“IEP Class Outings”

Nina Ito—American Language Institute (ALI)
California State University, Long Beach
nito@uces.csulb.edu

Anne Berry—Center for Language Education and Development (CLED)
Georgetown University
berrya@georgetown.edu

Comments by students about class outings:

- “I really enjoyed our trip yesterday. I think we know a little bit about the city of Washington. I spent a memorable time among my classmates and teacher.”
- “The whale-watching trip was fun and we got to make new friends from other classes.”
- “The field trip that our class took to the Hirshhorn Museum in Washington, DC, was a useful educational opportunity.”
- “I was very happy to spend such a nice day with you and my classmates. It was really wonderful even if art is not my favorite thing.”
- “It was the first time to celebrate my birthday very far away from my family. I don’t know what to say except THANKS A LOT.”
IEP Class Outings

The diagram shows some of the many class-related activities that can be done outside of the classroom – right outside the doors of the room where you teach, around campus, and out and about your town.

Your Classroom
- Tour the department
- Go to the labs
- Do a hallway survey
- Visit office hours

Your Building
- Places to visit
  - Library
  - Campus gardens
  - Campus art museum
  - Performing Arts Center
  - Athletic Venue
  - Career Development Center
  - Campus Archivist
  - Campus Radio Station
  - Campus Newspaper
  - Disabled Student Center
  - Women's Resource Center
  - Campus Science Museum
- Things to do
  - Go on a scavenger hunt
  - Use sidewalk chalk
  - Go hear a visiting speaker
  - Have class outside or at a coffee shop
  - Tour some “hidden places”
  - Work with a campus club
  - Eat together
  - Take a walk

Your Campus
- Places to visit
  - Libraries
  - Campus gardens
  - Campus art museum
  - Performing Arts Center
  - Athletic Venue
  - Career Development Center
  - Campus Archivist
  - Campus Radio Station
  - Campus Newspaper
  - Disabled Student Center
  - Women's Resource Center
  - Campus Science Museum
- Things to do
  - Take a walk
  - Explore one of your city's "best kept secrets"
  - Enjoy a seasonal event
  - Do an outdoor activity
  - Eat together

Your City
- Places to visit
  - Museums (art, history, science)
  - Monuments and historic sites
  - Neighborhoods (ethnic, historic)
  - Government Buildings (City Hall, police station, courthouse)
  - Religious Buildings (cathedral, mosque, synagogue)
  - Public spaces (monuments, parks, a cemetery)
  - Tourist Attractions
    - A Public Library
    - A Shopping Mall
Guidelines & Tips for Successful Class Outings

I. Teacher Preparation
   A. Permission: Get permission for the outing from the Academic Coordinator.
   B. Logistics:
      1. Reservation. Make a reservation (and request a docent if necessary) well ahead of time.
      2. Transportation. Decide whether to walk, take public transportation, or use carpools. Tell students the bus/metro fare, especially if coins are required.
      3. Directions. Give students directions (where to meet and at what time, address of destination, etc.) in writing.
   C. Curriculum:
      1. Objectives. Explain to students how the outing is related to the objectives.
      2. Materials. Prepare materials…
         a. Pre-outing preparation (e.g. a reading about the destination, etc.)
         b. Worksheet to be used during the class outing
         c. Follow-up (homework assignment based on the outing)
   D. Office: Notify the main office of the class outing at least one day in advance. Leave emergency number and a copy of the complete itinerary.

II. Student Preparation
   A. Fees:
      1. Entrance Fee. Discuss the entrance fee, if there is one, with the students. Most students will accept paying less than $10, but will balk at paying up to $20 for an extra activity. Seek out group discounts, student discounts, or “free entry” days.
      2. “Donations” Container. At the destination, point out the container for donations, if there is one, and explain to the students that they may make a contribution.
   B. Attire:
      1. Clothing. Tell students to dress appropriately!
      2. Backpacks. Remind students that they don’t need their textbook on the day of the outing (lighter backpacks). If possible, have students leave their backpacks in a secure place in the office. Alternately, find a space at the destination where backpacks may be stored during the tour.
   C. Etiquette:
      1. Regulations. Find out about special regulations (e.g. not taking photos at a museum) in advance and explain to the students ahead of time the protocol.
      2. Facial Feedback. Role play in class the importance of facial feedback during a guided tour. Americans tend to smile at their guides, at least at the beginning of a tour, to show their excitement and appreciation.
      3. Use of English. Reaffirm your expectations that the students use English throughout the outing, just as you expect them to use English in the classroom.
Field Trip Descriptions

**Art Museum** – Practice with description, practice with comparisons. After a tour of the museum, tell each student to find a piece of art to describe or two pieces to compare. Students can discuss the pieces with each other and/or with other visitors to the museum, and write up descriptions/comparisons as homework.

