ALBERTA ENVIRONMENT

A Guide to Planning Successful Field Studies

Alberta ENVIRONMENT

Kananaskis Country

This publication is part of a series of field study programs produced by the Environmental Education Program of Natural Resources Service in Kananaskis Country and Fish Creek Provincial Park. The publications have been written to address the mission of Alberta Environment and increase students' environmental awareness, understanding, interaction and responsibility for the natural world in which they live.

The publications are developed in a close working relationship with teachers, community educators and program writers. Programs focus on the areas of environmental education, science, social studies and language arts. They are also developed to emphasize elements of environmental literacy, lifestyle, and citizenship.

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A Guide to Planning Successful Field Studies

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Friends of Kananaskis Country

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PURPOSE OF THE GUIDE

This guide has been written to help educators, in all subject areas, plan and implement successful field studies. Although it has been written primarily for teachers new to the area of field studies, experienced teachers will also find areas of interest and assistance.

For the purposes of this guide, field studies have been defined as ***curriculum-related studies conducted anywhere outside the classroom.*** This includes field studies carried out in the school yard, in a nearby city park, or in the wilderness of Kananaskis Country.

The guide is not a cookbook of precise recipes; instead, it offers guidance and suggestions to help in the planning of an effective, enjoyable, and educational field study. Change, compromise, and adaptation are necessities of the field study planning process. These necessities, however, along with your willingness to give this opportunity to your students, can lead to some of the most rewarding and memorable educational experiences for both you and your students.

A TEACHER'S ODE TO THE GOOD OL' DAYS

I remember it well...my first field trip to the Rocky Mountains. Summer holiday's were rapidly approaching, and my students were restless. I decided to take the class to the mountains. Thirty grade nine students and me on a mountain stroll; what could be simpler?

I awoke that Monday to find a dim, overcast and threatening sky. However, armed with the spirit and determination which forged our nation, my class and I ventured forth, unafraid, to the beckoning mountains. With potato chips and pop in hand, we left the bus and started for the top of a nearby mountain, one I had been to on several occasions. Fifteen minutes into the trek one of the students began to complain of breathing difficulties. His inhaler appeared and I realized that at least one member of the class was not going to see the mountain top that day. Some other students who were also feeling the hardships of the trip readily volunteered to stay behind with him and await our return. Where was another adult when I really needed one?

We left the three students behind and resumed our upward march only to be greeted, a short thirty minutes later, by what is apparently a common occurrence in the mountains; rain... great sheets of cold, wet, driving rain. Out came my handy- dandy rain slicker, and away it went to the nearest shivering cold student. Hadn't I given out a checklist of things to bring? After a brief discussion, we decided that I, along with five students equipped with rain gear, would continue onward and upward, while the rest of the rain-soaked students retreated down the mountain in search of a warmer and drier climate.

As we neared the crest of the mountain the relentless rain turned to snow (you can imagine our surprise!). Discretion being the better part of valour, we decided to head back down the mountain. It would still be there, we decided, IF we should ever want to return and try our luck again.

My field trip toward the top taught me many things. Most importantly, I learned there is more to a field trip than meets the eye, and that preparation and organization (my own and the students) can go a long way toward ensuring a successful field excursion.

Does any of this experience from the good ol' days sound familiar? If so, ***read on***!

MAKING IT HAPPEN

So... you have decided to combine two educational environments—the one inside your classroom and the one outside your school—and now the questions arise:

- How do I go about planning a ***successful*** field study?
- What should I do first?
- How can planning a field study be a pleasure rather than a pain?

This section, ***Making It Happen***, has been written to answer these questions, and address the initial phase of the field study planning process, ***the outline.*** The outline is the homework or research stage of the planning process. It will outline your vision of what the field study will be, and will include a review of resources, field study logistics, approach, and goals and objectives.

Resources

The integration of field studies into the school year should be neither a burden nor a solo effort. There are many resources upon which you can rely for advice and ideas, both inside and outside the school.

Inside the school

Other teachers are an essential resource for information and experience when preparing a field study, and their input and knowledge remain important throughout the study's realization. This is especially true when the field study incorporates several disciplines, and therefore several teacher's specialities. When this is the case, one teacher cannot design the study alone; advice and suggestions from other teachers will prove invaluable. This is not only true for overnight studies; even short excursions planned to last a classroom period are strengthened through consultations with other teachers.

