. Additionally, the Village of Park Forest provides us with wood chips, trowels and gloves when we work to maintain our outdoor classroom area located in our schoolyard. Finally, the Thorn Creek Audubon Society sponsors our classes, and we receive yearly subscriptions to the Audubon Adventures newspapers. These papers provide us with another in-class resource to use during our outreach visits or in conjunction with other lessons we teach. We are able to use information in these newspapers in follow-up activities in the classroom.

13. What else would you like for the judges to know about this field trip?

Over the years this trip has proven to serve many purposes. Since the Central Park Wetlands is just blocks from their homes, students are used to passing by it on their way to baseball practice or the public swimming pool. Most of them have never visited and investigated the area and all it has to offer. They take such pride taking their parents and siblings for a walk through the wetlands and showing them their contributions to the visitor kiosks and teaching them all they have learned on their field trips. We

truly appreciate how the field trip opens up a new portion of the community to the students and families we serve.

14. Budget

See the attached budget paperwork.

Illinois Biodiversity Field Trip Grant Sample Narrative Four

1. Where do you want to take the class on this field trip (destination and city)?

The Morton Arboretum, Lisle, Illinois

2.

a. What is the proposed date of the field trip?

April XX, 2022 (The date was omitted intentionally in this sample to maintain privacy.)

b. Is this field trip a single-day field trip, or does it have an overnight component?

This is a single-day field trip.

c. Does this field trip consist of activities that are mainly performed outdoors, indoors or both places?

This field trip will be spent in both the outdoors and indoors, fairly evenly split.

3. What grade level(s) do the students represent?

4, 5, 6

4. How many students will be participating in the field trip?

57

5. Name the teachers attending this field trip with their own students.

(Teachers names were omitted intentionally in this sample to maintain their privacy.)

6. How much money are you requesting from the Illinois Biodiversity Field Trip Grant program?

Provide the total from the "Grant Funds Requested" column on page six. The maximum grant award is \$500.00 per teacher who is accompanying his/her own students. The maximum funding allowable for bus transportation on collaborative field trips is \$1,000.00 no matter how many teachers are collaborating on the field trip.

\$520.00

7. In no more than two sentences, summarize what the students will be doing on this field trip.

Students will visit The Morton Arboretum and will participate in lessons relating to ecosystems and trees. As a part of the lessons, students will walk through the arboretum identifying ecosystems and tree types and anatomies.

8. How does this field trip support what you are teaching in the curriculum? Do not list learning standards.

We have been studying ecosystems including trees and the organisms that inhabit them. Visiting The Morton Arboretum will enable the students to apply their knowledge and observe some of the biodiversity of Illinois first-hand.

9. What do you want the students to learn from this field trip?

Pre-trip activities include learning about the interconnected nature of species in an ecosystem, discussing content-related vocabulary and learning how to use iPad microscopes in order to enhance their field experience.

During the trip, students will trace the flow of matter and energy through ecosystems and explore the processes that allow nature to recycle and renew itself. They will uncover the connections that lie between organisms and the energy in their environment. Students will examine the structures and processes that plants and animals use to make or obtain energy. Students will also closely examine the woodlands' largest producers, trees.

10. How will you evaluate student learning from the field trip?

As part of this field trip, The students will take a pre-test as they arrive at The Morton Arboretum and then participate in a post-test at the end of the field trip. When back at school, students will apply what they learned to ongoing school-wide initiatives such as recycling, decreased use of plastics and planning a butterfly garden for the school. In addition, students will be able to apply the information learned to ongoing curriculum lessons pertaining to ecosystems.

11. The field trip must relate directly to Illinois' natural resources. Explain how you are basing this field trip on one or more of these Illinois' natural resources categories. Be specific.

a. aquatics; b. geology; c. native wildlife and/or native plants; d. prairies; e. woodlands/forests

The students will spend their day learning from docents about some of the native plants of Illinois and how to protect them and their benefits to our ecosystem. They will also spend the day in this large tree museum, examining the woodlands' largest producers, trees. All aspects of this field trip will be led by staff at The Morton Arboretum.

12. Discuss resources being used to support this field trip other than *Illinois Biodiversity Field Trip Grant* funds. Donations, volunteers and school resources are some examples of these other resources. Do not skip this question. If no other resources are being provided for the field trip, state that information in your response.

We received a grant from The Morton Arboretum to cover registration fees, and parent volunteers will join us as chaperones.

13. What else would you like for the judges to know about this field trip?

We are a school with 504 students, of which 56 percent receive free and/or reduced support. Therefore, we have limited resources. The students look forward to this field trip, as there are limited funds available for any other field trip.

14. Budget

The budget paperwork is attached.

Illinois Biodiversity Field Trip Grant Sample Narrative Five

1. Where do you want to take the class on this field trip (destination and city)?

Farm Creek at Weaver Park and to Candlewood Park in Washington, Illinois

2.

a. What is the proposed date of the field trip?

May XX, 2022 (The date was omitted intentionally in this sample to maintain privacy.)

b. Is this field trip a single-day trip, or does it have an overnight component?

Single-day

c. Does this field trip consist of activities that are mainly performed outdoors, indoors or both places?

All outdoor activities

3. What grade level(s) do the students represent?

9

4. How many students will be participating in the field trip?

100

5. Name the teachers attending this field trip with their own students.

(Teachers names were omitted intentionally in this sample to maintain their privacy.)

