



Field Trips

Flamingo Gardens offers students a unique opportunity to learn about the Everglades, the environment and local history by exploring our Everglades Sanctuary which includes mammals and reptiles, birds of prey, and a free flight aviary, our arboretum, wetlands and historical Wray Home.



Flamingo Gardens is an approved site for Supplemental Arts and Sciences Program Funds. Check with your principal or bookkeeper for details.



Funding for this project is provided in part by Broward County Board of County Commissioners as recommended by the Broward Cultural Council.
Sponsored in part by the State of Florida, Department of State, Division of Cultural Affairs and the Florida Council on Arts and Culture.

To schedule your field trip please contact:

fieldtrips@flamingogardens.org

www.flamingogardens.org

3750 S. Flamingo Rad
Davie, Florida 33330-1614
954 473-2955 x 138

Booking Policies & Procedures

Field Trips take place rain or shine.
Please come prepared for the expected weather.

Payment Policy

- A **\$50 non-refundable, non-transferable deposit** and signed confirmation are required **within 14 days** of booking.
- If the deposit isn't received by the deadline, your reservation may be **canceled**.
- The **final attendee count** is due **7 days before** the field trip. You'll be charged based on this number—**no refunds for no-shows**.
- **Full payment** is due **on or before the day** of your trip.
- **Accepted payment methods:** Cash, check, money order, or credit card.
- **Flamingo Gardens' membership benefits are not applicable on group reservations, field trips or classes.**

Cancellation & Rescheduling

- Cancel within 14 days of booking for no penalty.
- Reschedule at least 14 days before the trip.
- **No-shows = No refund.**

Field Trip Reminders

- Field trips take place in **rain or shine**. To ensure a comfortable and safe experience, we recommend the following:
 - A small, refillable water bottle
 - Insect repellent
 - Sunscreen
 - A rain poncho
- Please plan to **arrive at least 15 minutes before** the scheduled start time to allow for check-in and preparation.
- **If you are running late, please call: 954.473.2955 and give the receptionist your estimated time of arrival.**

Arrival & Check-In Instructions

- **School buses** should arrive at the **main entrance**. Staff (**green shirts**) will greet you and direct you to the appropriate area for drop-off.
- **Cars and vans** should park in the **general parking area**.
- At check-in, provide the number of students and chaperones in each group/class.
- Each class/group (15–25 students) will be assigned a guide.
- **No refunds for no-shows.**

Chaperone Guidelines

- **1 free chaperone/teacher** is allowed per **10 students**. **Additional chaperones pay a discounted rate of \$16.**
- Chaperones should be assigned to a specific group and must stay with their group at all times to ensure safety and order.
- Groups that are disruptive or unsupervised may be asked to leave without a refund.
- Schools/organizations are responsible for collecting chaperone payments and paying in one transaction.
- Parents/adults who arrive separately must park in the front lot and pay general admission at the gift shop.
- We do not interrupt programs for late-arriving parents.

Lunch Guidelines

- **Picnic areas must be reserved** in advance. Each group is given **30 minutes** for lunch.
- Lunch can be eaten **at the beginning or end** of the tour—not in the middle.
- Groups may **bring their own lunches**. Coolers, cooler bags, boxes, and lunch bags are welcome.
- **Schools are responsible for unloading and moving lunches** to the picnic area. **Wheeled coolers are recommended.**
No 150-quart coolers allowed.
- Flamingo Gardens staff is not responsible for loading and unloading coolers.
- Groups must **clean up after lunch**—plastic and paper waste can be harmful to wildlife.
- **Picnic Area Not Available During the Summer (June – August)**
- **We do not allow snacking while on tour. This creates a problem with the wild birds that inhabit Flamingo Gardens.**

Chaperones

Any teacher, parent, paraprofessional, RBT, counselor, or volunteer (18 and older) accompanying the group.

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Flamingo Gardens membership benefits are not applicable on group reservations, field trips, or classes.



