

### Chapter 1 : Field trips - Europarc Europarc

*"School field trip." That phrase is enough to strike fear into the heart of any teacher. If there is a setting that includes all of the potential situations for misbehavior, this is it: stimulating new experiences; lack of structure; interactions with other classrooms field trips have it all.*

File a claim Are you managing your field trips effectively? To help better prepare for a safer field trip, here are some things you may consider: Select a destination that builds on the interests of those you serve. If there are any admission requirements If possible, visit the location ahead of time to find out: Are there any hazards or dangers you need to be aware of and plan for? Where are the restrooms, running water, and other needed facilities, etc.? Be certain to get written consent for each participant. Include sufficient details about where you are going, why, when, address, what to wear, food provisions, any cost s , and estimated time of departure and return. Be certain to get permission for emergency care if needed along with any medical needs and contact information on the day of the field trip. Assure that you have adequate staffing and supervision for the field trip based on governing regulations, the nature of the field trip, and needs of your participants Coordinate transportation that will accommodate your group If using volunteers, stress that they are assisting the staff who are in charge. Volunteers should be screened and their duties and expectations should be clearly defined and communicated. Clearly spell out the field trip expectations to all involved so that everyone understands what is and what is not allowed and the consequences for not following rules. Develop emergency plans for potential situations that may arise. Have an accurate list of participants who signed in on the day of the trip. Do head counts often throughout the day to account for everyone. If anyone is missing " act immediately. Have an easy visual way colored t-shirts, name badges, etc. Assign pairs of buddies to chaperones. No one wanders off alone. Do head counts " often! Be certain everyone know what to do if they are separated from the group. And with careful planning, adequate staffing, and good communication, your field trip can be safe and successful from beginning to end. The information provided is intended for general informational purposes only and should not be considered as all encompassing, or suitable for all situations, conditions, and environments. Please contact us or your attorney if you have any questions. [Click here to read the unabridged version of Guidelines for Safer Field Trips.](#)

## Chapter 2 : MANAGING THE ART CLASSROOM: FIELD TRIPS: THE PROS AND THE CONS

*management practices for planning school field trips. For each question, check the appropriate "yes" or "no" box. Review any box checked "no" to determine whether the suggested practice is possible.*

Many educators understand the importance of field trips, but for a variety of reasons, these learning activities may be under increasing scrutiny. Unsurprisingly, some schools face budget cuts that make the cost of admission to historical museums, cultural centers, and sites in addition to transportation costs and other fees prohibitive. Also, administrators as well as teachers may see field trips as "extra" activities that cut into class time and contribute little to student achievement—and maybe in the past, they were, in fact, just a day away from school. Meaningful field trips are well-planned, carefully researched activities. Making the Most of Museums Lynn-Steven Engelke, director of programs for the Smithsonian Center for Education and Museum Studies, encourages educators to take advantage of the wide variety of resources museums have to offer. Field trips offer numerous benefits, such as student engagement, says Engelke. The best field trips allow kids to talk to curators, scientists, historians, and other professionals, she explains. Seeing adults in action, and discussing their work and research, can be an enlightening experience for students, especially those with few enrichment opportunities outside of school. When planning, teachers should ask, "What is [my] goal in having children go to a museum? Be targeted in your planning. Also, ask what type of access students can gain behind the scenes. These experiences can often be more memorable for students than a basic tour. On its education department site [www](http://www). Adapt these resources for use at your local museums, historic sites, and cultural centers. Here are some things to consider when designing a meaningful field trip. Question your motivation when choosing a site. What will this particular site offer, and why choose this site instead of another? Does the museum offer a specific exhibition that connects to the class curriculum? Can your chemistry students work with a scientist in his lab to understand the process of conducting scientific research? Will your drama students be able to get a behind-the-scenes tour with the stage manager of a local theater? Next, create a list of questions for the education staff if applicable or an appropriate site coordinator who can assist you in planning activities and provide you with resources that you can share with your students. Visit the field trip site in advance. Get the lay of the land before bringing dozens of students. Is this a safe area for your students? What distractions should you be sure to steer them away from? Prepare students for the field trip. To get students ready, you may need to teach new content or review past lessons. Share the resources from the site and explain to students what the on-site and follow-up activities will include. Also discuss your rules and expectations, as well as appropriate dress and other important information. When students know what to expect, they are better able to participate once they arrive at the actual site. Allow students some time to explore on their own. A Three Stage Approach that young people need time to acquaint themselves with a new environment. Allow students to view items in the visitor area or lobby. Once the basic curiosity of the facility is satisfied, learners are better able to focus their attention on the content topics to be learned," the authors say. Act as a facilitator. By playing an active rather than passive role during the field trip, organizers can increase student interest and learning. For example, Engelke says a recent group of 3rd graders who had been creating podcasts wanted to learn about mammals. Prior to the trip, the students conducted research, wrote essays about what they thought they would find at each place, and came up with questions they would ask. When they went to the zoo, they talked with a small mammal biologist," says Engelke. The field trip experience should extend to the classroom. Debrief the students and ask them about their overall impressions, any challenges they faced, and the activities they did. Students should also do a culminating activity that allows them to apply what they learned on the trip and demonstrate this knowledge in some way. Are you lacking funds for long bus rides and entrance fees? Keep an eye out for field trip grants. Also, consider places within your own community, such as local businesses and community service providers, who can help illuminate class lessons. Good field trips can be inspiring and engaging and open new doors for young people.

