



The Mini Time Machine
museum of miniatures

Why Take Field Trips?

Field trips expand children's learning through active hands-on experience with the rich resources of the local community. Field trips increase student knowledge and understanding of a subject and add realism to the curriculum.

Good planning must precede field trips. Careful attention should be given to pre-visit preparation, the trip itself, appropriate follow up, and evaluation. When considering a field trip, teachers are advised to first consult with their administrator regarding existing school or district policies and follow those recommended procedures.

- A. Identify the rationale, objectives, and plan of evaluation for the field trip.
- B. Review The Mini Time Machine Museum's website resources for teachers and consider applying for a Sizing Up My World grant to receive funding to cover admission and up to \$200 in transportation costs.
- C. Visit the Mini Time Machine Museum on your own or with the other teachers participating in the field trip if you have not visited recently. Exhibitions and objects on display change over time, so please explore the galleries. Take digital photographs to share with students prior to the visit. Use your visit to determine pre-visit activities to complete with your students.

Logistics Planning

- A. Consider school or district requirements for field trip planning. What paperwork is required? Deadlines?
- B. Contact the Education Director at The Mini Time Machine Museum by email, phone, or online field trip scheduling form to start the reservation process. Include at least three possible dates for the trip to allow for flexibility in scheduling, particularly for spring field trips in March and April (the busiest time of the year for field trips). The Mini Time Machine Museum requires a minimum of 2 to 4 weeks advance notice to schedule a field trip. Self-guided or docent-guided tours are available, so consider which type of tour would be best for you and your students.
- C. Research the transportation options for your school or district. If the district does not have a transportation department, consider contacting local charter bus companies. Mountain View Tours is one option in Tucson.
- D. Apply for administrative approval from the appropriate school leader (departmental chairperson, curriculum administrator, or building principal). Please do not confirm any transportation or other reservations unless you have the necessary administrative approvals for the field trip.
- E. Apply for grants, such as the Sizing Up My World Grant from the Mini Time Machine Museum, or other funding from sources such as parent/teacher organizations or foundations to cover field trip costs.
- F. Follow the school or district protocols for bus transportation reservations.
- G. Arrange a field trip snack or sack lunch if needed. Please note that food may not be consumed inside The Mini Time Machine Museum; however, there are a limited number of picnic tables available outside.
- H. Develop a schedule for the field trip day. Consider how long it will take to travel from your school to the Museum. Allow extra time for traffic delays or other scheduling issues. Museum visits usually start at 10 a.m. (other times are available) and last about 60 to 90 minutes.
- I. Determine if students will be allowed to shop in the gift shop. If they can make purchases, establish any rules for storing money or purchases (for example, restricting access to purchases in class or on the bus).
- J. Determine the number of chaperones required. The Mini Time Machine Museum requires 1 chaperone for every 10 students. Teachers can be included in that number.
- K. Recruit student guardians or caregivers to serve as chaperones. Determine any rules or requirements for the chaperones based on school policies and your preferences. For example, will parents be allowed to bring younger children that are not in the class? Do chaperones need to have completed paperwork or

background checks before volunteering? Will the chaperones drive themselves or ride on the bus? Will food, snacks, or beverages be provided to chaperones?

- L. Prepare name tags for students and chaperones that include each student's full name and school name. Your school may require that the nametag include emergency contact information.
- M. Collect money for admission fees if needed. The current admission price for students in a school group or field trip is \$3 each (\$6 for adult chaperones beyond the minimum number required based on the size of the group). Teachers are admitted for free. Consider applying for the Sizing Up My World grant to cover admission costs.
- N. 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 Cost
 - o Clothing for the trip (Uniforms? School shirts? Clothing all a certain color?)
 - o Lunch arrangements
 - o Money needed
 - o Trip schedule
 - o Whether a child will need prescribed medication administered
 - o Emergency contact information valid for the date of the field trip
 - o Parent signature
- O. Send a letter to parents or include field trip details in the class newsletter. Communicate assigned duties/responsibilities, review field trip objectives, list activities, and outline the schedule. Consider using multiple methods to contact parents including hard copy letters, emails, and newsletter or web posts.
- P. Provide alternative arrangements for pupils who will not be going on the trip.
- Q. Inform the cafeteria staff if students will be away during the lunch hour.
- R. Submit a list of students attending the field trip to other teachers if their schedules will be affected.
- S. Collect the money for the trip. Determine your school's policy for handling that money. Some may require you to deposit it in your school's account and pay for the field trip with a credit card. Other schools will have the teacher collect and pay with cash.
- T. Create a list of all student names and guardian and emergency contact phone numbers.
- U. Divide the list of students into groups of ~10 students and assign them to a specific chaperone. Please try to balance the groups based on behavior and needs.
- V. Determine if the students will have any assignments related to the field trip or forms to complete during the field trip. If your students have an assignment, please let the Museum Education Director know the details to prepare docents for the assignment or anticipate potential issues.
- W. One week before the visit, contact The Mini Time Machine Museum to confirm the field trip reservation, update the number of students attending, and discuss any concerns. Please also contract the transportation provider and confirm bus arrangements.
- X. Please note that students may need to bring their own supplies such as pencils, clipboards, and paper. Pens and markers are not allowed. Students should leave backpacks in the classroom.