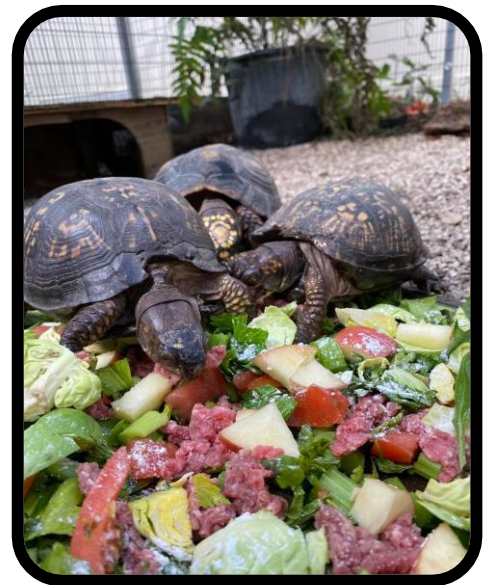
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Green Machine

Plants and Pollinators

2-hour field trip

\$15.00 per student

\$16.00 per adult

1 complimentary teacher/chaperone
per 10 students

(30 student minimum)

Suggested age group: PreK to 2nd grade



Plants play a vital role in the health of us and the planet. On this field trip, students will learn grade-appropriate information about the parts of, uses of, and importance of flora. Each student will take home a plant in a biodegradable pot. A narrated tram tour of the botanical gardens and a visit to the wildlife sanctuary are included along with a lesson about pollinators in our butterfly conservatory (weather permitting).

Add a 30-minute show featuring our ambassador animals for \$3.00 per person. (30 student min.)

Can be tied in with any of the following standards:

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|--------------------|--|
| SC.K.L.14.3 | Students will observe different types of animals, plants, and birds so they can describe differences in appearance and behavior. |
| SC.K.N.1.2 | Students will use their four of their five senses to make observations about the natural world. |
| SC.K.N.1.5 | Students can learn by observing various fauna in nature, especially by observing pollinators at work. |
| SC.1.L.14.1 | Students will use their four of their five senses to make observations about the natural world. |
| SC.1.L.14.2 | Students will learn about the major parts of the plant as they pot their own plant to take home. |
| SC.2.E.6.2 | Students will learn how soil is made up of all kinds of things that provide nutrients for the plants and insects. |
| SC.2.L.17.1 | Students will learn about some of the foods various animals like panthers, bears, birds, and alligators eat along with other things they need for survival. |
| SC.2.L.17.2 | Students find out about animals native to South Florida and learn why they are uniquely suited to their habitats here. |
| SC.3.L.14.1 | Students will learn about the parts of plants important for producing food, making nutrients, and how pollinators help plants reproduce. |
| SC.3.L.14.2 | Students will learn about how plants respond to light and gravity and grow towards them, thus needing more space as they grow out of their little pots. |
| SC.3.L.15.1 | Students will get to learn about animals from several major groups like mammals, birds, and reptiles as well as some of their similarities and differences. |
| SC.3.L.17.2 | Students will learn how plants need sunlight (and how much their plant needs) to make their own food. |
| SC.4.L.17.4 | Students will how people impact pollinators and plants through pesticide and herbicide use as well as how people can affect the environment through development that leads to habitat loss for animals like the panther. |
| SC.5.L.15.1 | Students will about how changes in the environment affects animals like the panther, plants important for pollinators like the Atala and Malachite butterflies, and fruit like mangos. |
| SC.6.L.15.1 | Students will learn about how pollinators like Hymenoptera (wasps, bees, ants), Diptera (flies), Coleoptera (beetles) and Lepidoptera (butterflies and moths) differ. |
| SC.6.N.2.2 | Students will learn about how scientists are still finding out how various plants, like orchids, attract specialist pollinators. |
| SC.7.L.17.3 | Students will learn about how lack of habitat affects endemic animals like the panther as well as how lack of native plants affects pollinators. |
| SC.8.L.18.1 | Students will talk about how photosynthesis helps their new plant in the production of food as well as how plants release oxygen. |

Wildlife Adventure

Alligators, Bears, and Birds. Oh my!

