



Designing High Impact Field Experiences



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Designing High Impact Field Experiences



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Preface: The Case for Field Experiences

This guide identifies several key elements, along with tools for planning and implementation, to make field experiences work – and worth the investment.

Preface: The Case for Field Experiences

In this high-stakes environment, field experiences are often the first casualties of prioritization and budget cuts, and it's easy to see why. Everyone has experienced field “trips” that, however enjoyable, consist of stand-alone activities that do little to achieve the rigorous learning targets of the Common Core and Next Generation Science Standards. Often, these are planned and delivered by a host with little connection to the standards to which teachers are accountable.

In contrast, envision a field experience worth investing time and resources – one in which students are immersed in investigations of local places and issues, interacting with stakeholders, in order to actively participate in the decision making and problem solving needed to improve their local quality of life. Students prepare in advance through research and practice. Outside the classroom, they use field journals to make observations, organize information around targeted thinking skills, and practice questioning and problem posing. They learn how people in real careers balance the needs of both humans and the environment. Back at school, they use their field journals to reflect on their learning, investigate issues raised in the field, and incorporate what they have gathered into their unit activities. Field experiences provide the opportunity to practice the informational reading and research required by the **Common Core State Standards**, and explore the cross-cutting concepts of the **Next Generation Science Standards**, in an authentic context.

Planning intensive, large scale field experiences can feel overwhelming, and it might seem easier to stay in the classroom. Indeed, technology even offers new ways to connect virtually with the outside world. But consider the Tahoma School District's 9th grade





Field experiences – for all students – are worth the investment. We can create field experiences that connect students to the outside world while reaching the state’s rigorous Common Core & Next Generation Science Standards. Collaboration, planning, tools, & support make it possible to achieve high standards now and impact students for a lifetime.

students experiencing the Seattle waterfront and ferry system: while their community sits right in the Puget Sound’s watershed, this field experience represents the first time many of these students have ever actually been out on the water. The powerful impact of this opportunity is evident in students’ reflective letters to stakeholders and in the way the field experience continues to influence student thinking well after it has ended. Interacting personally with Puget Sound’s stakeholders while out on the Sound itself is an experience that can’t be replicated in the school building.

The Pacific Education Institute’s research supports “How Students Learn” (Donovan and Bransford, 2005) showing that rich experiences in the field uniquely motivate students to learn about issues, practice real-world career skills, and take action as contributors to their community and environment. Their work over time shows that when people connect with their environment, they become invested in protecting it and working toward sustainable solutions to the complex problems facing our communities.

Ventures outside the classroom have always been memorable occasions for students. With thoughtful planning and integration, these investments are leveraged as powerful tools for meeting standards and developing active citizens, and allow students to learn in ways that could not be replicated in the classroom. Students’ improved engagement and performance mean that rich field experiences are not the provenance of special programs, but instead represent core learning activities for every child.

A commitment to providing such advantages comes with a responsibility to ensure that each field experience is one of the most meaningful learning opportunities a student will have throughout his or her educational career. Carefully considering learning goals, locations and partners, activities, adjacent lessons, and logistics will help maximize the positive impact of a field experience.

Rich field experiences for all students, when planned with attention to the factors presented in this guide, won’t just impact students’ learning today; they will impact our communities and world well into the future.



Acknowledgments

We wish to acknowledge the following individuals for their contributions to the design of high impact learning experiences for children:

The Pacific Education Institute, through its Executive Director, Margaret Tudor, Education Manager, Pat Otto, and Consultant, Lisa Eschenbach, provided guidance and support for community partnerships, teacher training, and evaluation of field experiences.

The Tahoma School District has embraced field experiences as a high priority in the K-12 curriculum. Tahoma teachers have been risk takers in both the design and implementation of field experiences, willing to work out the inevitable challenges for their students' benefit. Students have provided valuable feedback to strengthen future experiences. Administrators have sponsored field experiences as core learning opportunities for students and provided support for the development of curriculum materials and staff training. Teaching and Learning Department staff have created curriculum materials and resources for parents, teachers, and students. Together, the Tahoma School District has operationalized the approach to field experiences described in this guide.

Kristin Edlund and Nancy Skeritt

About the Authors

Kristin Edlund is an instructional coach for the Issaquah school district and former Teaching and Learning Specialist with the Tahoma School District. She works as a consultant for Pacific Education Institute, specializing in curriculum and professional development for K-12 teachers. Over the past 20 years, she has worked with teachers to plan diverse field experiences for small and large groups of students and has learned from her successes and mistakes! She trains teachers locally and statewide in instructional practices, Common Core State Standards, thinking skills and Habits of Mind, and project-based learning.

Nancy Skeritt is retired from the position of Assistant Superintendent for Teaching and Learning in the Tahoma School District where she helped to author numerous curriculum units including those that focus on sustainability education. She earned her Masters Degree from Johns Hopkins University and is currently a faculty member at The Institute for Habits of Mind. Nancy provides inservice on integrated curriculum, thinking skills, Habits of Mind, the Common Core ELA standards and performance assessments.

About the Pacific Education Institute

Pacific Education Institute (PEI) establishes and leads learning communities consisting of school district administrators and teachers, local businesses, industries and organizations, to build integrated environmental education programs that improve student learning throughout Washington State. PEI programs, **FieldSTEM**, (Science, Technology, Engineering and Math) connect students with local environments while engaging them in real-world science.

FieldSTEM, benefits communities and builds a positive social climate, through educated and engaged citizens, to keep natural resource environments and economies on the landscape.

How to Use this Guide

High-impact field experiences require careful orchestration of activities purposefully designed to immerse students in the real-world context of their learning. This is challenging work that demands extensive planning at the front end in order to be successful!