Outside the school

There are many government and non-government organizations which can help you plan your field study. Most organizations will know of other resources if they cannot help you themselves, so just pick up the phone and start dialing. For a start, our number at the Environmental Education office in Kananaskis Country is 678-5508. If we do not have the answer we can generally point you in the right direction.

Review your school board's resources as well. Some, such as the Calgary Board of Education, have speciality teams. Others have consultants or teachers who are proficient in field study planning and implementation.

Logistics

The appropriate time of year, location, and length of the field study need to be determined before other decisions are made.

Time of year
Use curriculum requirements and content, not convenience, to establish the time of year most suitable for your study. Field studies work best when they are scheduled in conjunction with in-class work, and include pre- and post-field study activities. Weather, experience, and available equipment will also be factors in determining the appropriate time of year.

Duration
Site requirements will change according to the duration of your field study. The length of a study will depend on many factors, including students' ages, grade level, and field study experience (yours too!). Generally speaking, children in Early Childhood Service to Grade 4 are best left to field studies which are based on a ***half-day*** to a ***full day*** trip into the field, unless heated indoor facilities are available for an overnight stay. Outings for Grades 5 to 12 will vary, depending on the experience of the students and teachers, from day trips to an overnight stay to a week long, in-depth study.

Alternatively, field studies can take on a much different look. A series of shorter school based excursions can be planned over the entire school year. Classroom periods spent inside, followed by study time outside, may be a perfect alternative when the opportunity for an in-depth, multi-day, field study does not exist.

Location
Effective field studies can be conducted as close to the classroom as the school yard, or as far away as time and budget will permit. The following factors need to be considered when choosing a field study location; educational objectives, site availability, site facilities and trails, student safety including nearest emergency resource personnel, travel time, time of year, size of group, cost, and length of the field study.

In the final analysis, you will want to chose a site which can best meet your educational goals and objectives. If this is accomplished, you, your students, school administrators and parents will all value and believe in the field study experience.

Approach
Once you are aware of the resources available to you, and have dealt with the field study logistics, it is time to decide upon an approach. The approach will dictate the field study's direction, and will form the basis for choosing field study objectives, themes, and activities.

There are a variety of possible approaches. Generally speaking, they fall within two categories: a teacher-centred approach or a theme-centred approach.

Teacher-centred
A teacher-centred approach relies upon a teacher contributing according to their knowledge, subject speciality, and interests. In this approach there is little or no interaction between subject areas, and only the teacher's subject area would be explored on the study.

A modification to this solo approach would find teachers from different disciplines all participating in the field study, but still developed activities which are relevant to their subject area only. Essentially, you would be taking your teaching schedule from the classroom and transfering it to an outdoor setting. This modification of the solo approach can resolve logistical concerns and teaching schedule conflicts. The teacher-centred approach generally requires less planning than the thematic or theme-centred approach.

Theme-centred
In the thematic approach, field studies centre on a theme such as colours, sense, interrelationships, seasons, energy, diversity, communities, etc. Many teachers could be involved in the planning of the field study, each teacher developing activities within their own subject area related to the chosen theme. This approach requires cooperation and the exploration of other discipline areas. Although thematic field studies require more planning, the rewards of viewing the same theme from a number of perspectives can be exciting and will provide the student with a more holistic picture of the theme under study.

Goals and Objectives

Once you have established your approach, time can be devoted to working out your goals and objectives (GO's) for the field study. All subsequent decisions will be made according to the GO's you establish. Do not make goals all-inclusive; there simply is not enough time in any field study to touch on all aspects of the natural environment, or to teach students about "wildlife" in half a day. On the other hand, avoid making goals so restrictive that they will be met in less time than the field study has to offer. As field studies can be as much a social experience as an academic one , your GO's should include social as well as academic criteria.

In setting goals and objectives, focus on the curriculum. Using the curriculum as a guide, you can then tie field activities into curricular objectives. Select appropriate activities for your students; the age and skill of participating students will determine to a great extent your objectives and activities. Generally, young students are less able to deal with abstract ideas; thus short (half day) studies suit them best. Older students are challenged by longer activities which probe concepts in greater depth.

