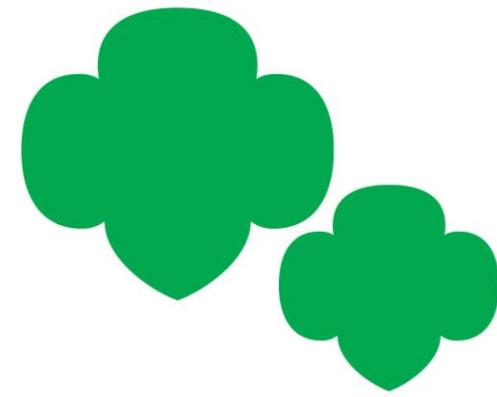


Field Trips Planning

Girl Scouts of Central and Western Massachusetts





This Field Trip Course is composed of two modules:
Field Trips: Safety and Paperwork and Field Trips: Planning.

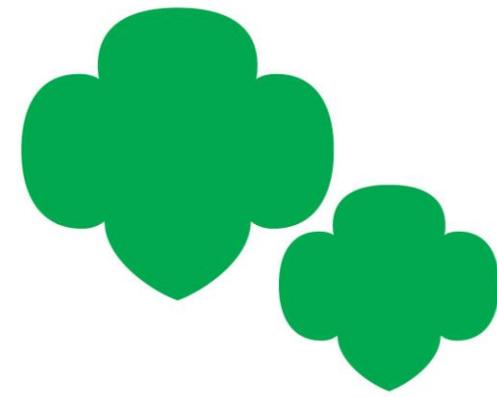
Prerequisites:

Required: GSUSA Welcome to Girl Scouting Video
Recommended Girl Scouting Great Beginning



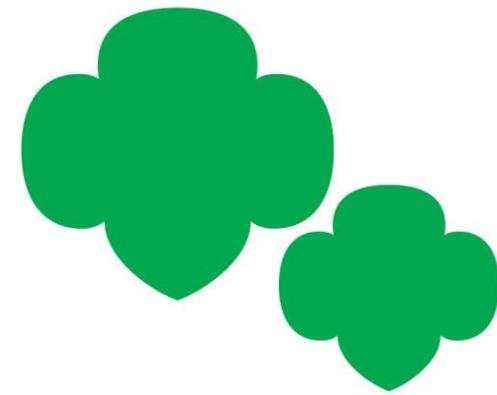
Course Objectives

After completing this course you will be able to:



- Assess the readiness of the girls and parents in your troop
- Involve girls in planning
- Communicate effectively with parents about the details
- Use a variety of methods to evaluate the success of the trip

Girl Readiness



Girl Readiness means that an individual girl is prepared for a particular activity. Readiness is based on her physical and social maturity plus her abilities, skills, and knowledge. Each girl's level of readiness is influenced by her previous experiences with family and friends. Remember, not all girls in a group will be "equal" when it comes to readiness!

Readiness Indicators are grouped into four categories: Emotional, Physical, Experience, and Skills and Knowledge.



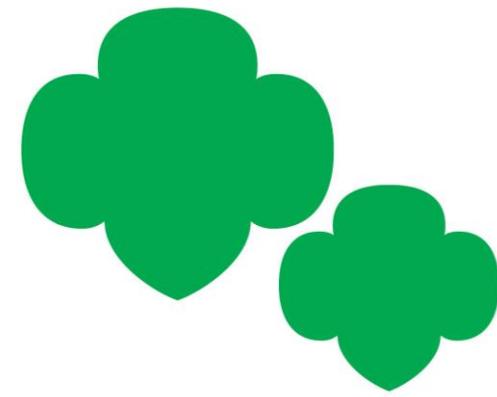
Emotional Indicators

- ▶ She wants to go on the trip
- ▶ She can compromise with the group and doesn't always have to have her way
- ▶ She can function as a group member
- ▶ She can cope with the unknown

Physical Indicators

Physical disabilities should not prevent girls from participating in activities and trips. Some adjustments may be required to accommodate girls with different abilities. Remember Girl Scouts are committed to diversity and pluralism.

