



**Field trip protocol
2015 - 2018**

Content

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Our philosophy

At ISUtrecht we organise a variety of age-appropriate out-of-school activities, which promote students to make purposeful connections to the world outside the classrooms. These activities take place in and outside of the local community and are always linked to the curriculum.

We find it important to facilitate our students in becoming true IB learners. Field trips and camps allow students to step outside the comfortable environment of the school, becoming more inquisitive, open-minded and risk-taking. Linking the 'real world' to the curriculum requires them to reflect on their existing knowledge and to communicate in new ways.

Field trip policy

ISUtrecht is a rapidly growing school. We are and will keep on developing our field trip programme to ensure we always support the curriculum requirements for all students.

Staff involvement is encouraged, as all activities are embedded in the curriculum, and it is a great opportunity to get to know the students in different contexts.

Expenses

The school covers the expenses of any curriculum related day activities. Overnight stays are communicated to parents well in advance and involve an additional fee.

Supervision

Staff student ratios for school trips are as follows:

- Kindergarten: minimum one adult per five students
- PYP: minimum one adult per eight students
- MYP/DP minimum one adult per fifteen students

Some trips require more supervision. This is reviewed per school trip.

Primary Years Programme

PYP

We aim for age-appropriate field trips. In the PYP, the curriculum allows for many 'real-life' experiences. Therefore, the classroom teachers will take their students on a variety of day trips, which match the units they are working on.

Students in kindergarten are encouraged to explore their immediate environment in the first months, and soon venture into the local area to take part in activities inspired by their transdisciplinary units.

Over the past years, the primary students benefitted from a range of activities, which supported their learning. Below is an overview of past, as well as potential future, PYP curriculum related activities. The PYP team aims to undertake one "real-life experience" per unit. Of course, this is flexible and will be evaluated and scheduled annually.

Field Trip Overview

The examples below are neither complete nor definite. We would like to preserve some flexibility in planning for on-going curriculum development as well as responses to current events.

Class	Trip	Linked unit
KG		
Grade 1	Cheese farm	From farm to us
	Mill/ bakery	From farm to us
	Factory	From farm to us
	Openluchtmuseum Arnhem (Open air museum Arnhem)	Communities and Perspectives
	Butterfly farm	Life cycles
Grade 2	Spoorweg Museum (Railway Museum)	Workplaces
	Modern workplaces (library, stadium)	Workplaces
	Speelklok museum	Inventions
	Temporary Da Vinci Exhibition	Inventions
	Paper Theatre	Storytelling
	Puppet theatre	Storytelling
	Diakonessenhuis (the local hospital) – either a visit to, or guest specialists at school	Body Systems

	Universiteitsmuseum (University museum)	Body Systems
	Recycling depot	Reduce, Reuse, Recycle
	Visit to/from repair café	Reduce, Reuse, Recycle
	Wind farm	Forces
	Science museum	Forces
Grade 3	Stedelijk Museum	Art
	Utrecht city walk/scavenger hunt	Communities
	Tropenmuseum	Heritage
	Open air museum	Heritage
	Natural history museum	Science
	Geological museum	Science
Grade 4	Space Expo Noordwijk	Space
	Sterrenwacht	Space
	Water museum Arnhem	Water
	Amnesty guest teacher	Human Rights
	School camp: making a movie	Human Rights
	Mosque/church	Religions
Grade 5	Archeon	Ancient civilizations
	Kroller-Muller	Art reflects society
	Art hunt in town	Art reflects society
	Nike (or other company that appeals to kids)	Marketplace
	Science lab at UniC	States of matter
	School camp: making a documentary	Debating

Middle Years & Diploma Programmes

MYP and DP

In the MYP and DP, due to subject-specific academic requirements, classroom time becomes more valuable. To ensure that students get sufficient learning experiences both in and outside the classroom for each subject, we aim to spread the subject-related field trips evenly across year-levels. This may mean that in one year the students will have excursions related to a few of the subjects, whilst in another year the excursions will cover other subjects.

Aside from these specific subject-related field trips, there are the longer overnight camps. Each year-level will have at least one overnight trip, which will also be embedded in the curriculum.

As students progress through the MYP into the DP, the focus will become stronger towards classroom and study-time. However, there will be time in the curriculum for purposeful out-of-school experiences.