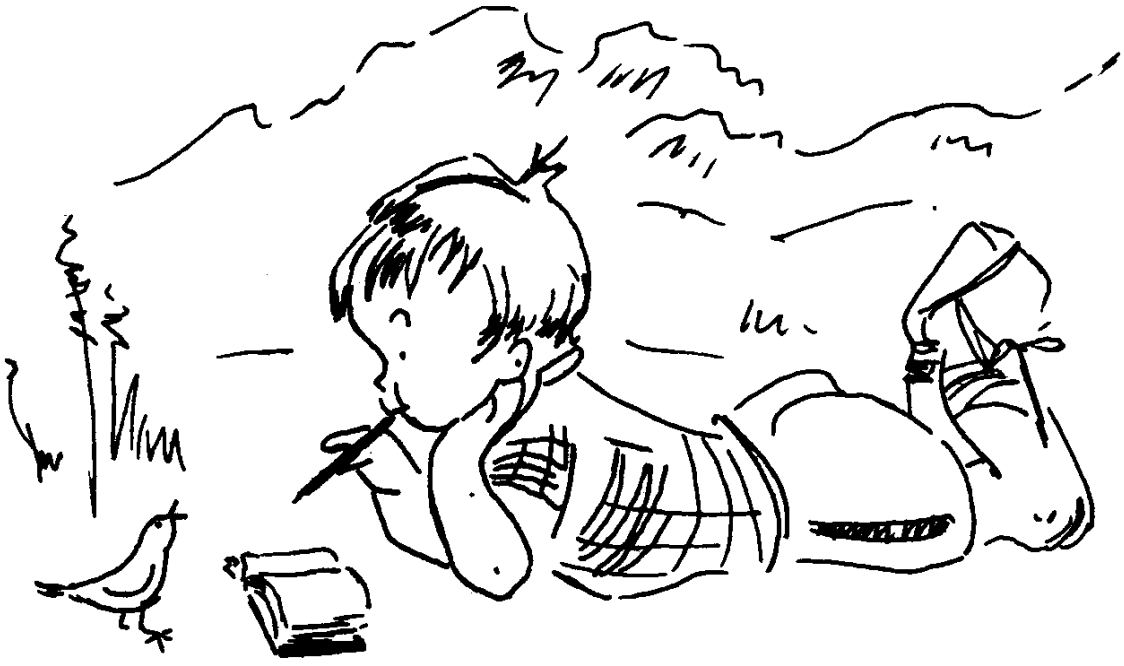
Resources, such as topic or thematic materials, guest speakers and volunteers, may be limited and must be considered when setting objectives. ***Also keep in mind your own comfort level; stay within the bounds of what you feel confident doing*** (i.e. are you experienced enough in the back country to undertake a twenty kilometer hike?). Where students are concerned, field studies should be planned according to your skill level and experience, NOT according to the potential for adventure and challenge. ***Plan for success - not for failure., for both you and your class.***

*At this point you have completed your **outline** for the field study: you know with **whom** you will be going, **where and when** you will be going, your **approach,** and **why** you will be going. Before delving into **t**he details of field study preparation and format seek approval for your outline.*

Approval

You will generally need permission and funding for transportation, substitutes, guest presenters, supplies, rentals, and possibly activities, depending upon the length of the study, the destination and the distance travelled.

To ensure approval and funding of your field study proposal, the school administration and the students'parents should be included in the outlining stage of the field study. If adjustments and improvements are made according to their ongoing suggestions, final approval will more likely be a simple strike of the pen rather than a walk through hot coals.



WE'RE GOING; NOW WHAT?

Once approval has been given by the appropriate school administration for your fieldstudy outline, it is time to work on the details of field study preparations and format. Experiences of others is always of benefit and a listing of some field study tips and tricks has been placed at the end of this section for your consideration.

Preparations

Students

When a field study involves a single classroom period, the entire class usually participates and one teacher and/or several parent volunteers will suffice. However, when the study will take more than a classroom period there are often questions about who should take part, due to concerns related to discipline or health.

As a general rule, field studies should be fully integrated with your class schedule and the entire class should participate. This encourages students to see field studies as integral to their educational activities. Medical and disciplinary concerns need to be dealt with, but they should not be used as reasons to exclude students. Discrepancies between students' abilities can be treated as an opportunity for team-building and a challenge for the class to succeed as a unit, not only as individuals (e.g. have them share the load on a hike).

