Plant Visit Checklist

Good planning must precede field trips. Careful attention should be given to trip selection, pre-visit preparation, the trip itself, appropriate follow up, and evaluation. In preparation of the field trip, it is necessary to work in cooperation with the classroom teacher in order to make the field trip a success. Below is an example outline to assist teachers and producers with arranging for a successful Building a Concrete Foundation field trip.

Logistics Planning (Teacher)

A. Apply for administrative approval from departmental chairperson, curriculum administrator, or building principal
B. File requisition for bus transportation reservation
C. Make arrangements for meal or sack lunch if needed
D. Develop schedule for the day
E. Arrange for special equipment - supplies, film, video camera, digital camera
F. Prepare name tags for students and chaperones
G. Compose parent permission letter including
   o Date and location of field trip and transportation arrangements
   o Educational purpose of field trip
   o Provision for special needs students
   o Clothing for the trip
   o Lunch arrangements
   o Trip schedule
   o Whether a child will need prescribed medication administered
   o Parent signature
H. Send a letter to parents or include in the class newsletter a request for help as chaperones, communicate assigned duties/responsibilities, review field trip objectives, and list activities and schedule.
I. Provide alternative arrangements for pupils who will not be going on the trip.
J. Inform the cafeteria staff if students will be away during the lunch hour.
K. Submit a list of students who will be attending the field trip to other teachers if their schedules will be affected.
L. Create a list of all student names and home phone numbers for use in an emergency.

Preparing Students Before the Trip (Producer)

A. Discuss the purpose of the field trip and how it relates to the current unit of study.
B. Introduce visual observation skills. Let students describe in detail ordinary objects, like a paper clip, paintbrush, clothespin, or comb to their classmates.
C. Introduce vocabulary words that will be used by the producer during the tour.
D. Show photographs or posters of the field trip site or related to exhibits that will be viewed.
E. Assign students "specialists" roles in one aspect of the topic that they will be studying during the field trip. Students could be grouped in different subject areas related to the field trip topic to research (e.g., history, art, religion, science, environment, etc).
F. Explore the Website of the location you will be visiting.
G. Discuss what questions the students will want answered during the filed trip and record questions on chart paper or in student field trip journals.
H. Provided Class with Pre-trip packet that provides take home information about the features of the field trip, what they will learn, and why concrete is important
I. Overview the field trip schedule.

Final Preparation (Producer)
A. Notify and prepare staff employees for visit (schedule appropriate community relations representatives).
B. Clean yard, office, and equipment.
C. Ensure all guards, fire extinguishers, emergency kit, and safety equipment is in place and properly operating.
D. Check all permission slips the day before the field trip. (Teacher).
E. Have necessary PPE equipment on-site for visitors.

**Conducting the Trip (Producer/Teacher)**

On the day of the trip:

- Pass out name tags
- Divide class into small groups and assign chaperones to groups
- Assign each student a partner
- Place a class list and student emergency forms in a folder
- Take inventory of food, specific equipment, and other supplies pertinent to the particular field trip
- Lockout/tag out plant electrical systems during actual field trip.
- Perform short HSE training for visitors.

**Activities that will Occur During the Field Trip (Producer/Teacher)**

Plan activities that allow students to work alone, in pairs or small groups. Activities might include:

- Adventure game "Journey to the World of...
- Mystery with clues provided
- Sketch pages with partial drawings of objects found in the plant for students to complete the drawings based on their observations
- Field notebooks for recording answers to prepared questions based on clues
- Hand drawn postcards to write near the end of the tour that will summarize the field trip visit

Schedule a particular segment of the field trip for a scavenger hunt where students look for particular objects and record them in their Field book or on an observation sheet.
Provide time for students to work in their Field Book writing questions, describing favorite displays or making sketches of artifacts, structures, scenery, etc. If they cannot complete their sketches, encourage them to label them for future completion as to color, detail, etc.

Provide time for students to use (tape recorder, camcorder, digital camera) for recording important resources viewed/heard.

**Post- Field Trip Activities (Teacher)**

Just as quality pre-planning is essential to the success of a field trip, planning for appropriate follow-up activities will facilitate student learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-field trip classroom experiences.

- Provide time for students to share general observations and reactions to field trip experiences
- Create a classroom bulletin board displaying materials developed or collected while on the field trip.
- Develop a classroom museum that replicates and extends displays students observed on the field trip.
- Share and evaluate student assignments/activities from the Field Book.
- Have the class compose and send thank-you letters to the field trip site host, chaperones, school administrators and other persons that supported the field trip. Include favorite objects or special information learned during the field trip.
- Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent’s night, or class Web page.

**Evaluating the Trip (Producer/Teacher)**

Complete an evaluation regarding the field trip. This will provide a good reference for future field trips.

- What was of unique educational value in this field trip?
- Did the students meet the objectives/expectations?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to make this an even better experience in the future?
- What special points should be emphasized next time?
- What special problems should be addressed in the future?
- What would improve a visit to this site in the future?

Share the evaluation with the students, volunteers, hosts from the field trip site, and school administrators.