

PREPARING AN END-OF-YEAR FIELD TRIP

LEVEL: **ELEMENTARY SCHOOL**
AGE GROUP: **STUDENTS AGES 10 AND 11**



ACTIVITY SUMMARY

Keeping in mind their peers' preferences as well as the material and financial resources available, students help organize an end-of-year field trip for the entire group.

MAIN OBJECTIVES

- Make decisions in function of the group's needs and desires.
- Choose an activity based on its cost and possible means of financing.
- Complete a cooperative project.
- Give an oral presentation to share research results



AGE GROUP

Students ages 10 and 11



WHEN

September and October
January and February

AREA OF LEARNING

Environment and consumption
Citizenship and community life

COMPETENCIES

DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
English	<ul style="list-style-type: none"> • Written comprehension (reading): Reading various texts • Oral communication 	<ul style="list-style-type: none"> • Use the content of current texts to research a subject • Using convincing arguments: Exchanging ideas in an interactive situation (e.g., mini-debate)
Fine arts	Creating artistic media works	Researching ideas linked to the proposed media creation, keeping in mind the message and targeted audience

NON-DISCIPLINARY COMPETENCIES

- Using information
- Using information and communication technology (ICT)
- Cooperation
- Appropriate communication

PREPARATION

STUDENTS GENERATE IDEAS FOR THE END-OF-YEAR ACTIVITY AND WAYS OF FINANCING IT.

TASK 1 CHOOSING AN ACTIVITY ACCORDING TO THE BUDGET



TIME REQUIRED

One 15 to 30 minute period

TEACHER'S NOTES

The brainstorming session allows you to give free rein to your students' ideas, even the wildest.

To manage this activity well, take the time to explain the criteria mentioned in instruction 2.

TASK 1 OBJECTIVE

At the end of this task, students will be able to make decisions based on both their preferences and those of their peers.

Instructions

1. In a large group, hold a brainstorming session to make a list of possible activities for the end-of-year field trip. Write ideas down on a large sheet of paper.
2. Establish the criteria for choosing the activity. Discuss with students the realistic contextual limits (e.g., duration, dates and maximum cost).
3. Let the idea simmer through the week and come back to it later, adding to the initial list. Suggest that students do Internet research at home to find ideas.
4. With students, do an initial sort of proposed ideas and retain the suggestions that meet the initial criteria.

TASK 2 FINANCING THE ACTIVITY



TIME REQUIRED

One 15 to 30 minute period



QUICK TIPS

Financing methods
On [desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

See **Financing methods**.

TASK 2 OBJECTIVE

At the end of this task, students will be able to suggest ways of financing the end-of-year activity.

Instructions

1. Discuss with the students different ways of financing the field trip.
2. Post the suggestions in the classroom and add to the list throughout the week.
3. Suggest that students talk to people around them (e.g., family, friends, neighbours) about different ways of financing the activity.

TASK 2 FINANCING THE ACTIVITY (SUITE)

QUICK TIPS: FINANCING METHODS

There are many methods a child can use to make money to finance an activity or a purchase. Whether you're a parent or teacher, here are a few ideas you can discuss with your child, depending on his or her talents and interests.

Group financing

To finance a school activity, children can sell calendars, coffee, or pens, collect empty cans, etc.

Individual financing

To make money for personal purposes, your child can sell homemade cookies or cakes, handmade scarves, hats or mittens, lemonade, jewelry, toys he or she no longer plays with, etc.

Your child can also sell services:

- child or animal care
- washing windows
- shoveling snow
- mowing grass
- washing cars
- running errands for elderly people
- household tasks
- gardening
- newspaper delivery

EXECUTION

STUDENTS GATHER INFORMATION ON A POSSIBLE END-OF-YEAR FIELD TRIP AND SHARE THE RESULTS OF THEIR RESEARCH WITH THE GROUP. WITH YOUR HELP, STUDENTS THEN CHOOSE THE PROPOSAL THAT BEST MEETS THE CRITERIA ESTABLISHED IN THE PREPARATION PHASE, AND FIND THE MEANS TO FINANCE IT.

TASK 1 GATHERING INFORMATION



TIME REQUIRED
One 30 to 45 minute period



TEACHING MATERIAL
Cooperative Values
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

Refer to the **Sociogramme et groupes hétérogènes** tool.

- Help students to better understand the value of money. Ask each team to **estimate** the cost of the trip or activity chosen **before doing any** research into the actual costs.
- Guide students in their online or library research. Help them note relevant information.

TASK 1

GATHERING INFORMATION (SUITE)

TASK 1 OBJECTIVES

At the end of this task, students will be able to choose an activity, gather information to estimate its cost, and, finally, plan the day's schedule.

Instructions

1. After consulting the document xyz (sociogramme), divide students into teams of 4.
2. Have students work in teams to choose a possible activity for the end-of-year field trip.
3. Working as a group, determine the costs and possible activities.
4. Look up information on related costs and the day's schedule.
5. Assign the cooperative roles (organizer, facilitator, harmonizer and secretary) and encourage students to share the information found.

TEACHER'S NOTES (SUITE)

- Ask students to list the things they need to properly plan the budget and itinerary (e.g., costs, possible activities, various fees).
- Since each group will consider different elements, ask students to share their findings with the rest of the group. All students can use these important details to help in their research.