Involving students early in the field study planning process will leave them more committed to its eventual outcome. They will learn co-operation and compromise by participating in the planning, and they will learn to think critically and objectively when plans are discussed. Have students prepare menus, check equipment, assume group leadership, or choose activities, routes, and meal times from built-in options.

Field studies should be initiated in the classroom where students can practice field study techniques, do research, or build necessary field study equipment and materials. Review the equipment lists with the students and do a check by having the students bring in their equipment a week before departing on the trip. If anything is missing they will have time to acquire it before departure day. Field study preparation often requires meeting students outside of regular class hours. ***As with many other endeavours, field study success is directly related to the amount of time spent in preparation.***

Before the field study, prepare students mentally and physically. Discuss and dispel students' concerns and fears. Not every child's outdoor experience will be filled with wonder and excitement; fear is also a natural part of exploring the unfamiliar. Some fears are well-founded, such as being afraid to disturb a bee's nest. Other fears are irrational, and are related to a lack of knowledge about the environment. Concerns about tigers and crocodiles, for example, may seem totally out of place but they can be of real and immediate concern to some students. ***All fears are valid and should be accepted unconditionally.***

Establish fair and reasonable expectations for behaviour and discipline prior to the study. Be sure that the expectations are consistent with the school or school board philosophy and goals. Students need to know where they stand and what will happen to them should they act inappropriately. While preparing students, build anticipation for the study by sharing personal experiences, focusing on appealing aspects, and keeping students involved in planning activities and schedules.

Parents

Parental involvement is essential. Update parents on programme details, request their assistance as volunteers, ask them to evaluate programmes, and provide them with an opportunity to make a difference.

Teachers

Coordination

After the field study outline has been approved, the role of each teacher needs to be clarified. A ***field study coordinator*** should be chosen to coordinate the overall efforts of all participants and to ensure all aspects of the ***Field Study Checklist*** are carried out. A ***first aider*** and ***supervisor of supplies and equipment*** should also be designated, especially for longer studies.

Field study preparation

Before the study begins, introduce required skills in the classroom or on the school campus. Pre-study activities and post-study activities are important opportunities for skill enhancement. Review the Field Study Checklist on page **14** to ensure all steps relevant to your study have been completed. You may wish to add or delete items, to develop your own personal checklist for future field studies.

Supervision

Kananaskis Country Environment Education office suggests the following adult-student ratios for outdoor studies:

Division I
days: 1 adult per 5-8 students
overnight: 1 adult per 5 students

Division II
days: 1 adult per 8-10 students
overnight: 1 adult per 8 students

Division III and IV
days: 1 adult per 10-12
overnight: 1 adult per 10 students

Activities

Information on field study activities and programs abound. Many government and non-government organizations have developed field study programs and activities for outdoor studies. Check with your instructional resource centres, school librarians, or organizations involved in outdoor or environmental education. If you are experiencing start-up difficulties give us a call at 678-5508.

Liability

You are responsible for planning a safe trip. Ensure that site and vehicle capacity limits are observed, and that only qualified instructors lead activities. One emergency vehicle should be on hand at all times, as well as a first-aider, especially on overnight trips. It is important for supervising teachers to have a working knowledge of first aid, and to upgrade qualifications for swimming and life-saving when possible.

If all sites are carefully selected, all transport safe and suitable, all activities genuinely viable, supervision and instruction clearly assigned, there will be few problems. Parents will want to be informed and have the option of removing their children from specific activities. Ensure they are aware of the purpose of the field study and have signed their child's release form(s).

Supervisory obligations and responsibilities are always of concern to teachers. In quasi-legal terms, teachers and supervisors participating in an out-of-school study are governed by the phrase *in loco parentis* which loosely translated means "the parent in that place." ***The teacher who acts in the manner expected of a prudent parent will have fulfilled most of the requirements necessary to avoid a liability suit.*** It is important to note, however, that in the delegation of authority to others (e.g. volunteer supervisors and guest presenters), one is not delegating responsibility; responsibility remains with the teacher and/or the school system. Check your pupil accident insurance requirements and limitations; generally it extends protection to 24 hours per day, 365 days per year anywhere in the world for properly authorized excursions.

Liability depends upon differing laws and school boards. It is important that you understand the rules and requirements. Check with your school administration for the specific details. The Alberta Teacher's Association monograph, ***Teacher's Rights, Responsibilities and Legal Liabilities*** also provides information on this area of concern.