This guide is intended to walk a planning team through all of the components of a successful field experience.

Each component includes a purpose and overview, followed by a planning tool. Some components include more than one planning tool. For example, the “Bookend Lessons” planning tools prompt the planners to consider both content-based lessons that precede and follow the experience, and a “virtual tour” to prepare students for their responsibilities in the field. The planning tool guides the thinking and design work needed to maximize success. It is designed to address the needs of most field experiences, but it can be customized for individual needs.

An example of a completed planning tool is also included. These are based on actual field experiences at a variety of grade levels. Some components also include examples of real field experience materials, such as field journals, chaperone packets and “virtual tour” slide shows.

The master planning tools are indicated by a pencil icon in the top right or left-hand corner.

Happy Planning!



Planning High Impact Field Experiences

Tracking Our Progress

- ☐ **Component 1:** Planning Learning Goals and Field Activities
- ☐ **Component 2:** Establishing Community Partnerships
- ☐ **Component 3:** Visiting the Site
- ☐ **Component 4:** Creating Book End Lessons
- ☐ **Component 5:** Designing Field Journals
- ☐ **Component 6:** Planning Logistics: Materials and Chaperones
- ☐ **Component 7:** Planning Logistics: Student Safety
- ☐ **Component 8:** Evaluating the Field Experience

Notes

Component 1: Planning Learning Goals and Field Activities

Example:

In Social Studies, one natural place to start is with **civic action**. For example, in a 9th grade unit called Sounding Off on the Puget Sound, students will educate an audience of their choice about challenges facing Puget Sound and steps individuals can take to improve it. To prepare for this project, students visit the Seattle Aquarium to understand the habitat needs of animals that live in Puget Sound. They also ride a ferry where they hear from different stakeholders, such as shellfish growers or restoration workers. They engage in research before and after the experience in the field. ***The field experience gives students an opportunity to understand the points of view of different stakeholders while personally investing the students in preserving the Sound.***

PURPOSE: Tight alignment of the field experience with classroom learning goals.

Planners will want to consider each of the following in selecting a high impact field experience:

- What are the goals of the unit? (Key concepts, thinking skills, dispositions)
- What field experiences will enhance the unit goals?
- What are some possible activities students can do in the field to reinforce unit goals?
- Student Outcomes: How do we want the students to be different as a result of the field experience? (Call to action, deeper appreciation of natural resources, understanding key concepts, etc.)
- What thinking skills and Habits of Mind are reinforced in the unit?

Selecting a relevant and meaningful field experience is critical! The field experience must enhance and extend the instructional goals of a unit and lead students to a more thoughtful consideration of issues we face with our environment.





EXAMPLE: Field Experience Planning: Sounding Off on the Puget Sound Social Studies Unit Grade 9

Learning Goals Key Concepts Thinking Skills Dispositions	Possible Field Experiences	Suggested Activities	Student Outcome
Key Concepts: Sustainability Stakeholders Change over time Thinking Skills: Point of view Analysis	Seattle Aquarium	Aquarium Tour: tide pools, Puget Sound marine mammals, habitat observations	Appreciation of wildlife as stakeholders; Puget Sound as a habitat in our care
Dispositions: Responding with wonderment and awe-appreciation of the natural world	Washington State Ferry Ride	Stakeholder Presentations: Taylor Shellfish, Puget Sound Partnership, etc. Puget Sound Observations: Economy, Society, Environment	Stakeholders' Points of View; Concept of Sustainability; Evi- dence of Triple Bottom Line Appreciation of the beauty and complexity of Puget Sound and our role in preserving and protecting the environment

Field Experience Planning Tool

Learning Goals Key Concepts Thinking Skills Dispositions	Possible Field Experiences	Suggested Activities	Student Outcome



Component 2: Establishing Community Partnerships

PURPOSE: Expertise and support for the field experience.

Seeking out and establishing community partnerships can greatly facilitate the field experience planning process. Partnerships can range from relationships with organizations that help organize and fund learning activities to specific individuals who work with students during the field experience itself.

Partners can:

- Help teachers identify field learning sites
- Provide resources (funding, materials, expertise)
- Provide connections to other organizations
- Support students' civic involvement activities

Invite partners to visit the site of the field experience along with teachers during the planning process to take advantage of their expertise.

TIPS

Schedule early!

Make sure your field experience fits their timeline.

Think seasonally

Take advantage of activities that happen at different times during the year – your community partner can let you know about the best time to plan to see bird migrations, test water quality, etc..





EXAMPLE: Partnerships Planning

Field Experience: 7th Grade Healthy Forests

Possible Partners	Partner Role	Contact Information (Name) (Phone number) (Address)
Lake Wilderness Arboretum	Docents Plant I.D. Invasive species removal guidance/ student training, oversight	
Pacific Education Institute	Liaison with teachers Arboretum guidance for species I.D. Teacher training for forest data collection protocol Guide student resources	Margaret Tudor, Executive Director Pat Otto, PEI Education Manager 724 Columbia Street NW, Suite 255 Olympia, WA 98501 (360) 705-9294



Partnerships Planning Tool

Field Experience:

Possible Partners	Partner Role	Contact Information

Component 3: Visiting the site

PURPOSE: *Planning activities in the context of the site, anticipating potential challenges.*

It's important for teachers to actually visit the location of field activities in advance. On location:

Step 1: Plan the student work:

- Identify how to set up the experience so that students apply relevant content and thinking skills at different stages of the experience.
- Revisit your field experience planning tool – what are the key concepts students will learn as a result of the field experience?

Step 2: Identify logistical challenges and measure the distance and transition time between stages:

- Locate restrooms, resources, and potential distractions for students, photographing each part of the field experience for a virtual tour (see “Creating Bookend Lessons” page 12).