2-hour field trip

\$13.00 per student

\$16.00 per adult

**1 complimentary teacher/chaperone
per 10 students**

(15 student minimum)

Suggested age group: All ages



An everglades adventure awaits—in the safety of the botanical gardens. On this field trip, students will see all the rescued animals on exhibit as well as the birds of the everglades and beaches in our, and the birds of prey like eagles and owls. A narrated tram tour of the botanical gardens and mitigated wetlands is included.

Add a 30-minute show featuring our ambassador animals for \$3.00 per person. (30 student min.)

Can be tied in with any of the following standards:

- | | |
|-------------------------|---|
| SC.K.L.14.3 | Students will observe different types of animals, plants, and birds so they can describe differences in appearance and behavior. |
| SC.K.N.1.2 | Students will use their four of their five senses to make observations about the natural world. |
| SC.K.N.1.5 | Students can learn by observing various fauna in nature. |
| SC.1.L.14.1 | Students will use their four of their five senses to make observations about the natural world. |
| SC.2.L.17.1 | Students will learn about some of the foods various animals like panthers, bears, birds, and alligators eat along with other things they need for survival. |
| SC.2.L.17.2 | Students find out about animals native to South Florida and learn why they are uniquely suited to their habitats here. |
| SC.3.L.15.1 | Students will get to learn about animals from several major groups like mammals, birds, and reptiles as well as some of their similarities and differences. |
| SC.4.L.17.4 | Students learn how environmental changes affect panthers and other keystone species. Students practice environmental stewardship by cleaning up after lunch to protect their new bird and animal friends. |
| SC.7.L.15.3 | Students learn how environmental changes affect panthers and other keystone species as well as how changes to plant choices can help or hurt butterflies. |
| SC.7.L.17.1 | Students will meet many native animals that make up the consumers in a food web as well as some of the animals that are prey in the food chain. |
| SC.912.L.15.In.1 | Students learn about prehistoric plants like cycads and animals like alligators. |

Beaks, Feet, and Feathers

The Amazing Adaptations of Birds!

2-hour field trip

\$15.00 per student

\$16.00 per adult

1 complimentary teacher/chaperone
per 10 students

(30 student minimum)

Suggested age group: 4th grade and up



Birds have some incredible adaptations that allow them to live in many different environments. On this field trip, students will be introduced to some of the physical and behavioral adaptations found in birds through presentation, hands-on experiments, and observation in the aviary and birds of prey exhibits.

Add a 30-minute show featuring our ambassador animals for \$3.00 per person. (30 student min.)

Can be tied in with any of the following standards:

- | | |
|-----------------------|--|
| SC.K.N.1.5 | By observing the different types of beaks and feet, students can learn more about a bird's diet. |
| SC.1.N.1.1 | The experiment portion of the field trip allows students to investigate, in teams, tools that resemble beaks and determine which is best for various food types. |
| SC.2.L.17.2 | By learning about the different structures of feathers, beaks, and feet, students can make connections about how birds are adapted to their habitats. |
| SC.2.N.1.1 | The experiment portion of the field trip allows students to investigate, in teams, tools that resemble beaks and determine which is best for various food types. |
| SC.3.L.15.1 | Students learn more about one of the major groups, birds, and their physical characteristics such as feathers, beaks, and feet. |
| SC.4.L.17.4 | Students learn about how humans impact birds and their environment in positive and negative ways. |
| SC.4.N.1.1 | The experiment portion of the field trip allows students to investigate tools resembling beaks and determine which is best for various food types. Students also learn about recent research into the evolution of birds. |
| SC.5.L.15.1 | Students learn how birds adapt to environmental changes, such as the Snail Kites adapting to the invasive pond apple snails. Changes in migration patterns is also addressed. |
| SC.5.L.15.In.1 | Students learn how humans affect birds and their environment. |
| SC.5.L.17.1 | Students will be able to compare and contrast bird adaptations that allow them to survive in their habitats. |
| SC.6.L.15.1 | Students will better understand how different groups of birds differ from one another through observing and learning about native birds of prey, birds of the beaches, and birds of the Everglades. |
| SC.6.N.2.2 | Students will learn how changes in knowledge leads to different classifications and how knowledge about the history of birds has advanced through fossil findings. |
| SC.7.L.15.1 | Students will learn about fossil records related to bird ancestors and how birds evolved to what we see today. |
| SC.7.L.15.2 | Students learn how birds adapt to environmental changes, such as the Snail Kites adapting to the invasive pond apple snails. Changes in migration patterns is also addressed. |
| SC.7.L.15.3 | Students learn how invasive species, changing environments, and habitat loss can lead to declines in birds unable to adapt. |
| SC.7.N.2.1 | Students will learn about fossil records related to bird ancestors and how birds evolved to what we see today. |
| SC.912.L.15.1 | Students will learn about fossil records related to bird ancestors and how birds evolved to what we see today. Students learn how birds adapt to environmental changes, such as the Snail Kites adapting to the invasive pond apple snails. Changes in migration patterns is also addressed. Students learn how invasive species, changing environments, and habitat loss can lead to declines in birds unable to adapt. |