Below are examples of unit related activities, as well as overnight trips.

Subject related one day excursions

The examples below are neither complete nor definite. We preserve some flexibility in planning for on-going curriculum development as well as responses to current events.

Class	Trip
MYP1	Water treatment plant – Individuals and Societies/Science <i>Subject specific aims:</i> By visiting a water treatment plant students broaden their knowledge of the topics they study in Individuals and Societies and Science. During the visit students examine water in the Netherlands and how the water gets to their tap; and they measure the pollutants in water supplies. All of this allows students to consider their learning in a real-life situation and to consider the global contexts.
	Central Museum – Visual Arts <i>Subject specific aims:</i> By visiting a museum and discussing the work seen there, students will broaden their view on the subject and the world around them. It is also a good way to link their work in class to professional artists.

	<p>Comedy Boom Chicago in Amsterdam – Drama <i>Subject specific aims:</i> In several drama units the elements of improvisation are central. By going to a live performance, students will learn which of five basic features are essential in performing comedy. Comedy improvisation is a form of theatre, which is created in the moment of its performance. Boom Chicago is one of the leading English-speaking comedy theatres in the Netherlands. Their improvisational techniques are often used extensively in drama programmes to train actors for stage, film and television. Skills and processes of improvisation are used outside of the context of performing arts, as well. It is used in drama classrooms as an educational tool and as a way to develop communication skills, creative problem solving and supportive teamwork abilities. For young students, it is a special (and entertaining) educational experience to witness a professional comedy ensemble.</p>
MYP2	<p>The Hague (Criminal courts/Escher museum) – Math/Individuals and Societies/Visual Arts <i>Subject specific aims:</i> <u>Individuals and Societies:</u> By visiting the criminal courts, this links the students’ study of government and formation of governments, permitting students to view one function of governments in action. <u>Visual Arts/Math:</u> Escher is one of the most famous Dutch artists. His drawings of stairs that have neither beginning nor end or of the flying birds that suddenly become fish are known worldwide. Visiting Escher’s Museum will give grade 7 students the opportunity to reflect on how geometry can become an art; while at the same time increase the students’ knowledge on national culture.</p> <p>Shakespeare The Hague – Drama <i>Subject specific aims:</i> Going to a Shakespeare performance is a must for every student, even when the student is not able to fully grasp what the bard stands for. It is a beginning to witness the timeless themes and emotions in his stories that are still relevant today. Shakespeare explains the character’s point of views, their struggles and reasons without being judgmental. His stories are remarkable with complex story plots that show cause and effect. Also there is an interesting link to language learning since William Shakespeare added so many words into the vocabulary of the English language and it is important to witness this live to understand how the English language has developed. Many of his plays have been changed into a modern day settings so the student can learn how they relate.</p>

MYP3	<p>Rotterdam (Boymans van Beuningen/Cube Houses/ Architecture) – Visual Arts/Math</p> <p><i>Subject specific aims:</i></p> <p>Rotterdam is a modern city famous for its impressive skyline and for the many bridges connecting the North with the South, such as the “Erasmusbrug”. Whilst visiting Rotterdam Grade 8 students will have the opportunity to understand the complexity and strategies behind urban planning. They will also have the time to observe how architects accept the challenge of defeating gravity and play with geometry trying to re-invent spaces such as for example the “Cube Houses” housing project.</p> <hr/> <p>Body Works Amsterdam – Science/Visual Arts/PHE</p> <p><i>Subject specific aims:</i></p> <p>In this year in Visual Arts, we study the ideal image of the human figure as displayed in art throughout the ages. The Body Works exhibitions links to this excellently by making us rethink our perception of the human body as artistic and scientific objects. Additionally, this visit fits nicely in with PHE and Science. Both subjects cover how the human body functions with a focus on responsible care to keep ones body healthy.</p>
MYP4	<p>World Press Photo – English/Drama/ Visual Arts</p> <p><i>Subject specific aims:</i></p> <p>This trip will give students the opportunity to visit one of the most prestigious and thought provoking exhibitions of contemporary photography and is designed to give students a taste of the best of current photo-journalism. Linked to the English unit 'An Image Speaks a Thousand Words', it acts as a springboard to exploring photography as a powerful medium that can connect us to different realities around the world, exploring tensions and offering opportunities. In Visual Arts, students will connect to an analysis of how photographs are able to convey important messages. They will also learn some basic photography skills and take on the challenge of trying their hands at photojournalism.</p> <hr/> <p>Dance Performance – Drama</p> <p><i>Subject specific aims:</i></p> <p>By nature, dance is the expression of emotions, feelings and opinions through the movement and manipulation of the body. Dance finds itself in the form of telling a story or conveying emotion through choreography. To a certain extent a dance performance is metaphorical for many elements that are taught in the variety of drama units. Dance represents one’s feelings; often dancers choreograph their own dance according to how they are feeling at that time, like telling a story without words. Their story and their movements represented in their dancing reflect their emotions. Students will learn to recognise dance as a cultural phenomena; and how many cultures all over the world express their religion and values through dance.</p>
MYP5	<p>Dutch Stock Exchange – Individuals and Societies:</p> <p><i>Subject specific aims:</i></p> <p>Students will be studying about NGOs and economics and will visit the Dutch Stock exchange to gain insight on how the market operates. This will give them the opportunity to observe the buzz of the transactions and how the market can go up and down rapidly.</p>

