# Outdoor Learning: Child-based approach to a journey

This document gives a brief explanation on how to organise and plan a journey with your pupils, in a child-based approach. The document provides the main steps to take, but is a ‘flexible’ document: you must adapt it to your possibilities, your pupils, your feelings. An important recommendation is to structure the steps for the pupils, but to let them as much agendcy as is possible. Guide them safely, but let them choose the path.

Start with a conversation in the class to explain to the children that they will be the “owners” of the class journey/excursion. Explain them roughly what they will have to do (choice of destination, planning, funding, report writing, …)

Important for the project: keep logs of all steps taken & all calculations made. Try to document every step with pictures. Try to do a small reflection as a teacher after ever step: What went well? What was difficult ? What surprised you ? …

## Step 1: Choosing the destination

AIM: the aim of this step is to find a destination for the journey. All children can come up with ideas, but the final decision should be a group decision. The criterium for the selection of the destination should be: **the place is of interest**, we can learn something over there (so not just an amusement park).

TIPS:

* Ask children to think about places they would like to go to. Give them the criterium that the place should offer something interesting.
* Provide enough time for the children to think about places and come up with ideas. Let them talk with friends, parents, grandparents, …
* Foresee a presentation moment: each child presents 1 or 2 places that he/she has chosen: where is it ? what is the interest of the place? Is it a 1-day excursion or a 2-day journey?
* Decision making: children can vote (anonymously) for the place they would like to visit.
* Make sure that the choice of the destination is also something that makes you as a teacher enthusiastic !

## Step 2: Estimation of the costs

AIM: once the destination and the duration of the trip is clear, you’ll need to make a rough estimation of the costs in order to know how much money must be collected.

TIPS:

* Make an **overview of costs** and let children decide/think about things where the class will spend money on:
  + Transport
  + Entrance fees
  + Activities
  + Meals
  + Overnight stay
  + Class souvenir
  + …
* Indicate priorities: if the total expenses would be too much, what is more important, what could be excluded ? Where could you save money by looking for an alternative
* How many persons will you be: the class and 1 teacher ? Or should you include more adults?
* Once cost items are defined and estimated, try to calculate the overall cost for this excursion (for the whole group).

After this step, both class groups (UK and Belgium) could exchange and present briefly to each other what destination they choose, and how much they think it will cost.

## Step 3: Planning of fundraising activities

AIM: Next step is to plan different fundraising activities in order to **collect the money** necessary to go on the journey

TIPS:

* Let children come up with **different ideas**. Let them look critically to every idea:
  + Is it something where people like to spend money on ?
  + Is it something useful, or can you eat it ?
  + Do you have enough different ideas, not always the same type of fundraising ?
  + Can you maybe link some of the activities to a special moment of the year (e.g. Christmas, mother’s day, …)
* How will you **spread the activities over time** ?

Share ideas of fundraising with each other, you could pass on good ideas.

## Step 4: Organisation of a fundraising activity

AIM: For each fundraising activity that is organised, children have to consider carefully all costs involved in order to be able to make benefit as well

TIPS:

You could work with a form.

* Which steps are necessary to have the product ready ? What’s the cost ?
* How many products can we sell, must we sell ?
* What’s the profit/benefit if we sell all our products?

*Example: selling apple juice*

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Who** | **When** | **Cost** |
| *Collection of apples*  *100 kg* | *children* | *At home in the weekend* | *free* |
| *Press juice* | *Pressing plant* | *Make an appointment with the plant* | *< 30L: 1.6€/L*  *30-50L: 1,4€/L*  *50-200L: 1,3€/L*  *>200L: 1,2€/L* |
| *Design folders for publicity* | *Children* | *During class* | *Cost of copies: 15€*  *(200 copies)* |
| *Label on bottle* | *Children* | *During class* | *free* |
|  | | **Total cost** | 145€  *(we have 100 L)* |
|  | | | |
| **Total cost per bottle** | 1.45€/l | **Selling price** | 2.5€/L |
| **If we sell all 100 bottles, the profit is…** | 105€  =(2,5 x 100)-145 |  |  |

Don’t forget to organise the sale

|  |  |  |
| --- | --- | --- |
| **When** | **Who** | **Sold** |
| *Tuesday 3.30 pm* | *Emma & Jan* | *30 L* |
| *Wednesday 12 pm* | *Sarah & Tom* | *20 L* |
| *Thursday 3.30 pm* | *Kate & Justin* | *40 L* |

Other ideas of fundraising: making cookies, sale of kitchen towels designed by the children, washing cars, selling garden plants, selling socks, making marmalade and sell this, …

## Step 5: planning/preparing the trip

AIM: After the planning of fundraising activities (and during the execution of these) the class can start planning and preparing the trip. Aim of this step is to set up a planning, make reservations, and work on content of the excursion/journey.

TIPS: You could make groups of children responsible for the different tasks in the organisation of the trip. Let them present their findings and discuss with the whole class group.

* **Planning**: make children responsible for setting up a planning of the day(s). Discuss to see whether it is reasonable.
* **Reservations**: which activities need a reservation and/or payment ? Don’t forget to do this. Which activities are “for free” but need to be booked?
* **Preparation of content**: During different lessons you can work with the children on “content”: where are we going, the itinerary, what kind of place is it, what can we learn over there, what do we want to learn over there, …
* Children can collect all information in a their “**Journey guide**” or “journey diary”.

## Step 6: going on the journey

Finally, when all money is collected and the trip is well prepared, you can enjoy the journey ! Don’t forget to keep track of what you do ! Take pictures, write daily reports, make vlogs, …

## Step 7: Report and reflection

Report: report on what you have done !

1. The teacher makes a report for the UPPscale project (tracks, logs, findings, reflections, … kept during the project) in the form of a word document
2. The children make a report of the journey (step 6) for the other class group (UK or Belgium) in the form of a video, diary, newspaper, …

Reflect: After the trip it is important to reflect on the whole project. Try to reflect on the different phases as a teacher. The best way is to write down intermediate reflections after each step taken:

* Choosing the destination
* Estimation of the costs
* Planning & organisation of fundraising activities
* Planning & preparing the trip
* The journey itself

Make sure to reflect with the children as well !

Some ideas to reflect on:

* What went well? (children and teacher)
* What was difficult? (children and teacher)
* What surprised you in the children? (teacher)
* What surprised you? (children)
* What would you change a next time? (teacher)
* …