- ▶ She has enough stamina to participate in planned activities

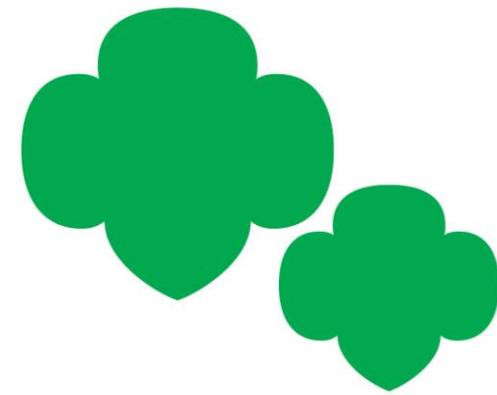


Experience

- ▶ She has demonstrated ability to follow rules and instructions
- ▶ She has been on a series of progressively longer trips

Skills and Knowledge

- ▶ She understands and can use the Buddy System
- ▶ She understands all safety rules related to the activity
- ▶ She knows how to use any specialized equipment
- ▶ She can help evaluate the trip

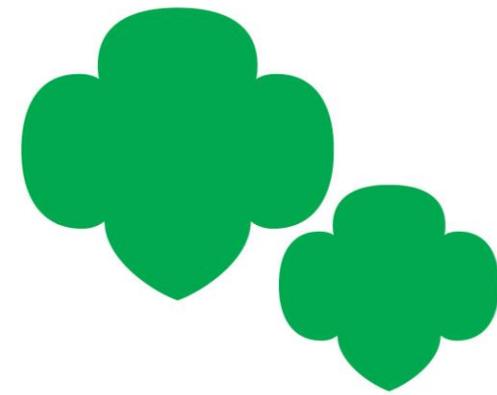


Girl Readiness

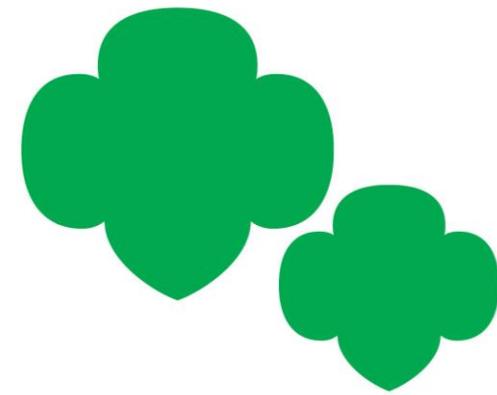
The Troop Leader must determine if each girl is comfortable and ready for the planned trip or activity. If you determine that a girl isn't ready, talk to her parents. They may be able to help prepare their daughter, or they may agree that she is not ready.

Parent Readiness

Sometimes it is parents that aren't ready for a daughter to explore on her own. The most effective way to overcome parent hesitation is with communication. The more they know about the troop plans and Girl Scout safety rules, the more comfortable they will feel.



Planning with Girls



Girl Planning is a big part of what makes Girl Scouts a unique experience. Every trip can be a stepping stone, teaching the girls just a little bit more about the skills they will use for life - taking care of themselves, making decisions, evaluating their growth and working together for the common good.

The same questions that are used to write a good news story can help girls be involved in planning. While Daisies might only help with answering some of them, Cadettes-Ambassadors can help with all of them.

Where?

When?

How?

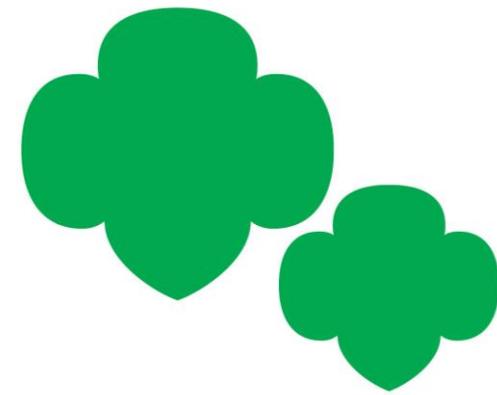
Why?

What?

Who?



Planning with Girls



Why?

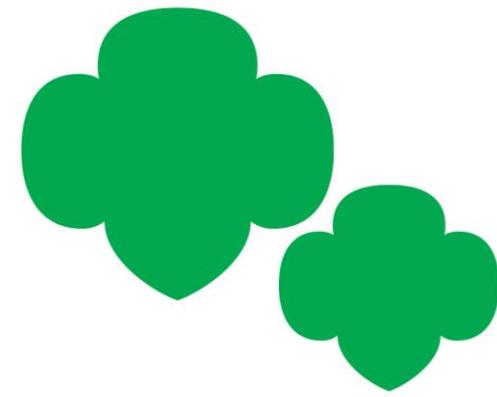
Why are we going?

-to take a side trip from our Journey, to earn a badge, offer community service, have fun...? We hope all trips taken by your troop will allow the girls to have fun. But are there other reasons to take trips? Perhaps your girls want to learn a new skill or practice one they've already learned. Using trips as part of on-going programming will enhance learning.

Think about the things your troop is doing right now. Is there a place you could go or something you could do outside of your troop meeting to further their learning?

For example, your troop has been working on a Thinking Day Activity revolving around the continent of Asia. You could take a trip to an Asian market. There may be a college nearby with a number of students from Asia -you might be able to visit them and have them tell you about their country

Planning with Girls



What?

