



Planning for Field Trips

When planning a field trip, teachers need to consider these three levels of activities:

Pre-Field Trip Activities

- Children should be made aware of the purpose of the field trip.
- A class discussion can be conducted based on the theme or topic related to the field trip to excite the children and establish their prior knowledge.
- Children can talk about what they want to find out from the trip and think of questions to ask the people working at the places that they are visiting, if applicable.

On-Site Activities

- There should be hands-on activities that allow children to interact with the materials, environment and people at the places they visit and to make observations of the exhibits and displays, where appropriate, during the field trip. This will make their learning more concrete and meaningful.
- Teachers are strongly encouraged to take photographs for post-field trip activities.

Post-Field Trip Activities

- It is important to plan follow-up activities to encourage the children to reflect on what they have observed and done during the field trip and to consolidate what they have learnt.
- Examples of post-field trip activities include:
 - Ask the children to take turns to describe something they had seen, heard or collected from the outing
 - Help the children to create a class display board, poster or scrapbook to document the things observed during the outing.
 - Ask the children to make and send a "Thank you" card to the host or guide of the place visited.



The key processes involved in conducting field trips are summarized below:

Prior to the field trip

Conduct pre-trip recce

Check out the facilities at the selected place and look out for safety issues and think of what the children can do during the field trip to meet the intended learning objective/s.

Make pre-trip arrangements

Inform parents about the purpose of the field trip and seek their consent for their child's participation. Ensure there is a sufficient number of adults to supervise the children during the field trip by seeking assistance from colleagues and parents. Brief all accompanying adults on their roles and responsibilities to ensure the trip is carried out smoothly.

Conduct pre-trip activities

Ignite children's curiosity about the field trip and get them to think about what they would like to find out during the field trip. Record their responses on a graphic organiser (e.g., a K-W-L chart). Brief the children on safety and emergency procedures and the behavioural expectations for the field trip.

During the field trip

Conduct on-site activities

Bring along materials which might be needed for the planned on-site activities and facilitate children's learning through effective questioning and prompting. Encourage children to record their observations and learning through mark making, drawing, writing or taking photographs. Take photographs to document children's learning experiences for post-field trip discussion and reflection.

Carry out all safety measures

Bring along essential items, such as a first-aid kit and emergency contact numbers. Supervise children at all times to ensure children's safety.

After the field trip

Conduct post-trip activities

Consolidate learning by helping children to recap their experiences and what they have found out during the field trip. For example, build on the K-W-L chart created prior to the field trip to help the children answer the questions they had at the start.

Reflect on learning

Display photographs taken for the field trip to **make children's learning visible** and allow them to recap and reflect on their learning process. Share documentation of children's learning experiences for the field trip with parents, including tips on how they can build on children's learning experiences at home.

Evaluate field trip

Identify what went well and the challenges encountered to help planning of future field trips.