### Chapter 3 : Risk Management - AFD - Cal Poly

*Are you managing your field trips effectively? Even though field trips offer a way to offer a well-rounded experience and enrich the lives of those you serve, leaders often shy away from venturing out into the "real world" because of the potential risks these trips may pose.*

In Highland Folk Museum experience how Highland people lived and worked from the 1800s until the 1900s. Both visits include walking tours of the sites. Includes a visit to the community led Discovery Centre, the famous Glenlivet Distillery and other projects being delivered by the partnership. Royal Deeside Castles, whisky and culture – Scottish heritage as a tourism product. Scotland is blessed with a distinctive and vibrant cultural identity that is a huge tourism asset. Travel the Snow Roads Scenic Route to Royal Deeside and discover how cultural heritage underpins the local tourism industry. Since Queen Victoria first established Balmoral Castle as the Scottish holiday home of the Royal Family in 1852, visitors have flocked to the area to enjoy quintessential Highland scenery, events, castles and whisky. Learn how we look after these and responsibly share them with visitors. Spend the morning with Speyside Wildlife searching out the nature of the Cairngorms and then the afternoon at Craigellachie National Nature Reserve exploring how visitors learn about the nature of the area. Both actively encourage visitors while maintaining the natural heritage of this outstanding area. Grantown-on-Spey, Nethy Bridge and Boat of Garten People, visitors and native woodland Exploring how three communities benefit from being in a National Park and the work they do to improve their local forests, making them special places for residents, visitors and wildlife. Atholl Estates years of Highland history and wildlife Visit the Blair Atholl community and Atholl Estates and experience a 21st century approach to estate management. This area successfully lobbied to join the National Park in 2002. The Pinewoods in the Cairngorms National Park are greater in total area and better connected than anywhere else in Scotland. On this field trip, a variety of locations will be visited providing wonderful viewpoints and a fascinating insight into the management of Forests. Glenmore is the most popular destination in the National Park. Part of the largest continuous area of natural and semi natural native woodland in the UK it is a stronghold for rare and endangered species. Come on a Mountain Bike Ride through native pine woodland along a network of paths and tracks developed to allow visitors to access the beautiful landscape. The trip will give you the opportunity to learn about how the area is managed to allow visitors, businesses and nature to co-exist in an area of high environmental designation. Importance of Peatland, Spittal of Glenmuick Upland management and peatlands Learn how restoring our peatland is a major new way of improving nature in Cairngorms and safeguarding our future. Walking across an upland peatland site under restoration to explore current upland management issues and also research on carbon emissions. Lochnagar New ways of managing an outstanding Estate that involves people Take Snow Roads Scenic Route to Royal Lochnagar and enjoy the outstanding landscape of this area. The Balmoral ranger service and our volunteer rangers will be a key part of the day. This river vital for nature, salmon fishing and recreation and this can present both opportunities and challenges. The trip starts at Loch Insh, home to both Ospreys and one of our outdoor activity centres, as well as stunning views of Cairngorm mountains and forests. Along the way there will be the chance to canoe, chat, enjoy the river and try some malt whisky. The route follows established mountain paths passing through pine woods and heather moorland onto the high plateau rimmed by glaciated corries. The day will finish with a visit to CairnGorm Mountain: Approaching it from Speyside involves crossing the vast and exposed Cairngorm plateau, a rolling arctic wilderness. This is an opportunity to experience the wild arctic landscape of Cairngorms National Park.

