**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:**

<table>
<thead>
<tr>
<th>TIME</th>
<th>DATE</th>
<th>TEMPERATURE</th>
<th>PRECIPITATION</th>
<th>CLOUD COVER</th>
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</thead>
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**WIND (SPEED AND DIRECTION)**

**WAVE CONDITIONS**

**AQUATIC VEGETATION PRESENT**

**OTHER CONDITION NOTES**

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## Location of Trip

**WATERBODY**

**COUNTY**

**TOWN, VILLAGE, CITY OF**

**SECTION ASSIGNED:**

**OTHER LOCATION NOTES**

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## 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?**

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

### Water Conditions

<table>
<thead>
<tr>
<th>DISTANCE (FROM SHORE)</th>
<th>TIME</th>
<th>DEPTH</th>
<th>TEMPERATURE</th>
<th>D.O.</th>
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</thead>
<tbody>
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</tbody>
</table>
Field Record, continued

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

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 (estimate of 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.):

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

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

Describe the best spawning locations for those fish.

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

Additional Comments
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. __________________________________________

G. Shared Interests: Field Trip Record Sheet
**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?


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**G. Shared Interests: Field Trip Record Sheet**