Identify what training and resources teachers themselves will need in order to be able to guide student work in the field.

Be sure to invite partners to visit the site along with the teacher team during the planning process!





EXAMPLE: Site Visit: Designing Activities

Field Experience: 9th Grade Sounding Off on the Puget Sound

Activity/Station	What is the specific learning goal for this station?	What will students do?	What resources will students need?
Aquarium: Tide pool touch tanks Aquarium: Puget Sound Dome Aquarium: marine mammals	Understand unique qualities and needs of one Puget Sound animal Characteristics of Puget Sound habitat	Observe one animal in depth Sketch and find information Make observations about Puget Sound habitat - tidal and deep water	Animal observation tools Puget Sound habitat observation tools Field journals, pencils, cameras
Ferry: to Bainbridge	Stakeholder point of view	Listen to stakeholder presentation	Finding Evidence tool Stakeholder interests, concerns, new learnings Field journals, pencils, cameras
Ferry: to Seattle	Habit of Mind: Responding with wonderment and awe Sustainability	Observe, sketch, make connections to sustainability (people, economy, environment)	Observation and sketching tool Field journals, pencils, cameras



SITE VISIT: Designing Activities Tool

Field Experience: _____

Activity/Station	What is the specific learning goal for this station?	What will students do?	What resources will students need?

EXAMPLE: Site Visit: Teacher Training Needs

Field Experience: 7th Grade Healthy Forests



Field Activity or Tools	Professional Development/ Training/Practice Needs	When and where will the training occur?	Who will provide the training? (District? Partner?)
Forest Data Collection Protocol: - I.D. invasive species with cards - Estimate canopy cover with cards - Measuring tree diameter - Collecting invasive species data with quadrats	Teachers practice using cards to I.D. species and estimate canopy cover Teacher orientation to kit	Apr 2nd, 3:15, District Office	PEI Partner
	Teachers mark out data collection area Teachers learn to use quadrats to collect invasive species data Teachers practice measuring tree diameter Stakeholder point of view	Apr 8th, 11:30 (half-day release), Arboretum	PEI Partner
Invasive species removal with clipping and weeding tools	Teachers learn where students will work, how to access supplies, arboretum expectations	Apr 8th, 11:30 (half-day release), Arboretum	Arboretum Staff



Site Visit: Teacher Training Needs Tool

Field Experience: _____

Field Activity or Tools	Professional Development/ Training/Practice Needs	When and where will the training occur?	Who will provide the training? (District? Partner?)

Component 4: Creating Bookend Lessons

For example, third grade students prepare for a visit to a local dam and fish ladder by learning about the life cycle of salmon.

Afterward, they consider how they can take civic action through rule making and service to improve the sustainability of their local resources.

Fourth grade students prepare for a visit to a local bog and learn about the uniqueness of this ecosystem and why it's important to preserve special places in our environment.

In addition to photos previewing each part of their Puget Sound field experience, 9th grade teachers injected humorous photos of themselves in series of slides titled "Is it allowed? Yes or No?" (See following example)

PURPOSE: *Framing the field experience within the broader learning context and setting students up for success.*

Once you have invested time, energy, and financial resources, it would be a shame to leave the experience in the field! The lessons that precede and follow the field experience first set the stage for the learning that will occur, and then connect the experience to other unit activities.

Before a field experience, students might:

- Research the people, organization, or location they will visit
- Generate questions or predictions connecting the field experience with the unit of study
- Practice the kind of work they will engage in during the field experience

After the field experience, students might:

- Research topics introduced in the field
- Analyze data collected in the field
- Engage in civic action based on their experience

Preparing the students thoroughly minimizes surprises. The virtual tour is an important "bookend" lesson. Students learn what to expect at each stage of their experience so they can concentrate on the learning goals when they are in the field, rather than finding the bathrooms and wondering where to go next. **One effective way to conduct a virtual tour is through a slide show.** Students see:

- What they will do?
- Who they will meet?
- Where they will go?
- What they will need to bring?
- What group they will be in?
- How they will behave?

In addition to previewing the field experience learning goals, the virtual tour should address any part of the experience that may cause confusion for students, so that *learning and reflection remain the focus while away from the classroom.*

EXAMPLE: Bookend Lessons Tool: Planning the Context



Field Experience: 4th Grade Shadow Lake Bog - Preserving Special Places

	Learning Needs	Lesson(s)
Prior to the Field Experience	Content knowledge: Key Concepts: Stakeholders Preservation What is a bog?	What's at stake? Introducing the Shadow Lake Bog
	Practice with data collection, tools: Jeweler's Loupes Descriptive Data Collection	Schoolyard Data Collection Observation: scientific drawings
	Virtual Tour, including expectations and predictions: Behavior, slide show, questioning, field observations notebook	Introducing the Shadow Lake Bog - Virtual Tour slide show

	Learning Needs	Lesson(s)
After the Field Experience	Reflection, connection to unit goals: Debrief: What was learned about bogs, ecosystems, preservation, interdependence, stakeholders? Revisiting students' questions	Reflecting on the Field Experience
	Processing data collected: Data Collection Matrix: Drawing conclusions, making connections (interdependence), connect to work of scientists	Reflecting on the Field Experience: processing our data
	Follow-up activities: Continued Data Collection: schoolyard, outdoor site, Shadow Lake Bog	Field Observations



Bookend Lessons Tool: Planning the Content

Field Experience: _____

	Learning Needs	Lesson(s)
Prior to the Field Experience	Content knowledge:	
	Practice with data collection, tools:	
	Virtual Tour, including expectations and predictions:	