Field Study Formats

The structure of a field study is only limited by one's imagination and creativity. Formats will vary, and will evolve through trial and error. Keep in mind the wisdom of Thomas Beckett; Try, fail, try again, fail better!

In planning field studies include time for rest and reflection; the outdoors can be an overwhelming setting for some students. Over-scheduling of activities is counter-productive. Running students from one activity to another often blurs the original intent of the field study. Plan to accommodate morning and afternoon variations in your students' energy level.

Leave room for the unexpected and have alternative plans. Snow, rain, and inclement weather are often the bane of field studies. Have a rainy day back up plan, which may be to simply conduct the study despite the weather, to move the study inside, or to put the study off until another day. Upon returning to the school, review the principal concepts taught on the field study.

Here are some sample formats on which to base your one day, half day, and multi-day field studies.

Full Day Field Study Itinerary

Free exploration

Provides students with a time to explore the area and release some built-up energy from the bus ride.

Orientation

Remind students of the field study's purpose, review rules and regulations relevant to the site, and introduce them to the day's events.

Expectations (journal writing)

A time for students to record their expectations for the day in a journal.

Co-operative games / initiative tasks

Activities which reinforce the idea of working together and encourage group co-operation.

Activities

The heart of the day, activities based upon a theme or discipline area. Depending on the field study approach students can rotate through different activities presented by various teachers or participate in activities related to one subject area. Activities can vary in time from 45 minutes to three hours.

Lunch

Bag lunch, cook or prepare food on site. Preparing food on site can take up to two hours, so plan your day accordingly.

Wide games

After lunch, an opportunity to rekindle the students' energy level. Wide games are those which use a large area; sport activities or a continuation of the morning's initiative tasks can also be undertaken.

Activities continued

Students continue to rotate through the activities, attending the remainder of the activities originally presented in the morning.

Wrap-up/Closure

Bring the field study to conclusion, re-address the theme or subject, and introduce what will occur back in the class.

Reflections (journal writing)

Provide students with an opportunity to review their expectations and reflect on the day.

Half Day Field Study Itinerary

As shown in the full day outline, begin the half day outing with free exploration time and an orientation to the area. To compensate for the shorter period of time you can exclude activities such as journal writing and focus on only one activity rather than a series of activities. Wrap-up before lunch and allow time for closure. Lunch either at the site, on the bus, or upon return to the school.

Multi-Day Field Study Itinerary

First day

- travel to the site
- allow 1 to 2 hours for unpacking and setting up of equipment
- large group meeting to discuss rules, boundaries, procedures and schedules
- site familiarization: free time or exploration hikes/activities
- first meal, if it is a group meal, make it good and on time
- an active evening program which will prepare students for sleep
- end with a large group story or song around a small campfire
- lights out - all staff involved in settling students down
- talk to each tent, especially on the first night

Program days

- first morning - students will be up early - (the colder the earlier)
- allow 2-3 hours from wake up to program start
- include time for cooking, eating, cleanup, announcements
- structured activities, 45 minutes to 3 hours per activity
- 1 to 1-1/2 hours for lunch
- games and physical education activities 1 hour
- structured activities, groups rotate through each activity
- 1 to 1-1/2 hours for dinner

- evening program - 2 to 2-1/2 hours
- during the spring, evening hikes are possible; in the fall,
- evening sky watches

Note: one to several days can be taken for an all day activity/hike

Last day
- usually get up a little later
- camp clean up and pack up
- have a final event

Note: In planning activities, keep in mind your own health and physical condition. Plan within your own abilities. Have a minimum of two adults along on an field study or hike, in case of an emergency when one adult has to leave. One supervisor of each gender is preferable for mixed groups.

Tips and Tricks

Field studies are experiential, hands-on learning experiences for both students and teachers. During the trip be prepared to change schedules, adjust expectations, and adapt your field activities to suit new needs, opportunities and limitations.

Keep enthusiasm and laughter in your words and action. Watch for unexpected teachable moments, whether it be in the flight of a bald eagle or the crackle of lightning. Be aware of what is happening; field studies by their very nature call for flexibility and change.