	<p>Eye Amsterdam (Film) – English/Drama <i>Subject specific aims:</i> Linked to the English Unit 'Bearing witness: documentaries and investigative journalism' and their Drama lessons, this trip will give students the opportunity to learn more about the history and techniques of filmmaking. Students will gain a greater insight into this medium, as they study how documentaries, as well as printed investigative journalism, can reflect local experiences around the world and help them to understand global issues.</p>
	<p>Cinema Spanish Film – Spanish <i>Subject specific aims:</i> Students learn Spanish to open their job opportunities to Spanish speaking countries and to improve their understanding and open-mindedness of other cultures. Also students should learn languages for pleasure and to enjoy practicing their communication skills when meeting new friends or visiting other countries. One of the best ways to have Grade 10 students engage with language acquisition is to go to the cinema to watch a movie in Spanish. They will realise how much they can already understand and it will become a great opportunity to discuss, debate and comment on the plot.</p>
DP1	<p>University Open Days Visiting open days of various universities and colleges will help students in making their choice for the right course at the right university.</p> <p>Art Gallery visits – DP Arts <i>Subject specific aims:</i> DP Visual Arts students are required to visit galleries and interview professional artists for the development of their own studio work. They will do this in their own time, outside of school hours.</p>
DP2	<p>Project 4: Veluwe Park - DP Science <i>Subject specific aims:</i> DP2 students are required to take part in a Science group project (Group 4 Project). A day trip to Nationaal Park De Hoge Veluwe will provide a good setting to collect data and ideas in order to contribute to the project.</p>

Overnight trips

In secondary, MYP1 students will have an introduction camp at the start of the school year to get to know their new class and familiarise themselves with all the aspects of the MYP.

Additionally, all students will have at least one overnight trip per school year. This trip will be approximately 4 to 5 days long. The aim of these overnight trips is for students to work on team building. As the secondary students' social interactions become more complex, their social/emotional development is also embedded in our school's curriculum. Team building trips are an important tool in this.

Similar to the one-day excursions, these overnight trips are always linked to the curriculum.

Examples of overnight trips that have been organised for secondary at ISUtrecht are:

Berlin

The trip focuses on interdisciplinary learning between Drama, Visual Arts and Humanities amongst others. Prior to, as well as during the trip the students are asked to complete a few educational assignments about past and present Berlin to create active learning experiences.

The programme is filled with a mixture of historical and cultural elements. We visit important landmarks, like the Jewish memorial, the Brandenburger Tor and the Reichstag: in addition to a theatre show, museum visits and walking tours.

Prague

International mindedness and holistic learning are some of the important elements of the MYP programme, which are addressed during this trip. The trip focuses on the Global Contexts, which involves the interdisciplinary learning between Individuals and Societies, Visual Arts and Physical and Health Education amongst others. Prior to, as well as during the trip, the students are asked to complete a number of educational assignments about past and present Prague to prepare for active learning experiences.

The programme is filled with a mixture of historical, cultural and sport elements. We visit important landmarks in and outside Prague, like the Jewish Quarter, Karlštejn Castle and Kutná Hora: in addition to a theatre show, museum visits and sport events.