	Learning Needs	Lesson(s)
After the Field Experience	Reflection, connection to unit goals:	
	Processing data collected:	
	Follow-up activities:	



EXAMPLE: Bookend Lessons Tool: Virtual Tour

Field Experience: 9th Grade Sounding Off on the Puget Sound

Virtual Tour Format: ☒ Slideshow ☐ Video ☐ Other: _____

What to Include:	Notes:
<input type="checkbox"/> Photos and/or video of the site, including each location/activity station	Aquarium Section 1: Entry, Tidepools. Aquarium Section 2: Puget Sound dome, marine mammals Ferry: terminal, seating area, corridor, dock
<input type="checkbox"/> Preview of learning activities	Aquarium: station rotation, observations Ferry: stakeholder presentations, listening focus Ferry: viewing deck: photo evidence gathering
<input type="checkbox"/> Expectations for student behavior (Do's and Don'ts)	Are you allowed? Yes or No? Aquarium gift shop (no), cafe (no) waterfront restaurants (no), waterfront shops (no) view deck (yes, after speakers), car deck (no), vending machines/video games (no), restrooms (yes) , Tidal touch tanks (yes and no - guidelines) Humorous slides with teacher demonstration General Behavior Guidelines
<input type="checkbox"/> Location of restrooms, etc.	Restrooms on ferry and aquarium Boarding the ferry, finding presentation area Rotations through aquarium stations, starting areas
<input type="checkbox"/> Required clothing, food, supplies	Backpack, journal, pen/pencil, lunch, camera/phone Warm clothing (layers), walking shoes for ____ mile +
<input type="checkbox"/> Other	Seattle waterfront history slides - perspective and context?



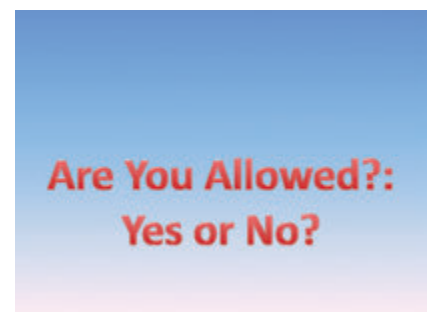
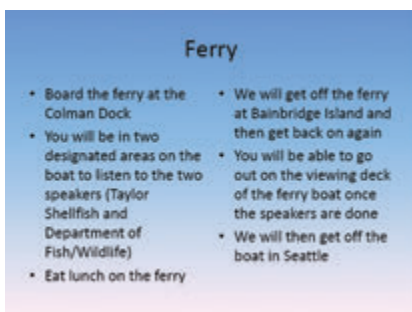
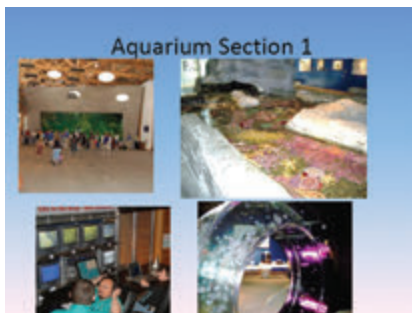
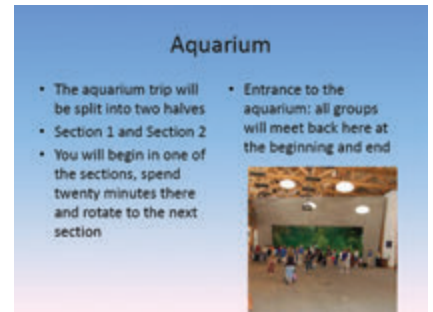
Bookend Lessons Tool: Virtual Tour

Field Experience: _____

Virtual Tour Format: ☐ Slideshow ☐ Video ☐ Other: _____

What to Include:	Notes:
<input type="checkbox"/> Photos and/or video of the site, including each location/activity station	
<input type="checkbox"/> Preview of learning activities	
<input type="checkbox"/> Expectations for student behavior (Do's and Don'ts)	
<input type="checkbox"/> Location of restrooms, etc.	
<input type="checkbox"/> Required clothing, food, supplies	
<input type="checkbox"/> Other	

EXAMPLE: Virtual Tour Slideshow 9th Grade



EXAMPLE: Virtual Tour Slideshow 9th Grade (continued)



- No!!
- You will not be able to shop or go into gift stores.



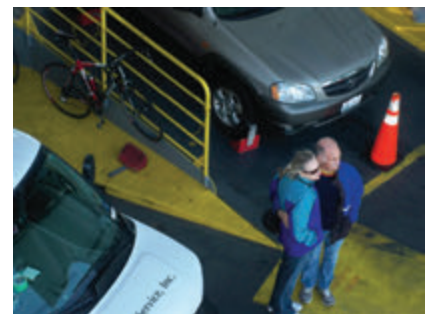
- NO!
- No stopping at restaurants or cafés
- Pack your lunch!



- NO Shopping!



- Yes!
- You will be able to go out on the deck when the speakers are not talking to the group



EXAMPLE: Virtual Tour Slideshow 9th Grade (continued)

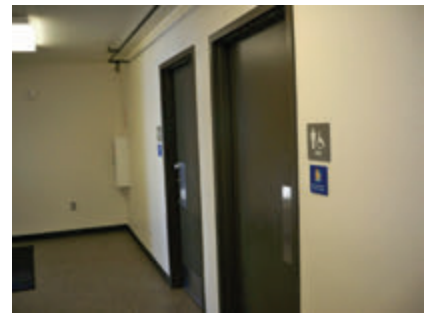
- No!!
- You cannot go below where the cars are nor can you show PDA!



- NO!
- No McDonald's, Starbucks, Red Robin, etc.
- Pack your lunch!