Keep students informed about the daily plans so that they have a framework in which to organize their day. Take the field study step-by-step and base your plans on the KIS (keep it simple) principle. Give students time to reflect so that they aren't floundering in theories while the actual experience occurs unnoticed.

Throughout the study, keep these thoughts in mind :

- Be prepared: decide in advance what you want to do, and what you wish to accomplish
- Establish routines so students understand what is expected of them
- Offer choices, have optional activities available
- Take your time: you are out to discover and observe. Get to your starting point early, then slow down
- Use different methods of grouping so that students work with new people
- Be quiet: avoid unnecessary noise when walking

- Wait 10-20 seconds for an answer to questions. Students need extra time to focus and think things through in an unfamiliar environment
- Use tools to help students focus on the environment around them. Hula-hoops and/or paper towel tubes help students focus on small areas
- Face the sun when speaking, so the students don't
- Repeat the main concepts and address the study objectives frequently
- Remind students to tread lightly; they're visiting the homes of plants and animals
- Count students often, have them pair up and take responsibility for one another
- Capitalize on special events (e.g. wildlife sightings)
- Give students time to socialize and learn together. Use cooperative games, initiative tasks, wide games, and group problem solving to strengthen the ties between students
- Ensure that all students can see the teacher at ALL TIMES during a hike
- On a hike, have one supervisor lead and the other supervisor or volunteer follow at the end of the line

Oh yes - don't be afraid to say "I don't know." They may become your favourite three words and the questions can become a source for further research back at the school. Keep a record of your "I don't knows."

FIELD STUDY CHECKLIST (✔)

The following checklist has been designed to help you in your planning of a field study. Items are listed in the approximate order in which they should be addressed.

THE FIRST STEPS

____ initiate field study outline for school administration
____ board policy regarding transportation, insurance, liability, supervision, and parent involvement researched
____ financial capabilities established (i.e. monies available, budget)
____ research of resources such as activities, guides, and programs initiated
____ after completion of field study outline, permission of proper school board authority and administration obtained
____ fund-raising for study organized (if necessary)
____ meet with parents, if trip participants chosen by application process

GOALS , OBJECTIVES, AND ACTIVITIES

____ curriculum-related field study goals and objectives established
____ teachers and volunteers involved in field study planning and preparation identified
____ field study approach determined
____ plans discussed with students, including trip objectives, emergency procedures, groupings, and behavioural expectations

WHERE?

____ field study site chosen
____ preview field study site (outline possible activities, student safety concerns, facilities such as phones, restrooms, parking). Is there a guide to the area or facility?
____ permission to enter onto private property obtained and/or permission and booking with proper authorities if public lands and /or facilities are to be used
____ parents notified —permission letter and request for updated medical information sent home, accompanied by *Authorization and Release of Liability Form,* specifying where, when, why, how, costs, and alternate date of field study
____ special notification re: student equipment and supplies, means of transportation, and cost
____ a file for Authorization and Release of Liability Forms established by the school administration

WHEN AND FOR HOW LONG?

____ departure and return times established
____ other teachers notified re: timetable changes due to field study

PARTICIPANTS

____ experience and skills of teachers, resource people, and volunteers identified
____ *field study coordinator* designated; in charge of field study coordination
____ *first-aider* designated; supervises student medications, first aid needs and emergency procedures and planning

____ *supervisor of supplies and equipment* designated; in charge of menu planning, supplies, and equipment
____ teachers responsibilities re: activities and participation completed
____ pupil-teacher ratio according to acceptable standard
____ number and ability of participating students established (age, class size, experience, skill, medical/health, fitness)
____ student groups established
____ adult supervisory personnel delegated to student groups
____ provision made for non-participants/late arrivals
____ substitutes, if required, confirmed

ARRANGE TRANSPORTATION

charter
____ booked by phone
____ *Transportation Form* filled out
____ directions confirmed
____ confirmed (day before)

car pool
____ volunteer drivers arranged for
____ *Volunteer Driver Form* filled out
____ clear map/directions to drivers, including time of departure and return

school bus
____ driver confirmed
____ *annual worthiness check* up-to-date

cycling
____ accompanying teachers named
____ bibs and/or flags for cyclists at front, middle and back of group
____ helmets
____ support vehicle with tools, spare parts, first aid kit and extra water