TASK 2

SHARING INFORMATION WITH THE GROUP

TEACHER'S NOTES

Oral Communication Evaluation Grid.



TIME REQUIRED

One 60 to 75 minute period



TEACHING MATERIAL

Oral Communication
Evaluation Grid
[On desjardins.com](https://www.desjardins.com)

TASK 2 OBJECTIVES

At the end of this task, students will be able to do an oral presentation to discuss their choice for the end-of-year field trip.

Instructions

1. Invite each team to:
 - prepare a visual presentation (on paper or electronically) to share their field trip plans with the entire group, including the activities chosen, schedule and costs.
 - prepare an oral presentation to persuade the group to support their plans.
2. Invite the different teams to address the group to present their plans. Students must convince their peers that their plan is the best by explaining how it meets the criteria established in the preparatory phase (activity, destination, schedule, costs, advantages, etc.).

TASK 3

CHOOSING AN ACTIVITY



TIME REQUIRED
One 45 to 60 minute period



MTEACHING MATERIAL
Make Democratic Choices
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

- To make a democratic choice, students should take a vote, either by secret ballot or a show of hands.

TASK 3 OBJECTIVES

At the end of this task, students will be able to make decisions democratically.

Instructions

Discuss the different proposals and make a democratic choice.

TASK 4

ORGANIZING THE FUNDRAISING ACTIVITY



TIME REQUIRED
Four 60 minute periods for the organisation phase



TEACHING MATERIAL
I have a dream...
and I'm saving for it!
[On desjardins.com](https://www.desjardins.com)

TEACHER'S NOTES

Take the opportunity to ask students first to estimate, then to calculate the total cost of the trip based on the information provided by each committee. Have students compare their results.

Examples of collective and cooperative fundraising activities:

- car wash
- spaghetti supper
- etc.

The funds raised can be used to pay for transportation and certain group activities.

Examples of individual fundraising activities:

- chocolate bar sales
- coffee sales
- etc.

The funds raised can be used to pay for meals, group souvenirs, etc.

TASK 4 OBJECTIVES

At the end of this task, students will be able to help organize the end-of-year field trip as well as find ways to raise the money needed.

Instructions

1. Hold a brainstorming session to make a list of all the tasks.
2. Share the tasks between the teams established in Task 1. Each team can then become a committee responsible for one task.

Examples of tasks:

- Establish the schedule of activities and meal breaks.
- Confirm the availability of transportation and reserve accordingly.
- Confirm the availability of the chosen destination and reserve accordingly.
- Write a letter to the governing board.
- Write a permission slip for parents and chaperones to fill out.
- Assemble the needed materials.
- List the means of financing.

TASK 4

ORGANIZING THE FUNDRAISING ACTIVITY (SUITE)

3. With the students, determine the amount of money needed for the trip. Calculate the total cost including taxes and all related expenses.
4. Choose several fundraising activities from the list made by the students (see examples in the Teacher's notes).
5. Organize individual and collective fundraising activities with the help of students' parents.
6. Develop a real, concrete financing plan with the students and determine individual responsibilities to the collective project (e.g., each person must raise a certain amount of money).
7. Throughout the fundraising campaign, collect and tally the funds raised individually **and** collectively. Indicate progress on the **Thermometer savings**.

EVALUATION

ASK STUDENTS TO REFLECT ON THEIR COOPERATIVE COMPETENCIES, AS WELL AS THOSE OF THEIR PEERS, AND EVALUATE THE RESOLUTION OF A PROBLEM SITUATION.

TASK 1

REFLECTING ON COOPERATIVE WORK



TIME REQUIRED

One 30 to 45 minute period



TEACHING MATERIAL

Cooperative Values
[On desjardins.com](https://www.desjardins.com)

TASK 1 OBJECTIVE

At the end of this task, you will be able to highlight the students' best cooperative work practices.

Instructions

1. After the field trip, discuss the organization and execution of the day.
2. Have each team give an example of their best work practice. Ask the secretary to note the responses.
3. Ask one student from each team to congratulate a student from any team who helped them succeed in their role. Ask the secretary of each team to note the congratulations.
4. Have each secretary read out the congratulations and best practices of their team.
5. Take the opportunity to discuss the advantages of working cooperatively. Examples of questions to ask: Was this common project a success? Why?

TEACHER'S NOTES

Take the opportunity to ask students first to estimate, then to calculate the total cost of the trip based on the information provided by each committee. Have students compare their results.

Examples of collective and cooperative fundraising activities:

- car wash
- spaghetti supper
- etc.

The funds raised can be used to pay for transportation and certain group activities.

- chocolate bar sales
- coffee sales
- etc.

The funds raised can be used to pay for meals, group souvenirs, etc.

REINFORCEMENT

ENSURE THE CONSOLIDATION OF ACQUIRED OR DEVELOPED COMPETENCIES THROUGH THE ORGANIZATION OF ACTIVITIES SIMILAR TO PREPARING AN END-OF-YEAR FIELD TRIP.



TIME REQUIRED
Depends on activity

1. Choose an activity to do as a group and calculate its costs.

Instructions

Based on students' suggestions, organize an activity as a reward for completing the project. Democratically choose the activity and calculate the associated costs.



TIME REQUIRED
Two or three 60 minute periods

2. Organize a class meal, choose the menu as a group and calculate the costs.

Instructions

Around the time of a holiday, prepare or have catered a meal and calculate the costs.