- No!!
- Are you getting the idea now?



- Yes...I suppose you can use the bathrooms!



- No and Yes
- Yes you can touch with one finger at the tide pool
- No you cannot sit or stand on the tide pools, you must lean over

EXAMPLE: Virtual Tour Slideshow 9th Grade (continued)



- No!!
- No vending machines, video games, etc.!

Behavior Issues

- Be respectful and quiet in the aquarium and on the ferry! 🙊
- Active listening while the speakers are talking 🗣️
- No running in the aquarium or on the boat!
- Pick up your trash!! 🗑️
- No Headphones/I-Pods (except on bus)

Please bring the following...

- Backpack 🎒
- Pencil/Pen for the field trip journal ✎️
- Lunch to be eaten on the ferry; no eating in the aquarium! 🍎
- Camera or cell phone camera 📷
- Warm clothes; dress in layers!! 🧥
- Comfortable walking shoes (no open toed shoes, slippers, etc.) 👟

Component 5: Designing Field Journals

PURPOSE: *Organizing and focusing the field experience for students' learning.*

The field experience must be integrally connected to the learning goals of the unit. A field journal designed uniquely for the field experience helps maintain that focus. The field journal contains:

- The schedule and behavior expectations for each stage of the experience
- Activities and graphic organizers that require students to practice the content and/or thinking skills developed in the unit
- Reflective activities for the students to make connections between the field experience and their classroom learning

Using your “Site Visit: Designing Activities Tool” page 9, outline your field journal to familiarize students to the field experience. Be sure to think about how they will use notes, drawings or data collection in post classroom activities.





EXAMPLE: Field Journal Planning Tool

Field Experience: 3rd Grade Protecting Our Salmon

Components	Include:
Cover	Title, Salmon graphic, Name, Teacher
Student Expectations	Guidelines: stay with partner/group, walk/no running, leave it better than you found it, practice careful observation, Habits of Mind: attending, precision, questioning
Map/Schedule	River, Fish Ladder site?
Station Activities (Observation/Data Collection Tools, Instructions)	Preparing for the Field Experience Questioning Tool Salmon Life Cycle graphic organizer Observational Drawing graphic organizer "What I learned" facts tool
Student Reflection	New Questions tool Reflection tool: Now I'm thinking/I'm also wondering/I believe/Describe how the Landsburg Dam preserves and protects Cedar River salmon
Field Journal Scoring Tool (Rubric, Checklist, other)	Journal 4-point Rubric (back): Quality Producer, Complex Thinker, Effective Communicator Outcomes Completion, understanding purpose/questioning/reflecting, writing/elaboration
Other:	Notes page
Post Field Experience	What will students need for post Field Experience activities?

Field Journal: 3rd Grade Protecting Our Salmon

Third Grade Field Observations Journal



Name: _____

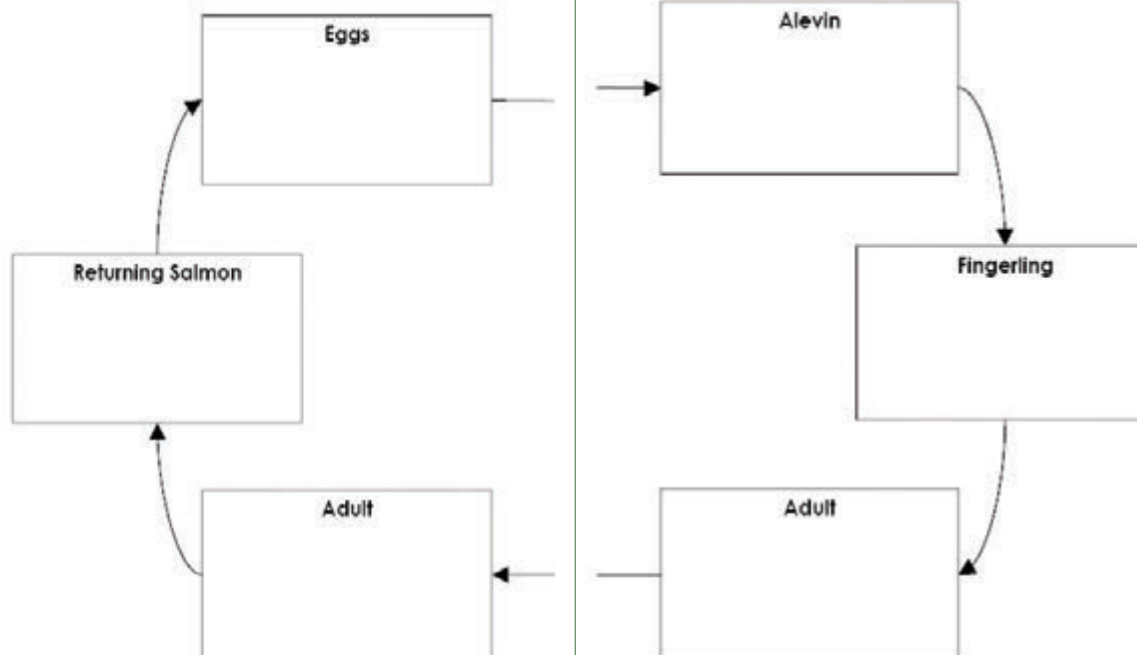
Guidelines for Visiting Outdoor Learning Sites

- Stay with your partner or group
- No running
- Leave the environment in the same or better state than you found it.
- Practice careful observation.
- Practice Attending, Precision, and Questioning.



Salmon Life Cycle

Sketch each stage of a salmon's life.