6. How much money are you requesting from the Illinois Biodiversity Field Trip Grant program?

Provide the total from the "Grant Funds Requested" column on page six. The maximum grant award is \$500.00 per teacher who is accompanying his/her own students. The maximum funding allowable for bus transportation on collaborative field trips is \$1,000.00 no matter how many teachers are collaborating on the field trip.

\$500.00

7. In no more than two sentences, summarize what the students will be doing on this field trip.

For this lab, our biology students ask the question: How healthy is our creek? To investigate this question, we take more than 200 freshman biology students to our local creek where the students use ecology indices to survey the bank quality and biodiversity of vegetation along the banks, and then, students in groups of four get into the creek and use D-nets to sample and record the macroinvertebrates that they find.

8. How does this field trip support what you are teaching in the curriculum? Do not list learning standards.

The content that is being taught is ecology and human impact on the environment. This field trip will give students a hands-on science experience in our local community. Instead of just studying ecology, our students ask the question "How healthy are our creeks?" and then go to the stream to investigate. From their findings, students take action to improve the stream health and educate the community about what they can do.

9. What do you want the students to learn from this field trip?

Students will learn about the biodiversity of our local creeks and human impacts on the health of our watersheds.

10. How will you evaluate student learning from the field trip?

Students will be evaluated on their ability to describe the biodiversity of an ecosystem, on their lab reports and on their ability to problem-solve solutions helping to improve the biodiversity of the creek.

11. The field trip must relate directly to Illinois' natural resources. Explain how you are basing this field trip on one or more of these Illinois' natural resources categories. Be specific.

a. aquatics; b. geology; c. native wildlife and/or native plants; d. prairies; e. woodlands/forests

On this field trip students will be getting into the creek with D-nets to sample the aquatic macroinvertebrates. They will also be surveying vegetation on the stream banks. Both of these activities will be used to help determine the health of the creek.

12. Discuss resources being used to support this field trip other than *Illinois Biodiversity Field Trip Grant* funds. Donations, volunteers and school resources are some examples of these other resources. Do not skip this question. If no other resources are being provided for the field trip, state that information in your response.

None

13. What else would you like for the judges to know about this field trip?

For many of my students, this is one of the first times they have ever seen a macroinvertebrate. It is really cool to see them get excited about finding a macroinvertebrate and being able to identify it and use it to evaluate the health of our local creek.

14. Budget

The budget paperwork is attached.

Illinois Biodiversity Field Trip Grant Sample Narrative Six

1. Where do you want to take the class on this field trip (destination and city)?

Camp Ondessonk, Ozark, Illinois

2.

a. What is the proposed date of the field trip?

May XX, 2022 (The date was omitted intentionally in this sample to maintain privacy.)

b. Is this a single-day field trip, or does it have an overnight component?

This is a single-day field trip.

c. Does this field trip consist of activities that are mainly performed outdoors, indoors or both places?

This field trip will be performed outdoors.

3. What grade level(s) do the students represent?

6

4. How many students will be participating in the field trip?

6

5. Name the teachers attending this field trip with their own students.

(Teachers names were omitted intentionally in this sample to maintain their privacy.)

6. How much money are you requesting from the Illinois Biodiversity Field Trip Grant program?

Provide the total from the "Grant Funds Requested" column on page six. The maximum grant award is \$500.00 per teacher who is accompanying his/her own students. The maximum funding allowable for bus transportation on collaborative field trips is \$1,000.00 no matter how many teachers are collaborating on the field trip.

\$316.00

7. In no more than two sentences, summarize what the students will be doing on this field trip.

Students will be participating in a guided hike through Camp Ondessonk led by a naturalist and teacher. We will learn about native wildflowers in the area and their role involving pollinators and biodiversity.

8. How does this field trip support what you are teaching in the curriculum? Do not list learning standards.

This field trip supports my science curriculum materials because students will receive experiential learning corresponding with food webs, photosynthesis, pollinators, relationships between species and

the variety of life. Students will learn about the role of native wildflowers with pollinators and other plant and animal species in the habitat.

9. What do you want the students to learn from this field trip?

Correlating with curriculum objectives, students will be able to: 1) define biodiversity; 2) explain species relationships and what happens when organisms are taken out of an ecosystem; explain why biodiversity is important to all organisms; and 4) make connections between wildflowers and food webs within the ecosystem. Students will further learn about human impacts and land usage and the significant roles of maintenance, restoration and conservation in the Shawnee National Forest.

10. How will you evaluate student learning from the field trip?

During the guided tour, students will sketch and take notes in their science notebooks. I will take photos of plants, and we will upload images to iNaturalist. For a summative assessment, students will be given the choice of doing a scientific poster with illustrations, a podcast or a presentation with a slide show.

11. The field trip must relate directly to Illinois' natural resources. Explain how you are basing this field trip on one or more of these Illinois' natural resources categories. Be specific.

a. aquatics; b. geology; c. native wildlife and/or native plants; d. prairies; e. woodlands/forests

c. Students will learn about species richness and the benefits of biodiversity by learning about native wildflowers and plants.

12. Discuss resources being used to support this field trip other than *Illinois Biodiversity Field Trip Grant* funds. Donations, volunteers and school resources are some examples of these other resources. Do not skip this question. If no other resources are being provided for the field trip, state that information in your response.

Murphysboro District 186 is a low-income school district. No other resources are available at this time.

13. What else would you like for the judges to know about this field trip?

I teach a self-contained special education class with students with learning disabilities. My students learn best with hands-on and experiential learning activities.

14. Budget

The budget paperwork is attached.