### Chapter 4 : Money Field Trips teach students about money - educational field trip ideas

*Field trips are a primary outreach tool to connect Massaro to the greater community” primarily Woodbridge, a pleasant, wooded, and wealthy town rising out of New Haven, and Ansonia, an old mill town in the lower Naugatuck Valley, one of the most important industrial communities in the state.*

**Planning a Successful Field Trip** Few school-related experiences generate as much enthusiasm, or promise as many lifelong memories, as the field trip. Well-designed and well-planned field trips can lead to new learning, reinforce what already has been taught, and aid greatly in the retention of information. This article will help you plan an exciting and safe out-of-school learning experience for your students. Beginning teachers will find the hints discussed here to be beneficial as they plan their first field trip, while veteran teachers may discover ways to enrich or improve student learning.

**Curriculum Alignment** The most important thing to remember as you prepare to help students get the most from their field trip is that the trip is an integral part of the planned curriculum. Will the field trip serve as a stimulating motivator for learning about a new topic or thematic unit? Will a unit currently being taught culminate in a field trip? Will the field trip serve as a vital part of an ongoing unit of study? How does this field trip fit into your planned curriculum? There are many ways to link field trips and social studies curriculum in alignment with the national social studies curriculum standards (Figure 1). Shirley Sutton of Powell, Wyoming, for example, created a set of field trip-based lesson plans to help her second graders broaden their understanding of the ways various workers contribute to a successful community. There are many ways to link community field trips to state or U. S. curriculum.

**Student Involvement** Two major distinctions exist between just going somewhere as a class and taking a field trip. These distinctions are 1 The trip is linked to the established curriculum, and 2 Students are involved in data gathering while on the trip. For example, while visiting a local cemetery, young children can produce rubbings of gravestone names and dates, and older children might interview the caretaker and copy epitaph to compare with relevant historical sources back in the classroom. On a tour of a historic downtown street or area, young children might be asked to match and tally architectural types, and older children might produce sketches or photographic essays. At a factory or other place of business, young children can observe specific workers at their task with instructions to role play or draw what they learned upon returning to the classroom; older children can look for instances of interdependence among workers, or make notes describing special skills or knowledge required for particular jobs.

**Setting the Stage** Once curriculum foundations have been laid and all arrangements for the field trip itself have been made, the next step is to prepare students for the field trip. Why are we going to this particular site? These are questions students should ask themselves and each other. Prepare your students to learn more while on their field trip by introducing these questions, related topics, and related materials some days or weeks in advance of the trip. Teachers use a variety of methods for introducing a field trip topic to their students. At the very least, you should: Why are we going, and what do we hope to learn? Just as you use a story web, or thematic web, a Field Trip Web can help focus thinking and raise questions which can be answered during the trip. Draw a large circle on a piece of butcher paper or light-colored bulletin board paper. Write the place or topic of the field trip in the circle with a bold marker. Draw spokes, or lines, coming from the circle. Develop a list of questions to be answered, and have students decide which questions can be answered best through preliminary research, and which can be answered best on-site during the field trip. Assign topics to be researched from the preliminary research list, and assist groups as they look for relevant resources or reference materials. Set a date near the date of the field trip as close to the actual date as possible for groups to present their findings to the class.