Field Journal: continued

<p style="text-align: center;">Preparing for Our Visit to Landsburg Dam</p> <p>My questions:</p> <p>1. _____ _____ _____</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p> <p style="text-align: center;">Thank you for practicing Questioning!</p>	<p style="text-align: center;">Observational Drawing What I See!</p> <div style="border: 1px solid black; height: 150px; margin: 10px 0;"></div> <p>Two facts I learned:</p> <p>1. _____ _____</p> <p>2. _____ _____</p>
<p style="text-align: center;">Observational Drawing</p> <div style="border: 1px solid black; height: 150px; margin: 10px 0;"></div> <p>Label _____</p> <p>_____</p> <p><small>(Plant/Animal)</small></p> <p>reminds me of _____</p> <p>_____</p> <p>because _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Notes</p>

Field Journal: continued

Reflection on Our Visit to Landsburg Dam

Now I'm thinking _____

I'm also wondering _____

I believe _____


Describe how the Landsburg Dam preserves and protects the Cedar River salmon.

This field experience prompted some more questions. They are:

1. _____

2. _____

3. _____



Field Experience Journal Rubric				
	4	3	2	1
Quality Producer	Student completes all pages in the journal	Student completes most of the pages in the journal	Student completes some of the pages in the journal	Student completes only a few pages in the journal
Complex Thinker	<ul style="list-style-type: none">Student demonstrates understanding of the purpose of Landsburg DamStudent questions are thickStudent reflections show depth of understanding	<ul style="list-style-type: none">Student demonstrates basic understanding of the purpose of Landsburg DamStudent questions are more thick than thinStudent reflections show basic understanding	<ul style="list-style-type: none">Student demonstrates some understanding of the purpose of Landsburg DamStudent questions are mostly thinStudent reflections show some understanding	<ul style="list-style-type: none">Student demonstrates little or no understanding of the purpose of Landsburg DamStudent questions are incompleteStudent reflection show little or no understanding
Effective Communicator	<ul style="list-style-type: none">writing is clear and readableStudent elaborates on ideas presented	<ul style="list-style-type: none">writing is clear and readableStudent provides some elaboration on basic ideas	<ul style="list-style-type: none">writing is somewhat clear and readableIdeas are briefly stated with little elaboration	<ul style="list-style-type: none">writing is difficult to readIdeas are unclear and/or complete



Field Journal Planning Tool

Field Experience: _____

Components	Include:
Cover	
Student Expectations	
Map/Schedule	
Station Activities (Observation/Data Collection Tools, Instructions)	
Student Reflection	
Field Journal Scoring Tool (Rubric, Checklist, other)	
Other:	
Post Field Experience	

Component 6: Planning Logistics – Materials and Chaperones



PURPOSE: *Ensuring a successful, orderly experience*

The key to success is in the details!

- Plan for all materials students might need, such as clipboards, rain covers, and data collection tools
- Carefully schedule activities to allow time for movement between locations
- Check that all protocols are correctly followed for transportation and chaperones, and ensure that these are arranged well in advance
- Put organizational systems into place to ease the burden of planning in the future, such as electronically filing chaperone packets, partnership contact information, and transportation procedures

Recruiting enough chaperones allows students to work in small groups and provides an opportunity to involve parents and community members in the students' learning.

- Determine chaperone/ student groups and arrange students in groups carefully to maximize learning.
- Consider color coding groups so that students and chaperones can easily find one another when they need to group together.
- Provide nametags for students and chaperones.

Tip: A great way to organize your Chaperones Packets is to include the following documents in color coded folders:

- ☐ Schedule
- ☐ Site Map (highlight key areas)
- ☐ Student List
- ☐ Student Field Journal
- ☐ Chaperone and Student Expectations
- ☐ Emergency Phone Numbers
- ☐ Chaperone Feedback Tool

Parents chaperoning the 9th grade Puget Sound field experience said, “Wow, this is really organized,” “I’m interested to see how the students sort their photos” and “I thought this unit was just about environmentalism, but I see how you are addressing the whole picture, including our economic well-being.”

Arrange a chaperone orientation in advance of the trip:

- Share the goals of the unit and how the field experience is integral to achieving them.
- Explain the structure of the day (consider conducting the same virtual tour given to the students) and give an overview of the field journal and the activities the students will be involved in.
- Communicate Chaperone responsibilities, including what you would (e.g. ask students questions to keep them focused on tasks) and would not like them to do (e.g. discipline students).



Planning Logistics Tool: Chaperones

Field Experience: _____

Students per Chaperone: _____ Total # Chaperones Needed: _____

☐ Chaperone Recruitment Letter

☐ Chaperone Orientation

Date/Time	Presenter	Content
		<input type="checkbox"/> Unit Goals <input type="checkbox"/> Activities overview (field journal) <input type="checkbox"/> Expectations <input type="checkbox"/> Responsibilities <input type="checkbox"/> Logistics <input type="checkbox"/> Packet walk-through <input type="checkbox"/> Other:

Chaperone Packet Checklist

- ☐ Schedule
- ☐ Student List
- ☐ Site Map (highlight key areas)
- ☐ Chaperone and Student Expectations
- ☐ Emergency Phone Numbers
- ☐ Student Field Journal Copy
- ☐ Chaperone Feedback Tool

EXAMPLE: Chaperone Recruitment Letter



CALL FOR CHAPERONES TMS

7th grade Field Experience : Healthy Forests / Healthy Waters

Our 7th grade students will participate in a field experience to the Lake Wilderness Arboretum. This field experience support key learning in the social studies and science curriculum. Students will be grouped in teams of six with one chaperone per team. Teachers will provide over all supervision.

WE NEED LOTS OF CHAPERONES!

Please consider accompanying your child on a day of exploration and learning.