**Tourist Attraction** – Class bonding, practice interacting with classmates and with native speakers, getting to know the area. If there is a certain attraction that people “must see” when they come to your area, consider taking your class. Students can be given assignments that will turn a fun/touristy day into a fun/educational day.

**Campus Fairs** – Getting to know the area, practice interacting with native speakers, learning about campus and university culture. Whenever there is a fair on campus (study abroad fair, “quad” day, student club booths, job fair), send students to make contact with the representatives and find out some relevant piece of information. Students can ask a few simple questions, or they can research different organizations and find one to join.

**Performing Arts Center** – Getting to know the campus, practice with note-taking. Arrange a guided tour so that the class can go backstage and see the “secrets” of putting on a performance. Students can take notes on the factual information (e.g., the seating capacity) will be given during the tour and can later be included on a quiz.

**Ethnic Neighborhood** – Getting to know the area, developing cultural sensitivity, practice interacting with native speakers, practice with ethnographic observations. Get students to explore the neighborhood by going on a scavenger hunt for important sites. Then tell students to interview two residents about what living in the neighborhood is like. Students can share what they discovered at the end of the trip.

**Library** – Getting to know the campus, practice with research. Arrange an orientation so that students feel comfortable using the library for research. Make sure students understand the check-out policies. Students at lower levels can visit the “Children’s Literature” section and check out a book that is accessible to them.

**Outdoor Activity** – Class bonding, getting to know the area, learning about local culture. If a certain activity is popular in your area, introduce students to it by inviting the group to do it once together. Students can rent canoes or bicycles, play Frisbee golf, go a hike, catch crawfish in a creek, etc.

**Disabled Student Center** – Developing sensitivity toward others, practice with listening. More and more disabled students are enrolling in IEPs. A visit to this campus office will enlighten all students about the wealth of services and opportunities available to disabled students. Students can take notes as a guide demonstrates the equipment.

**Campus Archivist** – Getting to know the area, practice with note-taking, practice with primary source research, practice with comparisons. If the archivist speaks to the class about a specific topic, tell students to listen and take notes. Otherwise tell students to pick one event or area and learn about it. Students can report back to the class on what they learned.

“Spontaneous” Outings – Check the campus newspaper each morning to see if any special event will take place during your class time. Seeing a celebrity, attending a “pep rally,” or taking part in another event will leave a lasting impression in your students’ minds.

**History Museum** – Practice with research, expanding on text work. Find an exhibit that is related to a topic being covered in the textbook and guide students through it. Some levels can complete a worksheet designed to accompany the exhibit; other levels can find information independently and use it in a synthesis assignment.

**Athletic Venue** – Practice interacting with native speakers, getting to know the campus. Most campus sports teams have a “Media Day” which is open to the public. Take students to participate and get autographs of local sports celebrities. Later in the semester, arrange a more formal field trip to see the team in action.

**Eating together** – Class bonding, practice with informal conversation, practice with restaurant functions and behaviors, learning about local culture. After teaching students about restaurant functions and behaviors, invite the class to eat lunch out together. Students can study the menu and role play ahead of time so that once they are in the restaurant they can just enjoy themselves.
Field Trip Descriptions continued…

Campus Gardens – Practice with description, getting to know the campus. If your campus has a “green” area such as a garden, take students there to enjoy the scenery. Give them time on their own to browse. Have them choose a specific vantage point from which to write a detailed visual description.

Shopping Mall – Getting to know the area, practice interacting with native speakers, learning about local culture. Get students to explore the mall by going on a scavenger hunt for specific objects or places. Make sure that students have to talk to people and ask questions in order to complete the assignment.

“Hidden Places” on Campus – Getting to know the campus, class bonding. Some college students spend years on campus without getting to know every nook and cranny. Take your students to the “best” spot to study, to people-watch, to take pictures, etc. Have students write in their journal about the experience.