Preparing Students Before the Trip

- A. Review the field trip schedule and answer any questions.
- B. Pass out the Museum Manners handout from The Mini Time Machine website. Consider showing YouTube videos from the Museum. Show photographs from the Museum or related to our exhibitions.
- C. Review school or classroom field trip rules, behavior, and consequences. As a class, brainstorm a set of standards of conduct for the trip and discuss suggested spending money, lunch plans, appropriate clothing to wear for the trip including gear for rainy weather.
- D. Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.

- E. Discuss the purpose of the field trip and how it relates to the curriculum. Go over any assignments related to the trip.
- F. Introduce visual observation skills. Let students describe in detail ordinary objects, like a paper clip, paintbrush, clothespin, or comb to their classmates.
- G. Introduce vocabulary words that will be used by docents during the tour.
- H. Consider assigning 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, science, environment, etc).
- I. Have the students determine what supplies they will need to bring with them (if any).

Final Planning

- Confirm administrative approval for the field trip and review the details with the chaperones.
- Remind parents and students of the upcoming field trip.
- Check all permission slips the day before the field trip.

Conducting the Trip

- Pass out name tags and determine a total head count of all students and chaperones.
- Divide class(es) into small groups of ~10 students and explain the groups to the chaperones.
- Provide chaperones with key phone numbers and a list of their assigned students.
- Determine if each student needs a partner or if some students may need special assistance.
- Place a class list and student emergency forms in a folder
- Bring a cell phone (if possible), an emergency or first aid kit, any student medications (like EpiPens) and extra student materials.
- Take inventory of food, specific equipment, and other supplies pertinent to the field trip.

Activities During the Field Trip

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

- Scavenger hunts, trivia games, word searches, crossword puzzles, or a mystery story with clues provided.
- Coloring pages or sketch pages with partial drawings of objects found in the exhibits for students to complete the drawings based on their observations
- Writing assignments to describe what students see, what details they noticed, and personal opinions about specific objects or the Museum.
- Field notebooks or worksheets for recording answers to prepared questions.
- Postcards to write or draw something that will summarize the field trip visit.

Post-Field Trip Activities

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.

The following prompts may help determine post-trip activities:

- Ask follow-up questions as students make observations: What was your favorite part of the field trip and why? If you could change one thing in the Museum, what would it be?

- List some of the objects in the exhibitions and explain why they stand out. Which object took the most time and effort to produce? Why do artists make miniatures?
- Have students pretend they live in one of the miniatures and have them write or draw a story about it.
- Polling Activities: Ask students to vote the miniature they liked best.
- Have each student create a miniature object or scene. Instructions for possible projects are available on the Mini Time Machine Museum website.
- Create a classroom bulletin board displaying materials developed based on the field trip.
- Have students bring examples of miniatures from their own homes for show-and-tell.
- Develop a classroom museum of miniatures that replicates displays students observed on the field trip.
- Link field trip activities to multiple curricular areas. For example, students can develop vocabulary or spelling lists based on field trip observations or complete math problems related to miniatures.
- Have the class compose and send thank-you letters to the Mini Time Machine Museum, chaperones, school administrators and other people that supported the field trip. Include favorite objects or special information learned during the field trip.
- Have the students write a letter to the Museum's resident magical creature, Fairy Caitlin.
- Create a short news report about what happened on the field trip.
- Share field trip photos and art in the school yearbook or on social media.

If you received a Sizing Up My World grant from the Mini Time Machine Museum, please submit all the necessary follow-up paperwork including transportation reimbursement forms, the online evaluation survey, and impact statement. All paperwork must be submitted within 30 days after the visit. Please consider sharing specific assignments, artwork, or photos completed based on the field trip.

Evaluating the Trip

Complete a "Teacher Journal" regarding the field trip as a reference for future planning.

- 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, the Museum Education Director, and/or school administrators.