IMPORTANT INFORMATION FOR CHAPERONES

NEVER chaperoned? Fill out a volunteer form and view a short volunteer video at your school or the district central office. You must complete the process no later than three days prior to the field trip. Forms are available at the following site or the district central office.

<http://www.tahomashield.com/2014/03/20/2014-2015-7th-grade-field-trip-chaperone-sign-up/>

Will You Come?

Contact
**Your Student's
Homeroom Teacher**

Dates of Trip:
Leave School: 9:15
Return to School: 2:00

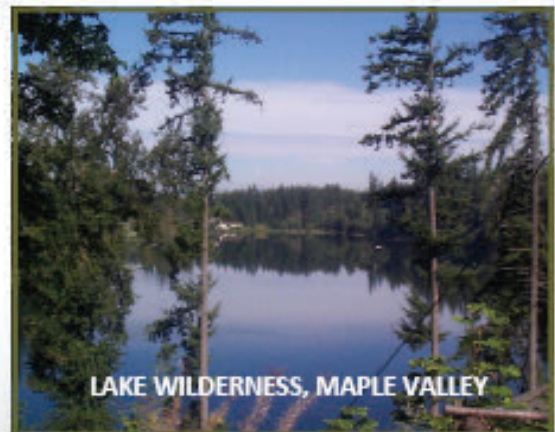
Chaperones should arrive
by 8:45 a.m.
for a short orientation.

A Glimpse into the Field Experience



Lake Wilderness Arboretum

- Take data to monitor the health of our local forest
- Participate in restoration work to support a healthy forest




LAKE WILDERNESS, MAPLE VALLEY

*How can we maintain the health of our waters
and our forests?*

What do scientists do to monitor forests over time?

*How can we become good stewards of our
environment?*

EXAMPLE: Chaperone Packet Feedback



CHAPERONE FEEDBACK
Tahoma School District—Grade 7 Field Experience to the Cedar River Upper Watershed

School: _____ Date: _____ Team: _____









Things that Went Well	Possibilities to Consider
Things I Wish Had Gone Better	Suggestions I Have for Next Year

EXAMPLE: Chaperone Packet



Thank You, Chaperones
For helping make this field experience
successful and meaningful for our students!

Chaperone Responsibilities:

-  Stay with assigned group, and keep group together
-  Check to make sure you have all students from your group at the beginning and end of each activity “station”
-  Know the schedule and make sure that your group gets to each station in time for the activity
-  Interact with students to encourage their thinking: ask students questions about what they are observing
-  Familiarize yourself with the students’ journaling assignments so you can help keep them focused on their tasks
-  Model good citizenship for students: Listening, Showing Respect, Following Rules
-  Be firm and friendly in ensuring that students follow rules and practice good citizenship
-  Have a wonderful time learning with our students!

Thank You!



EXAMPLE: Chaperone Packet *(continued)*

Field Experience Citizenship

Follow rules and directions
 Respect your chaperone
 Stay with your group (keep chaperone in eyesight)
 Wear name tag
 Arrive on time for each activity
 Complete journal tasks



At the Aquarium

Walk! Don't Run
Quiet Voices

Tidal Touch Pools

- Touch with one finger only
- Touch very gently (as you would touch your eye)
- Lean over the "rocks" with body/belly (not kneeling or climbing on the rocks)



Dome/Marine Mammals

- Move through the area to avoid creating congestion (move away from crowded exhibits and return when the cluster of people dissipates)



On the Ferry



Walk! Don't Run
Eat lunch and dispose of garbage properly
Keep voices at levels respectful of other passenger

Stakeholder Presentations on the Ferry

- Listen actively and respectfully
- Refrain from talking
- Ask appropriate questions
- Thank the presenter
- Move swiftly with group between stakeholder presentations



EXAMPLE: Chaperone Packet *(continued)*

Cary Collins / Scott Mercer

Seattle *Aquarium* Field Experience

SCHEDULE

Oct. 19, 20, 22, 2009

Please Walk
BRISKLY!!

RED and BLUE Groups

10:30	Arrive Seattle Ferry Terminal
Board Bainbridge Island Ferry and travel to Bainbridge Listen to Stakeholders <ul style="list-style-type: none"> ▪ Red Group: Listen to Taylor Shell Fish Rep (15 minutes) ▪ Blue Group: Watch marine life video narrated by Department of Fish and Wild Life naturalist (15 minutes) ▪ Groups switch locations and hear other stakeholder 	
Arrive Bainbridge <u>Disembark</u> Ferry then <u>Re-embark</u> Ferry	
Travel to Seattle taking photos and enjoying the views!	
12:05 – 12:15	Walk to Seattle Aquarium <i>Briskly</i>
12:15 – 1:00	Tour Seattle Aquarium <ul style="list-style-type: none"> ▪ Blue Group: Start in Touch Pool Area (<u>20 minutes</u>) ▪ Red Group: Start in seals, otters, and birds area (<u>20 minutes</u>) ▪ Groups switch locations after <u>20 minutes</u>
1:00	Meet in lobby at Windows on Washington Waters Exhibit to check in with chaperones and load buses. No late students please!!!
Board buses for return to Maple Valley	











Component 7: Planning Logistics – Student Safety



PURPOSE: Ensuring students are safe in the field

Design and plan for a safe field experience!

Start by identifying potential risks posed by the location:

- Are there environmental hazards?
 - Water (rivers, ocean, lakes)
 - Cliffs or other steep terrain
 - Confusing trail systems
 - Nearby roads
 - Bees or wasps
 - Rattlesnakes
 - Wildlife (bears, cougars, elk, etc.)
 - Poisonous plants (from the severe, such as poison oak, to the mild, such as nettles or devil's club)
- Are there seasonal hazards?
 - Flooding rivers
 - Lightning
 - Excessive Heat
- Is your site remote? Note:
 - Whether there is cell phone coverage
 - Distance from the nearest hospital, or ambulance service
 - Whether there is a bathroom, or running water
- Is there a safe way for the school bus or cars to drop students off?
 - If the bus is leaving, plan for transportation in an emergency.