Florida History

Journey to the Past

2-hour field trip

\$15.00 per student

\$16.00 per adult

1 complimentary teacher/chaperone
per 10 students

(30 student minimum)

Suggested age group: 3rd grade and up



Learn about early South Florida history including its earliest people, its animals and birds, the rise of industries like citrus and tourism and find out about some of South Florida's influential residents. This field trip includes a presentation of Native American artifacts, a tour of the historical Wray Home, a Florida-focused tram ride, and a visit to the Everglades' wildlife sanctuary.

Add a 30-minute show featuring our ambassador animals for \$3.00 per person. (30 student min.)

Can be tied in with any of the following 4th grade standards:

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|---------------------------|---|
| SS.4.A.2.1 | Students will learn about some of the indigenous peoples who inhabited southern Florida like the Calusa and Tequesta before settlers arrived and be able to compare what we know about them. |
| SS.4.A.3.1&2 | Students will learn about some of the early explorers and settlers in Florida and some of the effects on the indigenous people already living here. |
| SS.4.A.3.6 | Students will learn a bit about Fort Mose and how inhabitants who didn't flee to Spanish Cuba may have joined the Seminoles further south in Florida. |
| SS.4.A.3.6 | Students will learn about some of the contributions Spanish settlers made to the state, including trade, products, and agriculture. |
| SS.4.A.3.8 | Students will learn a bit about how members from earlier tribes formed the Seminole tribe and ended up in the Everglades and Big Cypress. |
| S.4.A.3.10 | Students will learn a bit about a local battle during the Third Seminole War. |
| SS.4.A.4.1 & 2 | Students will learn about some of the European explorers and their effect on the Indigenous people of southern Florida, including the introduction of cattle leading Seminoles to become one of the top ranching organizations in country. |
| SS.4.A.6.1 | Students will learn about some of the industries that helped early Florida such as citrus, beef, and tourism. |
| SS.4.A.6.2 | Students will learn how Florida has seen immigrants from around the world arrive for 500 years. |
| SS.4.A.6.3 | Students will learn about Floridians like the Wrays and their connection to Young, Stirling, Port Everglades, and experiments in tropical botanicals. |
| SS.4.A.7.1&2 | Students will learn about the land boom in the 1920s that brought the Wrays to Florida and how the Great Depression pivoted their new business in citrus. |
| SS.4.AA.1.1 | Students will learn about local African Americans from history like jazz musician "Cannonball" Adderly and civic leaders like Dr. Von D Mizell, Dr. James Franklin Sistrunk, and Eula Johnson. |
| SS.4.CG.2.1 | Students will learn about how participation in local government got Port Everglades built, how wildlife is saved with help from the public, and how the botanical efforts to see what could grow here started with curiosity from the government. |
| SS.4.E.1.1 | Students will learn about several entrepreneurs from South Florida and how they affected the region's economy. |
| SS.4.E.1.2 | Students will learn about how Flamingo Gardens had a hand in both citrus and tourism, two industries that have been important for Florida while exporting fruit and fun to the world. |
| SS.4.G.1.1 | Students will learn about some of the geography of South Florida including how it emerged from the sea relatively recently (compared to the rest of the continent) and about the one and only Everglades. |
| SS.4.G.1.3 | Students will learn a bit about how weather impacts the Everglades as well as meet the birds indigenous people and early settlers used to forecast storms. |