SUPPLIES AND EQUIPMENT (see class and individual lists on page 17)
____ clothing requirements decided upon
____ food requirements decided upon
____ menu planning completed
____ establish cost per participant and payment process
____ information letter to parents sent
____ first aid supplies organized
____ supplies and equipment needed by supervisors and parent volunteers assembled
____ supplies and equipment needed by students arranged

FINAL REVIEW

____ confirmation of teacher's responsibilities and schedule
____ pre-trip, field study, and post trip activities prepared and completed
____ students have practised field study skills
____ meet to update students on objectives and schedule

____ **review**; review what students are bringing, acquire obvious omissions (equipment can often be rented rather than purchasing new equipment)
____all permission forms returned, if not, phone parents/guardian
____ meet to inform/update parents on objectives and schedule
____ meet with volunteers for final field study preparation, review procedures, responsibilities, and schedule
____ establish phoning network to communicate important messages, such as a change in plans, cancellation etc.
____ final trip itinerary filed with school administration
____ secretary has phone number of site or nearest facility
____ emergency procedures in place(i.e. lost children, overdue hike, etc.)
____ site reconfirmed
____ field study evaluation established (i.e. improvements, feedback, and full accounting of expenses)
____ weather update, provision for bad weather made

IN CASE OF CANCELLATION OR POSTPONEMENT
____ inform staff, students, volunteers
____ inform principal and secretary
____ inform bus personnel and driver (and re-book)
____ inform site personnel (and re-book)
____ inform parents (re: new date)

EQUIPMENT

Class/Group List

The total cost for a field study will vary depending on distance travelled, location and duration of study. To ensure field studies continue year after year, establish a maintenance budget of $1-2 per student for class equipment. It is a small amount, but over the years will allow you to replace worn out equipment and supplies.
The group equipment essentials listed below comprise the "what if" equipment. These are stand-by materials, only to be used as needed: **your emergency safety net.**

Group Equipment

- ❑ first aid kit (see below)
- ❑ extra toques and mitts
- ❑ flashlight and extra batteries
- ❑ large sack or tarpaulin/plastic sheet
- ❑ stove, fuel, and pot
- ❑ sleeping bag
- ❑ mosquito repellent
- ❑ water purification tablets
- ❑ axe
- ❑ camera
- ❑ sewing kit
- ❑ emergency dry foods
- ❑ rope
- ❑ map and compass
- ❑ fire lighting kit
- ❑ garbage bags (large and small)
- ❑ large water jug
- ❑ survival blanket
- ❑ rubber boots
- ❑ toilet paper
- ❑ extra set of student's equipment (in case someone forgets)
- ❑ extra set of materials (i.e. booklets, focusing tools, etc.)

First Aid Kit

The contents of a first aid kit will vary, depending on the ability and knowledge of the first aider. Use a waterproof container and check the kit before every trip. Equipment should be versatile, light and as compact as possible.

- ❑ bandaids
- ❑ butterfly bandaids
- ❑ antihistamines
- ❑ tensor bandage
- ❑ petroleum jelly
- ❑ safety pins
- ❑ athletic tape
- ❑ scissors
- ❑ tweezers
- ❑ antacid
- ❑ roller gauze
- ❑ soap
- ❑ gauze pads
- ❑ razor blade
- ❑ wire splints
- ❑ first aid manual
- ❑ pain reliever
- ❑ moleskin
- ❑ salt tablets
- ❑ first aid dressing
- ❑ zinc oxide
- ❑ anti-bee sting serum
- ❑ sewing needle
- ❑ cervical collars

INDIVIDUAL EQUIPMENT (SUMMER)

Day Trip

wear or carry the following items:

❑ water and food	❑ map and compass	❑ hat
❑ waterproof matches	❑ rain gear	❑ bug repellent
❑ pocket knife*	❑ long sleeved sweater	❑ gloves or mitts
❑ long trousers	❑ extra socks	❑ sun screen
❑ sunglasses	❑ daypack	❑ medications
❑ equipment specific to activity	❑ toilet paper	

Overnight Trip

In addition to the summer day trip items listed above, wear or carry the following :

❑ backpack	❑ small towel	❑ sleeping bag
❑ sleeping pad	❑ long-sleeved sweater	❑ shorts
❑ long (wool) trousers	❑ long underwear	❑ change of clothes
❑ extra underwear	❑ running shoes	❑ whistle
❑ toothbrush and paste	❑ lip cream	❑ sunglasses
❑ stove*	❑ flashlight (extra bulb)	❑ toilet paper
❑ cup, bowl, and spoon	❑ waterproof hiking boots	❑ ground sheet
❑ pot and pot scrubber	❑ axe and matches *	❑ tent
❑ other equipment specific to activity		