Take a walk! – Getting to know the area, class bonding, learning about local culture. Surprisingly, many students who live on campus do not explore any residential areas on their own. Take students on a walk near campus and point out various cultural aspects (e.g. “good fences make good neighbors”) of a neighborhood.

Campus Labs – Practice with any language learning skill, getting to know the campus, learning to study independently. As an introduction to the program, or as part of the syllabus, take or send students to the labs with a specific set of assignments.

Use Sidewalk Chalk – Practice with writing or grammar, interacting with college students. Have students write original poetry (e.g. haikus) or clever sentences with a new grammar construction with sidewalk chalk for the world to see! Alternately, have students write a question and then ask passersby to use the chalk to answer. [Check with campus regulations before doing this activity.]

Religious Building – Developing cultural sensitivity, class bonding, practice with description, practice with comparisons. After a general tour, tell students to explore one part of the building alone or in pairs. Students can describe what they saw in writing or orally in class and/or compare this building to other religious buildings that they have seen.

Cemetery – Practice with description, practice with comparisons, getting to know U.S. culture. Take students to a local cemetery and give them time to explore and take notes on interesting headstones. Students can write a comparison between a U.S. cemetery and one in their country as homework.

Hallway Survey – Practice interacting with native speakers, practice doing primary source research. Once students know the basics about survey techniques, get them to find the answers to questions that come up in class. Students can find out different populations really think about the topics that are being covered.

Campus Radio Station – Practice with note-taking, learning about campus culture. If possible, prepare a worksheet in advance that the students can fill out as they take a tour of the radio station. Alternately, students can take notes for a future quiz.

Coffee Shop – Class bonding, practice with informal conversation. When a textbook topic lends itself to lengthy discussion, invite students to meet in a campus coffee shop to talk with each other. Set a goal for the discussion such as coming to a consensus so that students stay on track.

Campus Clubs – Getting to know the campus, practice interacting with college students. As students may be too shy to join a club on their own, arrange to take the class to visit a club during a “rehearsal” (e.g. debate club), a “practice” (e.g. juggling club), or a “meeting” (e.g. multicultural club). Have students prepare questions in advance and encourage them to join a club!

Student-Led Outings – Practice in research methods, practice in speaking, practice in note-taking. Assign small groups of students to research a campus office on their own. Then, during class time, take the whole class so that the “team” can explain the services right on the spot.

Thanks to our colleagues at CLED (Georgetown) and ALI (CSU, Long Beach) for their suggestions!
Safety Guidelines for Class Outings

These guidelines are based on campus policies in effect at California State University, Long Beach. Check with your campus office of “Safety & Risk Management” to establish your own guidelines.

“On all field trips there is a potential for injury and a potential for liability.”

“Mandatory” Field Trips: Academic field trips that take place during regular class hours. All students in the class are expected to attend. These field trips should be listed on the official course syllabus. It is strongly recommended that these field trips start and end on campus.

A. Bus
   It is recommended that teachers take their students on a city bus to their destination for reasons of safety and liability.

B. Cars
   1. Instructors
      Instructors may use their personal vehicles on mandatory field trips. All instructors are covered by Workers’ Compensation. Their vehicles are not covered by university insurance. Instructors must fill out and file a form (with current license and car information) each year with the university. Instructors must have a valid driver’s license, valid insurance, and understand that they are responsible for the passengers in their car.

   2. Minors
      It is strongly recommended that no minors (e.g. children of the instructors) be taken along on field trips during class hours. In the event that minors attend a mandatory field trip, their parents need to sign a release form on their behalf.

   3. Students
      a. Students who use their cars to transport themselves (no classmates) to field trip destinations do not need to sign anything or submit any documents for verification.
      b. Students who use their cars to transport themselves and their classmates to field trip destinations must understand that they assume full responsibility for their passengers. They need to do the following:
         * sign a form as an "approved volunteer."
         * complete a form with their current license and car information.
         * bring their California driver’s license (NOT an international driver’s license) and their proof of car insurance to the office (where a photocopy will be made for their file).

In case of an accident:

A. All California State Universities carry a Student Travel Accident Insurance Policy, which is used to supplement (not replace) a student’s own medical insurance.

B. The instructor needs to notify the office of Safety & Risk Management as soon as possible.