What are we going to do - create something new, learn about a career, take a tour, help someone...?

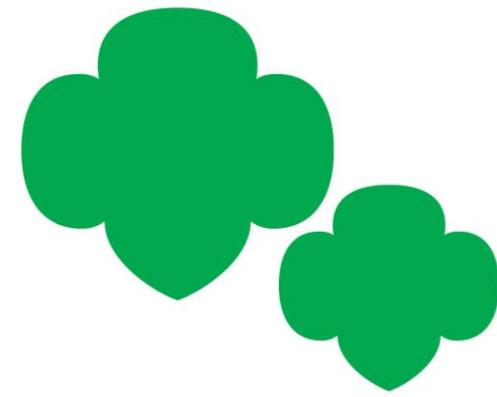
Everything! Girls have a tremendous amount of energy and the gift of enthusiasm. Applaud and encourage this while helping the girls decide what activities are realistic.

When selecting activities to do during the trip, always consult the Safety Activity Checkpoints found on the council website

[Safety Activity Checkpoints](#)



Planning with Girls



Where?

Where are we going -the police station, the museum, a pottery studio...?

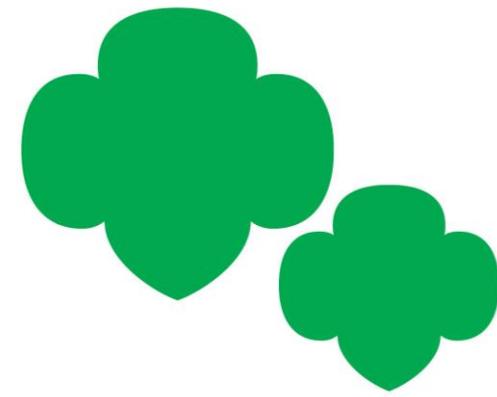
Challenge yourself and your troop to think of new and different places. Depending on their age and ability, encourage girls to search the internet, talk to friends, family, and neighbors about places they have been, read the newspaper, visit the local chamber of commerce

The possibilities are endless. This process will enable girls to develop their ability to communicate with adults, take detailed notes, learn about their community and much more.

Tip

Have the girls create a “wish” book where they can record all of their ideas. Perhaps this could also become a diary to record thoughts about planning, pictures from the trip, etc. Younger girls might create one wish book as a troop.

Planning with Girls



When?

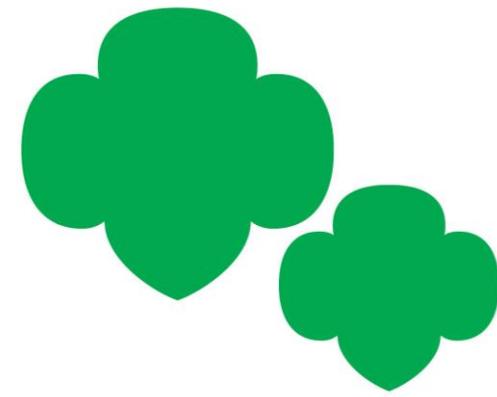
When will we go -on a weekend, after school...?

Try to find a time when the majority of the girls will be able to participate. You may not be able to decide on a date that everyone can go.

Help the girls to understand why this is and that girls will have other opportunities for taking trips.



Planning with Girls



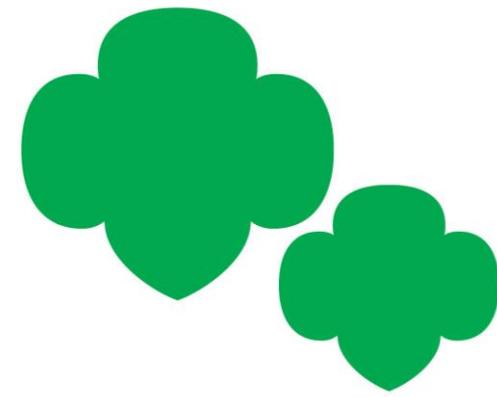
Who?

Who is going on the trip -girls, chaperones, parents, family members...?
The trip should be planned so that the majority of the girls will be able to attend.



Be sure to decide ahead of time who is needed and who will be permitted to accompany the troop. Review guidelines regarding how to choose chaperones and what additional insurance may be needed if family members are attending.

Planning with Girls



How?

How will we get there - public transportation, parent cars?

How much will it cost?

Remember some of the best trips are free!

