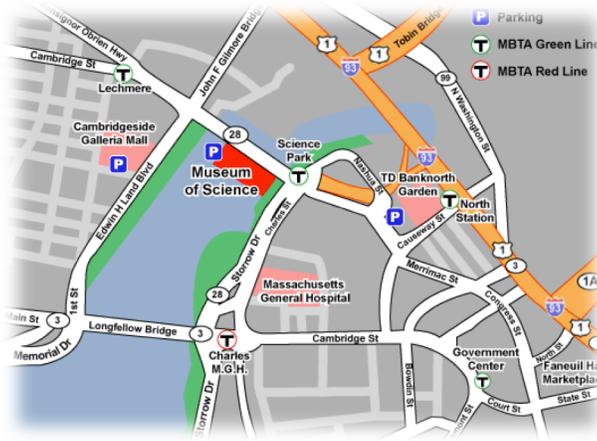


# Field Trip Planning



**Grade Level: 9<sup>th</sup> through 12<sup>th</sup> grade**

<p><b>Overview</b></p>	<p>Students in a physical education dance class will plan out their own field trips to different places where dancers work, such as performance companies, dance studios, and universities, using iGoogle (<a href="http://www.google.com/ig">http://www.google.com/ig</a>). They are planning real field trips that will be taken by the class during the semester.</p>
<p><b>Objective</b></p>	<p>Students will gain a greater appreciation for dance and learn different careers associated with dance.</p>
<p><b>Standards</b></p>	<p><b>COMMUNITY AND CAREERS</b>  <b>8.8:</b> Students value the role of dance in the life of the community and identify its associated careers.  <b>8.8.1:</b> Actively support local dance activities while recognizing the value of dance on a regional and national level.</p> <p><i>From Indiana State Standards and Resources</i></p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Computer to access iGoogle</li> <li>• Magazines, newspapers, the Internet, etc.</li> </ul>

<b>Duration</b>	Students will have every day of class for a week to plan out their field trips within their group (about 1 hour a day for 5 days). If they need extra time, they should work outside of class.
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Assign the students into four groups of 6 students.</li><li>2. Explain to the students that each group will be planning a field trip to a different location where someone has a career in dance (i.e. performance company, outside studio, university). The travel time may not exceed an hour (there and back are counted separately), and the total trip may not last longer than 5 hours.</li><li>3. Direct the students to use magazines, newspapers, the Internet, and other forms of advertisement to find places they might like to visit.</li><li>4. After each group has come up with an idea, have them use the iGoogle application "Google Maps" to determine the location of the place they would like to visit, exactly how long it would take to get there, and the best travel route.</li><li>5. As the teacher, check their proposals to make sure they are legitimate and there are no repeats. <i>Call these locations and make arrangements with the bus company to set up the travel plans.</i></li><li>6. Contact possible chaperones, and ask students if any parents would like to help supervise the trip.</li><li>7. Have students prepare questions to ask about careers in dance when they visit these locations.</li></ol>
<b>Evaluation</b>	<p>Each group of students will be evaluated after the field trip has taken place. The points will be given on an all-or-nothing basis. Students can receive points if they succeed in the following areas:</p> <ul style="list-style-type: none"><li>• ____ / 15: Students demonstrated skillful use of iGoogle and Google Maps.</li><li>• ____ / 15: The field trip was successful/valuable to students and they have a broader view of the careers dance provides. Classmates learned something about careers in dance, and did not just see the trip as a way to get out of school.</li></ul>

## Evaluation Continued

- \_\_\_\_ / 10: The students developed interesting, complex questions to ask on the field trip.
- \_\_\_\_ / 10: The students demonstrated teamwork and cooperation among group members.

Link to iGoogle: <http://www.google.com/ig>