

Cole Land Transportation Museum Field Trip Planning Guide

Logistics Planning

- A. Apply for administrative approval from departmental chairperson, curriculum administrator, or building principal
- B. File requisition for bus transportation reservation
- C. Make arrangements for meal or sack lunch if needed
- D. Develop schedule for the day
- E. Arrange for special equipment -supplies, film, video camera, digital camera
- F. Prepare name tags for students and chaperones
- G. Compose parent permission letter including
 - o Date and location of field trip and transportation arrangements
 - o Educational purpose of field trip
 - o Provision for special needs students
 - o Clothing for the trip
 - o Lunch arrangements
 - o Trip schedule
 - o Whether a child will need prescribed medication administered
 - o Parent signature
- H. Send a letter to parents or include in the class newsletter a request for help as chaperones, communicate assigned duties/responsibilities, review field trip objectives, and list activities and schedule.
- I. Provide alternative arrangements for pupils who will not be going on the trip.
- J. Inform the cafeteria staff if students will be away during the lunch hour.
- K. Submit a list of students who will be attending the field trip to other teachers if their schedules will be affected.
- L. Create a list of all student names and home phone numbers for use in an emergency.

Preparing Students before the Trip

- A. Discuss the purpose of the field trip and how it relates to the current unit of study.
- B. Explore the website of the museum.
- C. As a class brainstorm a set of standards of conduct for the trip and discuss lunch plans and appropriate clothing to wear for the trip.
- D. Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit. Record questions on chart paper or in student field trip journals.
- E. Overview the field trip schedule.

Final Planning

Check all permission slips the day before the field trip.

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Conducting the Trip

On the day of the trip:

- Pass out name tags
- Place a class list and student emergency forms in a folder
- Take along an emergency medical kit
- Take inventory of specific equipment and other supplies pertinent to the field trip

Ask follow-up questions as students make observations and listen to presentations.

- What clues does this artifact provide about...
- If you could change one thing in this exhibit, what would it be?
- Pretend you are an archaeologist in the future who is observing this object. What would you be able to conclude about the culture of the past?
- Expand the title or name of this artifact into a detailed caption (sentence or paragraph) in your Field book.
- Describe the setting in which you might have found this artifact.
- Which artifact will be of greatest value in a hundred years? Why?
- Pretend you are a character in this exhibit. Tell us as much as you can about your life.

Provide time after the visit for students to work in their Field Book writing questions, describing favorite displays or making sketches of artifacts, structures, scenery, etc.

Provide time for students to use (tape recorder, camcorder, digital camera) for recording important resources viewed/heard.

Polling Activity:

After careful observation of an exhibit, ask students to discuss an exhibit and vote on an artifact that they consider to be the most valuable part of the exhibit they viewed. Then ask students to record one sentence in their Field book describing why they felt the object was of key importance.

Post-Field Trip Activities

Just as quality pre-planning is essential to the success of a field trip, planning for appropriate follow-up activities will facilitate student learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-field trip classroom experiences.

- Provide time for students to share general observations and reactions to field trip experiences
- Share specific assignments students completed while on the field trip.
- Share and evaluate student assignments/activities from the Field Book.
- Have the class compose and send thank-you letters to the field trip site host, chaperones, school administrators and other persons that supported the field trip. Include favorite objects or special information learned during the field trip.

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- Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent's night, or class Web page.

Evaluating the Trip

Complete a "Teacher Journal" regarding the field trip. This will provide a good reference for future field trips.

- What was of unique educational value in this field trip?
- Did the students meet the objectives/expectations?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to make this an even better experience in the future?
- What special points should be emphasized next time?
- What special problems should be addressed in the future?
- What would improve a visit to this site in the future?

Share the evaluation with the students, volunteers, hosts from the field trip site, and school administrators.