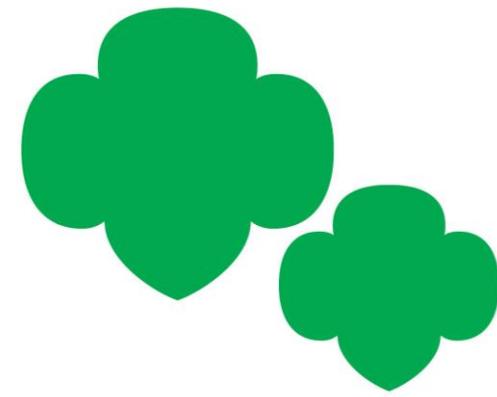
Remind girls to think about a variety of different kinds of cost: admission, transportation, food

How will you update the troop's group agreement to reflect the field trip's planned activities?

Tip

Girls can learn about budgeting with an Activity Fair. Create signs with different activities and what the cost is. For example, craft \$10, museum visit \$15, roller skating, \$12. Then give each girl a set amount of money and have her decide which activities she wants to spend her money on. Be sure she doesn't have enough money to do all of them

Parent Communication

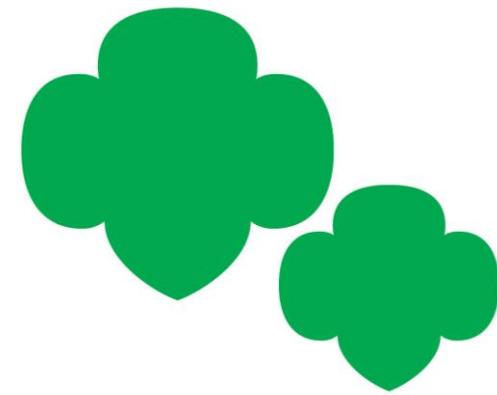


Permission slips provide the logistical details to parents, but there is additional information that is helpful to provide and makes for a smoother experience. Depending on the age of the girls and the complexity of the trip, it can be useful to share this information at a parent's meeting. This allows parents to ask questions and express concerns. Juniors and older can present the info to their parents.

- ▶ Expectations for participant's behavior and consequences for not meeting those expectations
- ▶ A more detailed list of what to bring
- ▶ Directions to the location(s)
- ▶ Information about Safety Activity Check points
- ▶ Your emergency plan, including the use of the Back Home Contact



Evaluating with Girls



Each trip taken should be evaluated to learn what was enjoyed and what could have been done better. This information can be used in planning future outings. Girls should be able to honestly express their feelings in a way that will make the next trip better without criticizing each other or placing blame.

It takes some practice to learn how to discuss negative aspects and ways to improve. Evaluation doesn't have to be limited to trips. The more opportunity girls have to practice this skill, the better they will become.

Younger girls might draw a picture to show what they liked or wished was different.



Evaluating with Girls

Group Discussion

You want to ask questions that require more than a yes or no answer. Here are some ideas to get you started:

- ▶ Did anything surprise you?
- ▶ How did you feel when....?
- ▶ Tell me something you learned.
- ▶ What did you like best?
- ▶ What should we do differently next time?

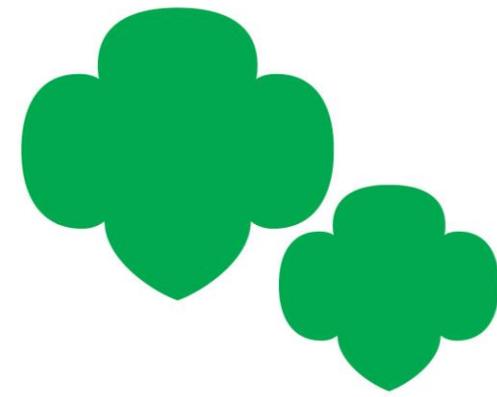
Thorns, Roses, and Buds

Each person shares a thorn from the day: something she found unpleasant.

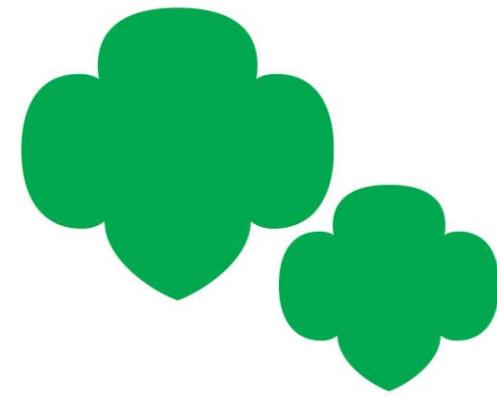
Then follow it up with a rose: something she loved.

An optional addition is to add a bud: something she is looking forward to next time.

Thinking of the future in this way cements the group's intention to stay together



Please review the course objectives to be sure that you are able to:



- Assess the readiness of the girls and parents in your troop
- Involve girls in planning
- Communicate effectively with parents about the details
- Use a variety of methods to evaluate the success of the trip

If you have questions about the material covered in this module, reach out to your Troop Consultant, Service Unit Manager or Membership Specialist

