

Field Trips

"The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience."
Eleanor Roosevelt

Field trips form a large part of our exchanges. Not only are they a chance to get 'out and about' into the real world of the country we are visiting but our students (and teachers) will also gain valuable knowledge from the opportunity to physically explore a location that demonstrates what they've been learning in class.

A few simple rules to follow when taking students on field trips

PREPARATION

This is key to all successful field trips

Academic - In theory our field trip will tie in with something that our students have been studying in class allowing them to already be well prepared with the vocabulary and concepts necessary to make the trip meaningful. We might need to explain to our students how the trip fits in with the topics/concepts we've been learning in class and also our overall educational goals.

Vocabulary - we need to make sure that our students are clear on all the key vocabulary that they will need to be familiar with in order to get the best from the trip. Micro language can be taught/revised before the trip and if necessary students can take vocabulary sheets with them on the trip. It's also useful to revise language needed to politely interact with staff/people likely to be encountered on the trip.

Aims and objectives - A well prepared meaningful activity to be done during the trip will be vital in this part. We should explain clearly to our students what is expected from them before we leave for the trip. The activity needs to be interactive and preferably will also require some analytical thought, and of course an element of fun or light competition always adds to the challenge. It's important to consider that apart from the 'mission' we have given our students some time for them to simply relax and soak up the atmosphere of the place we are visiting is vital to making the trip memorable

ON THE DAY

Groups - these can of course be organised according to friendships, abilities, trying to encourage socialising with other students depending on the needs of the moment. It is advisable however to give each member of the group a role: scribes, checkers, time keepers, speakers are all essential to successful collaborative learning.

Behaviour – depending on where the trip will take place students may need to be reminded of the appropriate behaviour – boredom and over enthusiasm can both lead to restless or rowdy behaviour (another reason to work carefully on the task in hand)

Follow-up – reflection

Back in class- There are a number of activities that can be useful when back in the classroom environment a couple of favourites are free writing on the experience for 15 minutes, or of course a group discussion on our findings with a final teacher guided activity on our conclusions.

And finally.....

It's always a nice gesture for students and teachers to send a thank you card/email to say who and what

LYNNETTE MAUD LEE

CLIL Literature:

A Field trip to Gorey Library

Step 1: Pre-visit classroom activities

- Brainstorming vocabulary necessary for the trip:

literature, novels, reference books, filing systems, alphabetical order, don't speak out loud, poems, magazines etc

(students make mind maps, lists and generally try to use the words and expressions in context)

- Points to discuss

(sts work in groups taking advantage of students from other countries like Albania to see if their answers are different)

- ❖What do you know about libraries in your country?
- ❖Are there any local libraries open in your area?
- ❖Have you ever been there? *(Why not?)When and where was it? Why did you go there? What was it like?*
- ❖What type of people do you think tend to use it?
- ❖What type of books can you find there?
- ❖Are there other things besides books?
- ❖What do you think is the point of having a local library

•**Feedback** – *(collect the information students have gathered and put it up on the white board to get an overall view of what students think about libraries in their country)*

Step 2: During visit activity-Library questionnaire

(Tell the students they will work in groups to complete a series of cards with questions related to the library/books/librarians/organisation)

Students complete the activity in a set amount of time but they also have extra time at the end to walk around or select a book and sit and read or use the equipment as they please

Step 3: Follow-up activities in class

Make a table of comparisons on the differences between the two cultures you have encountered.

Think about why a library can be a focal and social place for a community and not just a place of study (*can make it onto a First style guided essay for writing practice*)

Cards of activities to complete during the visit to the library

<p>Talk to the librarian and find out</p> <ul style="list-style-type: none"> ◆how many books there are ◆how long you can keep them for ◆what happens if you bring them back late ◆how many visitors a day there are ◆which days are the busiest ◆who are the majority or the people who use the library 	<p>Look around you and note</p> <ul style="list-style-type: none"> ◆How many people are in the library at the moment ◆What they are doing ◆Check the opening and closing times ◆Draw a simple diagram showing the layout of the building 	<p>Look around you and note</p> <ul style="list-style-type: none"> ◆ Apart from books what other materials or equipment are available to use/read/watch. <p>Make a list</p>
<ul style="list-style-type: none"> ◆Why is the reference section different to the rest of the library? Why? ◆What type of books can you see here? ◆What filing system is used in this library? ◆Why is this important 	<ul style="list-style-type: none"> ◆Make a list of rules you think are important for the library. <p>Talk to a librarian</p> <ul style="list-style-type: none"> ◆Ask her to help you add any other rules ◆Why are they important? 	<p>Choose a well known book from the Classic novels section</p> <p>Write down</p> <ul style="list-style-type: none"> ◆The title ◆The author ◆The publisher ◆The setting (time and place) ◆The main characters ◆The first line of the story

Walk around the library

List 10 types of books you can find in the non-fiction section

Find Edward Lear's poem about 2 animals who had an unusual adventure

- ◆ What were they?
- ◆ What did they do?
- ◆ Where did they go?
- ◆ Who did they meet?
- ◆ What happened to them?

Walk around the bookshelves and write down the authors of these books

- ◆ Maggot Pie
- ◆ Artemis Fowl
- ◆ Sons and Lovers
- ◆ The Fellowship of the Ring
- ◆ The Princess Diaries
- ◆ Thomas the tank engine
- ◆ The Mill on the Floss