INDIVIDUAL EQUIPMENT (WINTER)

Day trip

wear or carry the following items:

❑ long underwear	❑ wool trousers	❑ extra thick socks
❑ gloves/mitts	❑ long-sleeved wool shirt	❑ sweater
❑ windbreaker jacket	❑ pocket knife *	❑ sunglasses
❑ sunscreen	❑ lip cream	❑ durable daypack
❑ medications	❑ whistle	❑ wool toque
❑ food and water	❑ toilet paper	
❑ other equipment specific to activity		

Overnight Trip

in addition to the winter day trip items listed above, wear or carry the following :

❑ change of clothes	❑ extra underwear	❑ winter boots
❑ running shoes	❑ sleeping bag (winter)	❑ backpack
❑ sleeping pad (insulated)	❑ lip cream	❑ ground sheet
❑ toothbrush and paste	❑ flashlight, spare batteries	❑ extra lightbulb
❑ pot and pot scrubber	❑ toilet paper	❑ pocket knife*
❑ cup, bowl, and spoon	❑ axe and matches *	❑ stove*
❑ tent	❑ two pairs of wool mitts or gloves	
❑ other equipment specific to the activity		

* this item(s) requires training before use. This equipment can be shared by the class or a group of students, rather than each student having one. A wood saw or pruning saw can be substituted for the axe.

FINAL THOUGHTS AND THANKS

Planning Successful Field Studies - A Guide was produced by the staff of the Kananaskis Country Environmental Education programme, in consultation with community educators and teachers. The contribution of the following teachers and community educators in the development of this guide is gratefully acknowledged:

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5.0 *PLANNING SUCCESSFUL FIELD STUDIES - A GUIDE*: -

PROGRAM EVALUATION

Kananaskis Country Environmental Education materials have been developed to provide you with materials to assist you in your environmental studies. These are *living documents* that undergo changes on a continual basis.

The purpose of this questionnaire is to find out if these materials are meeting your needs. Your comments are valuable to us. Please take a few minutes to complete this evaluation so that we may continue to improve your materials.

School name	Grade level taught	Your name (optional)
_____	_____	_____

★ How did you hear about the guide?
❑ workshop ❑ administration ❑ in-service ❑ newsletter ❑ fellow teacher
❑ other (please specify) _____

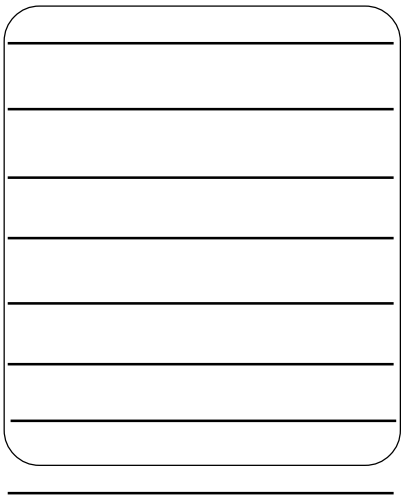
★ Did you use all of the guide? ❑ yes ❑ no
If you answered **no**, which part did you **not** use and why?

_____

★ On the bar line below how would you rate the guide in the following categories:

- **appropriate for teaching level (✔)**
- **clear outline**
- **text easy to follow**
- **relevant to field study planning**
- **easy to understand**
- **progressiion of guide appropriate**
- **appropriate length**

YES NO



★ Is there any additional information you would like to see in this guide?
❑ yes ❑ no
If yes, please elaborate: _____

_____

_____

★ Were you satisfied with how these materials fulfilled your objectives?
❑ yes ❑ no
If you **were not** satisfied, please elaborate: _____

_____

★ Did you require any additional information to complete your planning?
❑ yes ❑ no
If **yes** please tell us what was required:

_____

_____

★ Would you recommend this guide to other teachers?
❑ yes ❑ no
If you answered **no** please tell us why: _____

_____

★ Any additional comments about the program in general? _____

_____

Thank you for completing this questionnaire. Please place the completed questionnaire in an envelope and mail to:

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