



Dear Education Professional,

As the original airboat company in the Everglades, Wooten's Everglades Airboat Tours is proud announce the addition of educational field trips that meet the coordinated curriculum requirements for all grade levels. Below is an outline of how our field trips provide the hands-on educational experience you are looking for to enrich the classroom curriculum and keep students engaged in the learning experience. Please contact us at 1-800-282-2781 to learn more or to schedule your field trip today.

Wooten's Everglades Airboat Tours Educational Group Eco-Tours Coordinated Curriculum

Abstract

Wooten's Everglades Airboat Tours educational eco-tours and programs are designed to meet the age and interest of the audience, topics including the history of the Everglades, native wildlife, folklore, zoology, environmental sciences and conservation efforts. The narrated tours are led by Florida Gladesmen and trained tour guides and provide a question and answer session to ensure that all educational goals are met. English and Spanish speaking tours are available, and translators for other languages may be available with advance reservation.

In addition to the guided tour of the Everglades, students can also experience a live alligator show, view native and exotic animals in the animal sanctuary and enjoy lunch in the picnic area with boxed lunches available upon request.

Outcomes

After the field trips, students will be able to:

- Understand the unique features and history of the Florida Everglades and its native wildlife
- Identify the elements of the Florida Everglades ecosystem
- Distinguish the differences between omnivore, herbivore and carnivore
- Recognize renewable and nonrenewable resources
- Comprehend that humans can have a positive or negative impact on the environment

Potential Assessment Methods:

- ✓ **Pre-Assessment:** As students board the airboat, ask students to use Think/Pair/Share to think about their current knowledge of the Florida Everglades, pair with classmates to discuss and share their thoughts with the rest of the class. This will give the knowledgeable tour guides a baseline of topics and discussions to implement throughout the tour.
- ✓ **Checking for Understanding:** Throughout each stage of the tour, tour guides will provide students the opportunity to ask questions.
- ✓ **Post Assessment:** During the picnic lunch, review the vocabulary with the students and ask them to identify the different elements of the ecosystem, consider human impact on the environment and discuss the different wildlife observed throughout the tour. For older students, divide students into groups of four and have them provide a real-life example of how changes to an environmental factor can affect the ecosystem, and share an element that the student learned during the eco-tour.

General Itinerary

8:30 a.m. – Students arrive

9 a.m. – Grassland Airboat Tour

9:45 a.m. – Swamp Buggy Tour

10:15 a.m. – Walk through Animal Sanctuary

11 a.m. – Live Alligator Show and Alligator Hugs

11:30 p.m. – Picnic Lunch

12:30 p.m. – Students depart



Vocabulary Definitions and Key Terms

Air Pollution	Food Web	Organism
Amphibians	Freshwater	Photosynthesis
Brackish	Grassland	Pollution
Carnivore	Greenhouse Effect	Population
Community	Greenhouse Gases	Predator
Conservation	Groundwater	Preservation
Consumer	Habitat	Prey
Ecological Footprint	Herbivore	Producer
Ecosystem	Invasive Species	Renewable Resource
Endangered Species	Life Cycle	Reservoir
Energy	Living	Resource
Environment	Marsh	Saltwater
Estuary	Natural Resource	Sawgrass
Everglades	Nonliving	Slough
Exotic	Nonnative Species	Sustainability
Extinct	Nonrenewable Resource	Threatened Species
Food Chain	Nutrients	Water Pollution
	Offspring	Wetland
	Omnivore	Wildlife

Go Beyond: Post Program Discussion, Projects and Essay Questions

- ☞ What questions do you still have about the Florida Everglades, ecosystems or the environment?
- ☞ Have you seen other plants or animals like the ones we discovered today?
- ☞ What are some unique features of the Florida Everglades that you found particularly interesting?
- ☞ Instruct students to create a model of the ecosystem using various craft supplies. Once complete, each student can share their work with the class.
- ☞ Essay Question #1: In what ways does the human race effect the environment? How can we positively influence our impact in Southwest Florida?
- ☞ Essay Question #2: Why are living and nonliving things essential to the health of the ecosystem? How does this relate to the Florida Everglades?
- ☞ Essay Question #3: Explain how renewable resources can effect an environment. Provide two examples of nonrenewable resources and two examples of renewable resources.
- ☞ Essay Question #4: What dynamics threaten the Florida Everglades? How do these factors affect the plants and animals in this environment?

