

## Multi-purpose Field Trip Data Sheets and Suggestions

**There are three activities** which call for field trip data sheets. You may use this first one as a generic data sheet for all three or one of the other tailored activity-specific data sheets. Depending on your focus and the amount of time you have, you may want to combine concepts and collect data for all three to weave the concepts together.

Always contact landowners for permission or verify public-private land boundaries prior to doing any type of field investigation.

Thermometers and dissolved oxygen meters would be valuable tools in teaching students about water quality and fish habitat, but they may not be available at your school. Contact your local DNR office or UW-Extension office to see if there are meters available that you could borrow. You may also try contacting

Water Action Volunteers, which has citizen stream monitoring projects around the state.

**Helpful Materials:** thermometer; dissolved oxygen meter; measuring tape; yard stick; hip boots; USGS topographic maps and/or aerial photos; plant, fish, and/or wildlife identification guides; the attached worksheet.

**Pre-Trip:** Use a map or photo to divide the waterbody into labeled sections. A USGS map, aerial photo, or hand-drawn map would all be appropriate. Assign a group of students to each section.

**Post-Trip:** Compare students' measurements, observations, and habitat assessments. Does the waterbody appear to be hosting a diversity of habitats, or is it fairly similar across sections?

# Field Record

NAME(S) OR TEAM NAME:

TIME	DATE	TEMPERATURE	PRECIPITATION	CLOUD COVER
WIND (SPEED AND DIRECTION)		WAVE CONDITIONS	AQUATIC VEGETATION PRESENT	

OTHER CONDITION NOTES

## Location of Trip

WATERBODY COUNTY TOWN, VILLAGE, CITY OF SECTION ASSIGNED:

OTHER LOCATION NOTES

## Waterbody Information

WATERBODY TYPE (CIRCLE ONE): LAKE, POND, STREAM, FLOWAGE, WETLAND, RIVER, OTHER:

SOURCE FROM TRIBUTARY TO IS THE WATERBODY HUMAN-CONSTRUCTED? IF SO, WHEN WAS IT MADE?

APPROXIMATE SIZE OF WATERBODY IS/WAS THE WATERBODY NAVIGABLE/NAVIGATED (ABLE TO FLOAT A CANOE OR LOG)

Substrate composition (sand, gravel, mucky, mixed):

Does the water appear to be higher, lower, or at normal levels? (circle one) How did you make this decision?

## Initial Observations (evidence of wildlife, erosion, pollution, etc.)

### Water Conditions

DISTANCE (FROM SHORE)	TIME	DEPTH	TEMPERATURE	D.O.
1.				
2.				
3.				
4.				
5.				

## Field Record, continued

### Clarity of Water

Based on your observations, how would you rate the water quality?

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### Shoreline Conditions

LOCATION

Description of bank cover (estimate of the percent of bank covered by grass, trees, shrubs, dirt):

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Number of logs on the shoreline: \_\_\_\_\_ Number of logs in the water: \_\_\_\_\_

Description of visible aquatic plants (estimate of the percent of visible water with plants in it):

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Description of development (buildings, docks, seawalls, boats, etc.):

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Description of detached development (rafts, water trampolines, etc.):

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Based on your observations, would you say that there are development concerns related to this waterbody?

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### Assessment of Habitat

Based on your observations, what species of fish would live in this area of the water?

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Describe the best spawning locations for those fish.

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What concerns might you have concerning this waterbody, if any?

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### Additional Comments

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## Shared Interests: Field Trip Suggestions

Always contact landowners for permission or verify public-private land boundaries prior to doing any type of field investigation.

**Helpful Materials:** thermometer; measuring tape; yard stick; hip boots; USGS topographic maps and/or aerial photos; plant, fish, and/or wildlife identification guides; the attached worksheet.

**Pre-Trip:** Use a map or photo to divide the waterbody into labeled sections. A USGS map, aerial photo, or

hand-drawn map would all be appropriate. Assign a group of students to each section.

**Post-Trip:** Compare students' measurements, observations, and habitat assessments. Does the waterbody appear to be hosting a diversity of habitats, or is it fairly similar across sections?

# Shared Interests: Shoreline Development Field Record

Working in teams, survey the degree of shoreland development along a 100' stretch of a nearby shoreline. This includes the area extending from the shoreline out to the point where plant growth is no longer evident. Mark the area on land with flags to define your survey. Remember to remove the flags when you leave.

TEAM NAME AND TEAM MEMBERS: \_\_\_\_\_

DATE \_\_\_\_\_

## Location of Trip

WATERBODY \_\_\_\_\_

COUNTY \_\_\_\_\_

TOWN, VILLAGE, CITY OF \_\_\_\_\_

SECTION ASSIGNED: \_\_\_\_\_

OTHER LOCATION NOTES  
\_\_\_\_\_  
\_\_\_\_\_

## Waterbody Information

WATERBODY TYPE (CIRCLE ONE): LAKE, POND, STREAM, FLOWAGE, WETLAND, RIVER, OTHER: \_\_\_\_\_

SOURCE FROM \_\_\_\_\_

TRIBUTARY TO \_\_\_\_\_

IS THE WATERBODY HUMAN-CONSTRUCTED? IF SO, WHEN WAS IT MADE? \_\_\_\_\_

APPROXIMATE SIZE OF WATERBODY \_\_\_\_\_

IS/WAS THE WATERBODY NAVIGABLE/NAVIGATED (ABLE TO FLOAT A CANOE OR LOG) \_\_\_\_\_

Substrate composition (sand, gravel, mucky, mixed):  
\_\_\_\_\_  
\_\_\_\_\_

Does the water appear to be higher, lower, or at normal levels? (circle one) How did you make this decision?  
\_\_\_\_\_  
\_\_\_\_\_

## Initial Observations (evidence of wildlife, erosion, pollution, etc.)

DISTANCE (FROM SHORE)

TIME

DEPTH

TEMPERATURE

D.O.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Shared Interests: Shoreline Development Field Record, *continued*

### Shoreline Conditions

LOCATION \_\_\_\_\_

Description of bank cover (estimate of the percent of bank covered by grass, trees, shrubs, dirt):

\_\_\_\_\_

Number of logs on the shoreline: \_\_\_\_\_ Number of logs in the water: \_\_\_\_\_

Description of visible aquatic plants:

\_\_\_\_\_

Emergent: \_\_\_\_\_

Floating: \_\_\_\_\_

Submergent: \_\_\_\_\_

Estimate the percent of visible water with plants in it:

\_\_\_\_\_

Description of development (buildings, docks, seawalls, boats, etc.):

\_\_\_\_\_

Description of detached development (rafts, water trampolines, etc.):

\_\_\_\_\_

### Assessment of Habitat

Based on your observations, what species of fish would live in this area of the water?

\_\_\_\_\_

What concerns might you have concerning this waterbody, if any?

\_\_\_\_\_

Based on your observations, would you say that there are development concerns related to this waterbody?

\_\_\_\_\_

### Additional Comments

Based on your observations, would you say that there are development concerns related to this waterbody?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_