**Guide to effective field trip planning**

**Step 1:**

First start off by thinking about possible dates and locations for your field trip. This will help you determine your method of transportation and the possible cost of the trip. If you are in a school that is low socio-economically, then some trips might have to be ruled out immediately because of costs.

Start off with researching places that offer curriculum related activities. This will help you, select certain locations. Once you have done the research, you can determine which field trip locations you are left with that might relate to a science unit of the grade you are teaching. USE THE FOLLOWING CHART TO GUIDE THE FIRST STEP.

\*\* For the purpose of this assignment I didn’t choose other locations. If I were to use this guide in the future then I would have more options to choose from.

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| --- | --- | --- | --- | --- | --- | --- |
| **Tentative dates** | **Possible locations** | **Location phone number and address** | **Cost of Trip** | **Transportation** | **Cost of Transportation** | **Student/ Teacher Ratio** |
| Oct 12, 2012 | <http://www.ontariosciencecentre.ca/school/curriculum/default.asp> | 770 Don Mills Road, Toronto, ON M3C 1T3  416 696 1000 | $10 | School bus | $8 | 1 supervisor per 10 students |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Now cross out the places you will not be visiting. Show your principal the tentative places for your field trip. If the principal doesn’t allow the school to go on the field trips, stop at step 1. If you get permission continue to steps 2 and 3.

**Step 2:**

Once you have narrowed your list of choices down, the next step is to think about the program or activity they are offering to your students. Which curriculum expectations will it meet, what will students be doing and how will you assess and evaluate them? You will be able to determine the responses to these questions by either looking through the field trip’s website or talk to someone who works there. The chart below will help narrow your choices down even more.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Location** | **Type of activity or program offered** | **Curriculum expectations it covers** | **Method of assessment and evaluation** | **Tentative date** |
| Ontario Science Centre | There is a breakdown of the programs divided by their respective grade and science unit.  <http://www.ontariosciencecentre.ca/school/curriculum/chart.asp>  Grade 2: Simple Machines  Exhibit Inquiry: Build your own roller coaster, Rhoads Sculpture (make connections about art and science), inclined planes observation, and simple machines identified in an elevator. <http://www.ontariosciencecentre.ca/school/resources/assets/simplemachines.en.pdf> | Strand: Understanding Structures and Mechanisms  Specific expectations: 2.2, 2.3, 2.5 and 3.1 – 3.5 | Class discussion  Presentation on one simple machine | Oct 12 2012  Monday to Friday, 2 sessions, 6 times a day |
|  |  |  |  |  |
|  |  |  |  |  |

**Field trip choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Confirm location and dates with your principal. Ask other teachers if they would also like to come to this field trip (teachers from same grade).**

**Location booked date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Steps to minimize impact of field trip:**

Make sure that the activity that is coming out of this field trip is no longer than 2 periods. You already lose a teaching day.

**Date of trip:**

**Step 3:** Preparing permission forms, methods of tracking your students for transportation and ensuring student safety.

Create permission form and show your principal. Make sure this form is sent out in advance (1 month prior to the trip).

Method of tracking transportation:

* checklist with students’ names

Student safety:

* count students every time they get on and off the bus
* count students when they exit the place the field trip is taking place