Add issues posed by the work students will do:

- What safety equipment will be needed? Will it be provided, or will you need to bring it?
- Is there any risk in using the Field Study equipment?
- What clothes do students need to wear or bring? Do they need sunscreen or sunglasses?

Next, consider any medical issues:

- Are there any special medical conditions in your group?
 - Approve your procedure for needed medication, or special considerations, such as bee allergies.
 - Share serious conditions with all adults.
 - Be sure to ask your adult participants about their own medical conditions.
 - Evaluate whether to make any changes to your plans given any of the medical conditions in your group.

- Does your school or school district have any specific first aid guidelines for field experiences?
 - Know what first-aid or care you can perform, and what you can't, according to your principal, superintendent and/or school nurse
 - Know your contact person at the school in case you have a safety concern or issue. Ensure you have their phone number with you.

Finally, establish the roles of adults:

- Establish the adult leader (teacher or administrator).
 - Make sure the other adults have the cell phone number of the trip leader.
 - For big trips, you may want to assign a second point-person, and a backup person back at the school.
 - Have enough adults so that if you need to respond to an emergency with a student, adults are available to responsibly work with the other students. Assign certain chaperones this role in advance.
- Know and plan around the safety expertise of adults involved in the field experience:
 - Medical professionals
 - Police officers, firemen
 - Military
 - Others?

A solid safety plan is built around attention to these issues. **Make a checklist!** Share it with other teachers and chaperones, and you'll have a team prepared to keep students safe.

Use students for safety!

Give all of your students the job of looking out for themselves and each other. When students are asked to help look for potential dangers or hazards, there are more eyes and ears looking out for the group.



EXAMPLE: Safety Planning Tool

Safety Issues - related to the Site	Safety Issues - Related to the Activities	Student Medical Issues
<p>Stream -keep kids out of the water</p> <p>Port-a-potties at trailhead</p> <p>No potable water on site</p>	<p>We will be collecting stream water quality data.</p>	<p>One student has a bee allergy</p>
<p>Plan</p> <ul style="list-style-type: none"> • Prep students on stream behavior expectations in classroom and on site • Include these points in chaperone prep materials and meeting 	<p>Plan</p> <ul style="list-style-type: none"> • Students are only allowed to go ankle deep in the water 	<p>Plan</p> <ul style="list-style-type: none"> • They and their teacher, Ms. Smart will carry meds

Important Phone Numbers

Trillium School (206) 444-4444; Principal, Sandy Lupine (206) 444-3333
 Spruce Hospital (206) 888-8888



Safety Planning Tool

Safety Issues - related to the Site	Safety Issues - Related to the Activities	Student Medical Issues
Plan	Plan	Plan

Important Phone Numbers

Component 8: Evaluating the Field Experience

PURPOSE: Planning for the future

However carefully planned, few field experiences go perfectly the first time!

Evaluating the field experience will result in a smoother, richer result the next time:

- Collect chaperone feedback, noting logistical issues to address in the future.
- Observe students' engagement in each activity, inspect student field journals, and solicit student reflection in order to determine which parts of the field experience seemed most and least meaningful for students and their learning.
- Consider what could make each stage even richer, or what could be cut out in order for students to have more opportunity to process and reflect on their learning.





EXAMPLE: Field Experience Evaluation Tool

Field Experience: 9th Grade Sounding Off on the Puget Sound

Component	Observations	Suggestions for Next Time
Chaperone Orientation	Parents liked unit overview Expectations were clear	Start earlier (more time to explore packet)
Chaperone Packets	Contained everything needed, color coding a plus	Include student nametags in packet (streamline process)
Activity/Station 1. Aquarium 2. Ferry	+ Starting groups in different sections, student engagement & behavior Tight timing +Stakeholder presentations, student engagement & behavior - not enough time for switching between 2 presentations	Make sure students are prepared for quick movement 2 presentations again, but students hear 1, then present learnings to other group in 'post' exchange (classroom)
Student Field Journal	+ most students completed with high quality - room for drawing, observations + good balance of work to complete and time to enjoy	Add space for drawings Add simple waterfront map incl. ferry route for perspective
Bookend Lessons	Students well prepared for stakeholder presentations with quality questions Post lessons connected students to action projects	Add group exchange (stakeholder presentations) to debrief
Other:	Transportation - mostly efficient, some confusion about pickup location	Provide bus drivers with clearly marked (highlighted) map



Field Experience Evaluation Tool

Field Experience: _____

Component	Observations	Suggestions for Next Time
Chaperone Orientation		
Chaperone Packets		
Activity/Station 1. 2.		
Student Field Journal		
Bookend Lessons		
Other:		

References

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November 27

It's early. Like, birds-aren't-even-chirping-yet early. But the way the grass crunches under my feet in this frost almost makes 7 a.m. bearable.

Using the GPS device to tell our group we're exactly 2,912 ft. above sea level definitely makes it worth it. We hike north with our instructor - I announce our exact longitude and latitude - into deep forest. Signs are all around us. Signs, the instructor says, of cougars. We all laugh nervously. Everyone works together.

We collect evidence - cougar evidence - that we'll use in our classroom labs over the next few weeks. We're not only learning how cougars hunt and live and survive, but we're actually using math and science to figure it all out.

Best of all, my work could actually help make a difference for the cougars.