**Planning the Field Trip** Avoid snags and disappointments through careful planning. Much of the necessary field trip planning and related communication takes place with persons outside the classroom environment. The following steps present a thoughtful guide for successful field trip planning: Ask for a response in writing to finalize arrangements and avoid misunderstandings on the day of the field trip. Find out whether any other teachers at your school or nearby schools are planning a field trip to the same site. If so, negotiate which jobs can be split up. Make any arrangements needed to reserve transportation and drivers as early as possible. Finalize transportation arrangements in writing, with copies to both the

transportation department and to the designated driver. Experienced teachers suggest bringing along an ice chest on wheels for chilling and storing beverages for an outdoor field trip on a hot day. Some districts have rules about adult-to-child ratios; if yours does not, one adult to every three children is a good formula for the primary grades. Schedule a rain date if necessary, and inform drivers, chaperons, and contact persons at the field trip site of your rain date plans. Instruct students in these rules, print out a copy and mail to all parent volunteers well before the big day, and have extra copies on hand the day of the trip to distribute to chaperons and drivers. Ask everyone involved to cooperate by enforcing these rules consistently. Count heads before leaving the school, at the restroom stop if needed, at the field trip site, and before departing the field trip site. Students can help keep track of each other if you use the buddy system. Students themselves may benefit from planning and taking photographs of important sites or processes during the trip itself; disposable cameras are ideal for this purpose. After the Field Trip An excellent window of learning opportunity exists immediately after the field trip. Students are primed for learning. Plan post-field trip instruction before the trip, and write down as much of the plan as possible especially helpful in case a substitute is needed! Some ideas for post-field trip instruction include: What did we want to learn? What did we learn? What information do we still need to know? How can we find out? Talk about what was happening in each one. Create a class scrapbook of the field trip, using anecdotal comments and descriptions written by students to accompany the photos. Can you draw what that photo might have looked like? Include these with appropriate anecdotes in the scrapbook. Depending on the age of your students, letter recipients would probably appreciate original drawings of field trip experiences to display for co-workers. Show the slides during a PTA meeting or school assembly, or to another class. Make certain every student has the opportunity to contribute some content to the stack. Most of all, remember to make your field trip a memorable learning experience! Beale and Donna G. Jesus Garcia and John U. Michaelis, *Social Studies for Children: A Guide to Basic Instruction*, 12th ed. Suggested Readings Bischoff, Henry. *Issues and Strategies for Teachers*. Pacific Educational Press, ,

### Chapter 5 : For Teachers - Pre and Post Field Trip Planning Guide

*An important part of education, field trips are a highlight of the school year for many children. But they can also pose challenges for families managing food allergies. In planning for field trips, care should be taken to ensure a safe and healthy environment for all students, including those with food allergies.*

The educational objective was cross-curricular: Their drawings will be used for a clay relief project next week. The students were great! Kids need these enriching experiences desperately! Once you get on the bus, field trips are a lot of fun for the kids, the chaperones, and the teacher. It can be a terrific motivator for kids to behave and work hard - my experience is that there are almost zero discipline problems both before, during, and after the field trip. The students are absolutely on their best behavior - I can almost see the halos swirling around their cute little heads! They need a break from the routine of school and so do teachers! Having a field trip at the end of the year is almost like a celebration. It is a wonderful way to build the art program and recruit kids: Also, field trips are a great way to increase positive perceptions of the art program as well as the school itself. We have gone to the Birmingham Museum of Art nearly every year. I have chaperoned field trips to Sloss Furnace and watched the iron pours, but am always too late to book this one - I need to book early next year! Field trips are very labor intensive, with many hours of paperwork, emails, meetings, and phone calls that must be made before ever setting foot on a bus. This year, I sent about 80 emails and made at least 45 phone calls! The educational purpose for the field trip has to be justified. My administrator did not immediately approve this venture - I had to show him how the Alabama Course of Study Objectives Science and Visual Art tied in to the experience. Many, many people are involved in making a field trip happen: The day of the first field trip my substitute cancelled at 9: My principal had to get other teachers to cover my classes. The second day, a substitute was never assigned via our online program and arrangements needed to be made with my colleagues bless them! Field trips take a leap of faith: Too many chaperones are better than not enough. Also, give your chaperones all the information before the field trip: Have the chaperones go over the expectations with their groups before setting foot on the bus. Stay on great terms with your colleagues - I had to call in many favors this year and I am indebted to my coworkers for all their help. I could not have pulled it off without them. Many things can and will go wrong. You have to decide whether or not it is worth it. I had to mentally keep reminding myself that I had made a promise to my students. For example, because of testing I did not see my normal classes for days after the field trip was officially approved. I had to look up all students in the computer to find where they were 6th period in order for them to get their permission slips. Keep your numbers down. I learned many years ago that taking all the kids on the same day is NOT smart. I teach upwards of students, so I limit the number who can go. Some years it is only Art Club, this year it was all my 7th and 8th graders but I split up the group and went two different days. I invited students to go on the field trip but only accepted the ones who turned in their paperwork and money by the deadline; there were 30 students the first day and 40 the second. Was it worth it? I am still thinking about it. I liken it to having a baby: The field trip itself is like that baby - irreplaceable and precious. When a parent says, "Thank you for planning this so my child could have such a wonderful experience," that makes my day. Anna Nichols Posted by.

