



Lesson Plans

Lesson Plan:

Sector: Education	Occupation: Elementary Teacher Assistant (NOC 6472)
Theme: Class Field Trips	Occupational Task: Plan a class field trip

Describe Essential Skills (ES) developed during the learning activities:

Reading Text: Choose and integrate information from several parts of a single text, identify relevant and irrelevant information. (ES 3)

Document Use : Document is simple, multiple pieces of information, locate one or more pieces of information using one or two search criteria. (ES 2/3)

Numeracy: Budget expenses for a trip. (ES 1)

Writing: Task for which models or templates exist, content of writing is routine with little variation, tone is respectful. (ES 2)

Oral Communication: Exchange information, obtain information by questioning multiple sources, present and discuss simple options, co-ordinate work with several other individuals. (ES 2)

Working with Others: Participate in group discussions and make suggestions. (ES 2)

Thinking Skills: Find information from community resources and phone calls. (ES 2)

Computer Use: Use the internet to research information. (ES 2)

Continuous Learning: Learn how to organize a more complex trip. (ES2)

Indicate the Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

Speaking: Ask for and provide detailed information related to routine work requirements. Participate in small group discussion, express opinions and qualify opinions. (CLB 7)

Listening: Understand simple directions. Identify stated and unstated details and facts and opinions. (CLB 7) Demonstrate comprehension of mostly factual details and some inferred meaning.

Reading: Obtain three or four pieces of information from community newsletters, newspapers and brochures. Access three or four pieces of information on the internet. (CLB 7)

Writing: Fill out forms and other materials in pre-set formats with required brief texts. (CLB 8)

Language and culture focus for the learning activities:

Culture: Field trips are included in most curricula. The purpose varies according to the age of the students and/or the subject. Teachers and curriculum developers believe that the experience a field trip provides is an integral part of learning as well as an enhancement for developing life skills.

In some schools, trips are also planned to supplement a child's life experience and to give him opportunities he might otherwise not have.

Language focus: Use appropriate introductory phrases for giving suggestions, opinions



and persuading. i.e.

In my opinion...,

I believe...,

I feel...,

Considering the criteria, I think that...,

I would like...,

Use appropriate voice tone and inflection.

Use information questions.

Suggested teacher resources and classroom materials needed:

1. Pamphlets and brochures from the City Hall /Information Centres
2. Local newspapers and maps
3. Planning a Field Trip: a Suggested Checklist (attachment)

Estimated time for the learning activities: Lesson 1, 1.5 hours

The first lesson introduces the criteria and details involved in planning a class trip. In the second lesson, the learners will use community resources, internet, library, information centres etc. to complete an outline of a field trip.

Learner Profile:

All learners have worked in the educational field as Teachers or as Early Childhood Educators, Nurses and Developmental Service Workers. They have experience working in groups on major assignments.

The learners have used the internet and community resources in the past and have practiced making phone calls for information.

The learners are familiar with the concept of class field trips as parents or from professional experience.

Learning Objectives:

1. Learners will choose a place appropriate for a primary class field trip in the community and state reasons for their choice.
2. Learners will state an opinion and persuade others.
3. Learners will identify the criteria for choosing a destination.
4. Learners will develop a checklist of categories that need to be considered in planning a field trip.

Learning activities:

Lesson One

1. In groups of three, students look at pictures and/or brochures from local places. They choose a place to take a primary class on a field trip and make a list, on a flipchart, of the reasons for their choice. (25 min)
2. In large group, each group posts their flipchart. One person from each group talks about their discussion and final decision. (30 min)
3. In large group, teacher elicits a list of the criteria for choosing the place to go on a class trip and puts it on the blackboard. (List to include: approved by administration,



accessibility, cost, age appropriateness, safe, available activities and whether it is an experience which will provide extended learning or a reflection of the curriculum.) (15 min)

4. In large group, the learners brainstorm other factors which need to be considered in planning a class trip. (Ideas to be generated from their own experiences as parents or educators.) The teacher elicits the ideas and develops a checklist for planning a trip on the blackboard. Hand out "Planning a Field Trip": the learners add to it if there are more ideas particular to an area. (25 min) (See attachment, Planning a Field Trip)

Lesson Two 1.5 hours

1. In groups of three, the learners will plan a suitable educational field trip for a primary class and a follow-up activity. They will use the criteria and checklist to complete the plan. The learners will have access to a phone and internet as well as permission to go off site. (90 min)

Additional and/or extension learning activities:

1. Assign a role-play with a Teacher Assistant reviewing the preplanning of a class trip with the classroom Teacher.
2. The learners test their trip plans by visiting a primary classroom and present it to the teacher for feedback. (It would be a bonus if the learners could carry out the trip they planned. This would provide the opportunity of practicing communicating arrangements etc. with a teacher.)
3. In groups of five, the learners will plan a trip for their own class. Once the plans are completed, the groups will present their ideas to the class and a vote will be taken. The class goes on the winning trip and evaluates the experience according to the prescribed criteria.

Evaluation: This is at culmination of the lessons

The learners will choose a location for a class trip and develop a plan following the criteria and checklist developed in class. The instructor will give marks for suitability, completeness, educational purpose and follow-up activity. Creativity and initiative will receive bonus marks. Spelling and grammar will be addressed.

Task Writer:

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PLANNING A FIELD TRIP (a suggested list)

CRITERIA USED FOR CHOOSING A PLACE OR ACTIVITY

Purpose of trip, Location is Accessible, Affordable, Age appropriate, Safe,
Suitable Activities, Approved by School Board



CHECKLIST

Date:

1. Times:
2. Costs:
 - a) Per person
 - b) Transportation
 - c) Total cost
3. Funded by:
 - a) School
 - b) Fund raiser
 - c) Parents
4. Transportation:
 - a) Contact person
 - b) Contact #
 - c) Confirmed
5. Volunteer:
 - a) Who
 - b) Names
 - c) Contact #
 - d) Confirmed
6. Insurance:
 - a) Confirm
 - b) Form completed
7. School Policy:
8. Permission Forms:
 - a) Written
 - b) Sent home
 - c) Returned



9. Health Forms:

- a) Written
- b) Sent home
- c) Returned

10. Letters to parents:

- a) Information about trip
- b) Written and sent

11. Permission from Administration:

12. Follow-up activity:

- a) Planned
- b) Prepared