GET WILD ABOUT LEARNING!



**GEOGRAPHY • BIOLOGY • HISTORY • FOLKLORE • ZOOLOGY
ENVIRONMENTAL SCIENCES...AND MORE!**

Field Trips K-12



Plan a Field Trip with Wooten's Everglades Airboat & Swamp Buggy Tours

Wooten's Everglades Airboats and Swamp Buggy Tours offers a highly educational Everglades experience for students in grades K-12. We're happy to cater our tours and presentations to the grade level and subject matter of most interest to teachers and students!

Location

Florida Everglades

32330 Tamiami Trail E
Ochopee, Florida
Collier County

Costs

- **Less than \$20 per student** (based on group size)
- 1 FREE chaperon/20 students
- Additional chaperons enjoy 50% off admission
- Boxed lunches available for pre-purchase (optional)
- Wheelchair accessible

Experiences

- **Everglades Tours** – Guided airboat or swamp buggy tour from experienced captains for up to 24 passengers explores the grasslands, mangroves and Big Cypress preserve, including lessons on Everglades history and native folklore! Learn about native wildlife and multiple ecosystems (grassland, swamp and mangrove).
- **Live Alligator Show** – Students and teachers can hug an alligator!
- **Animal Sanctuary** – Native and exotic rescue animals call this sanctuary home including: lions, panthers, tigers, otters, turtles and more than 100 alligators.
- **Picnic Area** – Students can bring lunch, or boxed lunches are available for pre-order.



Learn more at www.WootensEverglades.com • Call 239-208-4180 to begin planning your field trip today!



Field Trips - Standards

Grade

K	SC.K.L.14.3: Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
	SC.K.L.14.2: Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
	SC.K.N.1.1: Collaborate with a partner to collect information.
	SC.K.N.1.2: Make observations of the natural world and know that they are descriptors collected using the five senses.
	SC.K.N.1.5: Recognize that learning can come from careful observation.
1	SC.1.L.14.1: Make observations of living things and their environment using the five senses.
	SC.1.L.14.3: Differentiate between living and nonliving things.
	SC.1.L.16.1: Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
	SC.1.L.17.1: Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
2	SC.2.L.17.1: Compare and contrast the basic needs that all living things, including humans, have for survival.
	SC.2.L.17.2: Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
3	SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
	SC.3.L.17.1: Describe how animals and plants respond to changing seasons.
4	SC.4.E.6.3: Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
	SC.4.L.16.2: Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
	SC.4.L.16.3: Recognize that animal behaviors may be shaped by heredity and learning.
	SC.4.L.16.4: Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.
	SC.4.L.17.1: Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
	SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.
5	SC.5.L.15.1: Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
	SC.5.L.17.1: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
6	SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.
	SC.6.L.15.1: Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
7	SC.7.E.6.6: Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.
	SC.7.L.15.3: Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.
	SC.7.L.17.1: Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
	SC.7.L.17.3: Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
8	SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
	SC.8.L.18.1: Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.
9-12	SC.912.L.15.5: Explain the reasons for changes in how organisms are classified.
	SC.912.L.15.6: Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
	SC.912.L.15.13: Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.
	SC.912.L.17.4: Describe changes in ecosystems resulting from seasonal variations, climate change and succession.
	SC.912.L.17.10: Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.
	SC.912.L.17.11: Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
	SC.912.L.17.12: Discuss the political, social, and environmental consequences of sustainable use of land.
	SC.912.L.17.13: Discuss the need for adequate monitoring of environmental parameters when making policy decisions.
	SC.912.L.17.16: Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.
	SC.912.L.17.17: Assess the effectiveness of innovative methods of protecting the environment.
	SC.912.L.17.18: Describe how human population size and resource use relate to environmental quality.
	SC.912.L.17.20: Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.
	SS.912.G.3.1: Use geographic terms to locate and describe major ecosystems of Earth.
	SS.912.G.5.6: Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.