### Chapter 6 : Planning a Successful Field Trip

*Risk Managing Field Trips Voluntary field trips or excursions are made in connection with courses of instruction or school related social, educational, cultural or athletic activities and are authorized by Education Code Section*

Field Trips Class trips offer students unique learning experiences, and provide them the opportunity to experience firsthand what they are studying. Unfortunately, class trips also provide the opportunity for disciplinary problems. With some advance planning, however, you can avoid those problems and ensure an educational and trouble-free trip. Begin by arranging to take the trip in the morning, when students are more likely to be alert, focused, and cooperative. That preview will help you identify potential problems and plan for them. If you cannot visit the site ahead of time, talk with a representative and inquire about specific rules you should emphasize with your students Can they touch the exhibits, for example and whether any special circumstances should be discussed with students in advance. Let students know they are representing their school and you expect them to be on their best behavior. Inform them that the usual school rules are in effect, and add any other rules specific to the field trip No talking while a tour guide is speaking, for example. Consider having each student sign a list of the rules signifying their agreement to comply with them. Go over bus rules. Keep in mind that some students do not take a bus to school and, therefore, might not be familiar with bus rules. Make sure all students understand bus protocol related to seating arrangements, moving around the bus, talking, use of the windows, exiting the bus, and so on. Talk with students about the field trip. That kind of information will make the trip more meaningful for students. They also will be more focused on what they are seeing and less likely to fool around. Provide activities for students to complete while on the trip. You might, for example, give them a list of items to find, or a list questions that will be discussed when they return. Encourage them to ask questions of the guide. Such activities will help students focus on what they are seeing and give them fewer chances to misbehave. Talk with troublesome students before the trip. If you have students who are likely to present behavioral difficulties, take them aside individually and ask for their cooperation. Review the rules and the consequences violating the rules, and let them know you expect them to behave. Remind them that class trips are a privilege and that students who misbehave run the risk of losing that privilege in the future. If you need to quiet students, you might raise your hand and form a V with your finger. Tell students they are to raise their hands when they see you raising yours, and be silent. Consider your student groupings. Assign problem-prone students to chaperones with good management skills, but avoid grouping together students who tend to have problems when together. Meet briefly with chaperones to discuss the rules for the trip and how to handle uncooperative students. Bring a cell phone, if possible. Besides providing you with immediate access to the school in an emergency, a cell phone also allows you to contact the parents of a student who presents a problem. You might even have the student make the call. Let students know you have a cell phone and will call their parents if necessary. About Ken Shore Dr. Click to read a complete bio for Dr.

### Chapter 7 : Trouble-Free Field Trips | Education World

*#2: Once you get on the bus, field trips are a lot of fun for the kids, the chaperones, and the teacher. #3: It can be a terrific motivator for kids to behave and work hard - my experience is that there are almost zero discipline problems both before, during, and after the field trip.*

CareMonkey makes organizing events easier and carrying paperwork everywhere a thing of the past. Ensure your staff are better prepared, and know exactly what to do, who to call, and what to tell ambulance paramedics in an emergency. Permission and Consent Forms Collect consent signatures faster and with significantly less hassle. Student Medical Forms Up-to-date emergency and medical contacts, medical conditions and personalised care instructions. Instant Access Give staff instant access to emergency contacts, medical conditions, and action plans at their fingertips. Offline Capability Access emergency information, even when excursions take you off the grid. Log Injuries Report incidents as they happen, rather than relying on memory. Excursion Roll Call Keep track of students on trips e. Share Private Notes Share notes about students with other staff members. Be Prepared For Emergencies Student safety is the most important part of any field trip or activity. Ensure your staff know exactly what to do, who to call, and what to tell ambulance paramedics in an emergency. Instant Access Know exactly what to do, who to call, and what to tell paramedics in an emergency. Permission forms are sent directly to parents, rather than being lost in school bags. This means no more printing and distributing forms, no more lost or crumpled forms, and no more chasing parents for missing information. Carrying paper is a hassle, and also a security risk. CareMonkey gives staff instant access to more comprehensive medical records, and staff access can be removed immediately after the event. Keep Staff Happy Ditch the paper and give your staff a hand. More secure and private Password, code or fingerprint protection ensure only authorised staff can access sensitive information. Mobile Field Trip Management Collect consent for students to attend a field trip, and give staff access to features to make field trip management so much easier. Send Group Messages Keep everyone in the know by sending SMS and email messages to parents, guardians and other staff members e. Mobile Incident Reporting Now you can report incidents as they happen, rather than relying on memory back at your desk. Document injuries or faulty equipment with the ability to add photos, and send accurate information straight to the office. Share notes about students with staff Help staff learn from your field trip experiences. This information is then available to other staff for the next trip. Manage Volunteers with background checks Schools and other groups often rely on volunteers. CareMonkey makes it easy to request who would like to volunteer, then provides this useful information to the staff who are managing the event. Make your own custom Field Trip Approval form for staff to complete. Then set-up unlimited approval workflows to get approval faster. Approvers can approve or reject with notes, and the staff members can monitor if their application is pending, rejected or approved. Watch and find out. See how quickly and easily CareMonkey can collect medical and consent forms.

### Chapter 8 : Making Your Field Trips More Meaningful

*Tripfinder is a solution for managing field trip requests, approvals, and allocations. Tripfinder provides district personnel secure access to data via your intranet enabling them to submit requests, identify students for the trips, and track approvals.*

Provide alternative arrangements for pupils who will not be going on the trip. Inform the cafeteria staff if students will be away during the lunch hour. Submit a list of students who will be attending the field trip to other teachers if their schedules will be affected. If required, send the advanced fee to the field trip site. Create a list of all student names and home phone numbers for use in an emergency. Preparing Students Before the Trip Discuss the purpose of the field trip and how it relates to the current unit of study. Introduce visual observation skills. Let students describe in detail ordinary objects, like a paper clip, paintbrush, clothespin, or comb to their classmates. Introduce vocabulary words that will be used by docents during the tour. Show photographs or posters of the field trip site or related to exhibits that will be viewed. Assign students "specialists" roles in one aspect of the topic that they will be studying during the field trip. Students could be grouped in different subject areas related to the field trip topic to research e. Explore the Website of the location you will be visiting. As a class brainstorm a set of standards of conduct for the trip and discuss suggested spending money, lunch plans, appropriate clothing to wear for the trip including gear for rainy weather. 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. Overview the field trip schedule. Final Planning Check all permission slips the day before the field trip. Conducting the Trip On the day of the trip: Pass out name tags Divide class into small groups and assign chaperones to groups Assign each student a partner Place a class list and student emergency forms in a folder Secure a cell phone if possible Take along an emergency kit Take inventory of food, specific equipment, and other supplies pertinent to the particular field trip Activities that will Occur During the Field Trip Plan activities that allow students to work alone, in pairs or small groups. Adventure game "Journey to the World of Ask them to describe what they see, what they notice now that they missed before, and how their perspective changes with each new view Field notebooks for recording answers to prepared questions based on clues Hand drawn postcards to write near the end of the tour that will summarize the field trip visit Provide time for students to observe, ask questions, and record key words, ideas and phrases as journal entries in their Field book after viewing each exhibit Ask follow-up questions as students make observations and listen to presentations. How are these two objects different from one another? What clues does this artifact provide about In what ways do these two objects relate to one another? 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 object into a detailed caption sentence or paragraph in your Field book. Describe the setting in which you might have found this object. Which object will be of greatest value in a hundred years? List the objects in the exhibit order of the story they tell or usefulness. Which object took the most time and effort to produce? Pretend you are a character in this exhibit. Tell us as much as you can about your life. Schedule a particular segment of the field trip for a scavenger hunt where students look for particular objects and record them in their Field book or on an observation sheet. Provide time for students to work in their Field Book writing questions, describing favorite displays or making sketches of artifacts, structures, scenery, etc. If they cannot complete their sketches, encourage them to label them for future completion as to color, detail, etc. Blue Ribbon - Your Choice After careful observation of an exhibit, ask students to discuss an exhibit and vote on an artifact, artwork 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. Create a classroom bulletin board displaying materials developed or collected while on the field trip. Develop a classroom museum that replicates and extends displays students observed on the field trip. For example, if the field trip involved an art museum, develop a classroom art museum containing student artwork. Link field trip activities to multiple curricular areas. For example, students can develop vocabulary lists based on field trip observations; record field trip observations in a classroom journal; complete math problems related to actual field trip budget planning; etc. 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. Create a short news report about what happened on the field trip. 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? 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.

### Chapter 9 : Are You Managing Your Field Trips Effectively? | Market Risk Management

*Field Trips. As one of Europe's largest national parks, with unique land ownership and management we have a lot to show and tell. However, we have selected a variety of field trips to cover every interest.*

Field Trip Guidelines In "Learn by Doing" educational programs, field trips can provide essential, real life contact with instructional and experiential subjects, increasing the value of the learning experience overall. Field activities include travel related to participation in university programs such as professional societies, student affairs student programs, intercollegiate athletic competitions, judging competitions, etc. Activities such as observation, measurement, instruction, collecting, capturing; project activities such as building, teaching, removing; presentations, participation in conferences, competitions, etc. Field trips can be single or repeated to one site or many within a course or participation in a program Participants include: Planning and preparation are essential components of field activities and the management of risks to the students, teachers, support staff and other participants. The following questions are intended to focus attention on managing common and uncommon risks related to field activities. Is this field activity the best alternative for the students and the educational objective? Can travel time and distance be minimized to reduce risk. Can field trip time be scheduled to avoid interference with other regularly scheduled university courses. Does the leader of the field trip have either direct or indirect knowledge of the specific destination, area, activities and resources to be able to guide, lead, direct and supervise the field trip and the student participation; including in a crisis and non-crisis situation? Have students been notified in advance of the field trip? Is there an alternative activity or assignment that student can complete for the same credit if they cannot participate in the field trip? Have you determined if there are special needs of the participants and how you will accommodate those needs? Have you provided a written detailed instructional and support plan for the field trip? Is there a designated contact point for participants to call for change in plans? Have you provided written information and training for materials, equipment, activities that participants will be using related to the field trip? Have you provided in writing, emergency response action plans and emergency phone numbers and contacts? Will a first aid kit with materials appropriate to level of skills of the leaders and participants be available during the field trip? Has the kit been recently inspected and restocked as necessary? Identify risks, analyze impact of risks, develop and implement plans to reduce risk to participants, leaders, self and others. Complete the Pre-Trip Site Evaluation: Submit for approval to Department Chair. Contracts and agreements access, food, leases, lodging, rental agreements, support services, transportation, etc. Provide written, detailed instructional agenda, information about the site, area, logistics, emergency procedures as well as information regarding applicable rules of conduct no later than one week before the field trip. Take "roll" at the beginning and end of the field trip retain "roll sheet" and attach to Travel Request form 1A at completion of trip. File with Travel Request form 1A Specific responsibilities for leaders of field trips related to accidents include: