



PRESENTED BY TORONTO CHILDREN'S SERVICES
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FIELD TRIPS AND PROGRAM ENHANCEMENT

The care and education of children is a responsibility shared by child care operators, family resource programs, home child care agencies and their staff members. Experiences such as local community outings and broader field trips are just two of the many opportunities educators provide for children to explore new and unique environments.

Educators recognize that children learn through hands-on experiences and play. Field trips and community outings may be used to extend the curriculum of the program and complement this hands-on learning philosophy. Trips and outings are just one small piece of an overall program plan for the group, and should be planned to complement and expand the learning goals and objectives of the program.

Decision making about trips and outings will depend on many factors, including: the location of the program; transportation access; the age, abilities and developmental level of the children in the program; and interests of the children and financial considerations. By focusing on the children's interests, staff may find they can provide valuable learning opportunities close to the centre without the expense and effort of elaborate field trips. Community outings can be just as rewarding as longer trips and are often more appropriate for younger children. Before planning any outing, it is important to consider whether this is the most effective way to achieve the goals and objectives for the group.

Well-planned, developmentally appropriate field trips, which include children of varying abilities and disabilities, expose them to new experiences, enhance social and language opportunities and expand their world. Children may see a new way to look at the familiar as abstract concepts become concrete and real, from the song "wheels on the bus," to a ride on a bus, to a trip to the bus garage! These experiences stay with children and allow them to be active participants in their community. Full and active participation is achieved by providing safe, accessible, diverse and high quality experiences. Toronto Children's Services supports children of varying abilities/disabilities having the opportunity to participate in all facets of the child care experience. This includes off-site outings and field trips. No child should be denied opportunities based on ability/disability, financial or physical accessibility.

A WORD ABOUT INFANTS AND TODDLERS...

Young infants need to have their physical and emotional needs met in a warm, gentle, caring and responsive way. Their preferred pastime is gazing at another human face. Infants need to be talked to, comforted, appropriately stimulated, held and loved. When they are responded to consistently and promptly, infants learn to trust their world.

Field trips are not necessary or appropriate for infants. Stroller walks and regular outside time where they can reach, grasp, roll and kick on soft surfaces such as grass, mats and blankets in shade or covered areas are the best way to meet the needs of infants. Older infants who are crawling, cruising or toddling enjoy expanded outdoor time with challenging items like tunnels, cardboard boxes and small climbers.

A walk in the community where infants are talked to, responded to, and exposed to interesting sights, smells and sounds is developmentally appropriate and very exciting! Toddlers, who are developing autonomy and like to practice their new skills, may enjoy a trip involving a short walk or wagon ride. On these short trips, one adult to every two children is ideal, and walking trips work better than bus trips that are just too long and involved to be beneficial. Toddlers may even enjoy a trip to another part of your building, like the kitchen or staff room or a treasure hunt or musical parade on your playground. As toddlers approach preschool age, they may enjoy a half-day trip where they will still be able to eat and sleep in familiar surroundings.

The key to any successful outing is thorough, effective planning. Child care professionals enjoy the benefits children receive through community outings; however, they must also take steps to reduce the risks that these experiences may bring.

Developing a comprehensive plan for each outing will go a long way towards ensuring a safe, successful, enjoyable experience for everyone. Field trip preparation must take into consideration the following key elements:

- ✎ planning
- ✎ effective supervision
- ✎ health and safety issues
- ✎ transportation.

Guidelines included in this package are intended to assist child care programs, including home child care and family resource programs with planning, implementing and evaluating safe, successful field trips and outings.

PROGRAM ENHANCEMENT...

With safety and liability issues as well as stretched budgets a reality everywhere, more and more programs are looking at program enhancement as an alternative to field trips. It can be much less expensive to bring one or two visitors to the centre to provide a unique experience than transporting all of the children to an off-site location to get the same opportunity.

Consider the fact that your program site is a licensed, safe, familiar and enriching environment that has all the things the children need right at hand. Children absorb information well in a familiar and comfortable environment, and also learn that their own neighbourhood is a rich and valued place. On-site or local program enhancement reduces trip anxiety and gradually introduces new experiences to the younger and more sensitive child. As well, staff can concentrate on the children's experience without worrying about the safety of the packed lunch or the bus schedule to return back to the centre in time for parent pick up time! There is less of a likelihood of serious occurrences when the children and adults are in a safe, familiar environment.

Program enhancement includes "bringing the trip to the centre," providing theme days, having special activities or using special equipment or materials not available every day. Some ideas...

- ✍️ petting zoo
- ✍️ basketball, wheelchair basketball, soccer, gymnastics or other sport clinic
- ✍️ candle making
- ✍️ reptiles or other exotic animals that a handler will introduce to the children
- ✍️ EMS/ambulance personnel
- ✍️ hands-on science
- ✍️ musician(s)
- ✍️ multicultural cooking experiences
- ✍️ cooperative games specialist
- ✍️ clown clinic
- ✍️ police car/officers
- ✍️ woodworking
- ✍️ fire truck
- ✍️ special crafts, e.g., stained glass, clay, sand creations, ceramics
- ✍️ storyteller
- ✍️ magician
- ✍️ gardening/horticulturalist
- ✍️ actor/dramatist who helps the children write scripts and perform them
- ✍️ intergenerational experiences
- ✍️ dance experience
- ✍️ using instruments such as steel drums, diggery-do, drums, shakers, etc.
- ✍️ musical group from a local cultural centre.

There is also an unlimited selection of “theme days” that would appeal to the children and offer active as well as quiet games and activities over a day. Some suggestions:

- ✍️ tropical day (wild-flowered shirts, cutting and eating pineapples, make slushy drinks, “beach” volleyball, karaoke, etc.)
- ✍️ beach day (fun in the winter — wear your bathing suit, pack a picnic, sand sculptures, water play, etc.)
- ✍️ “Canadian Gladiators” with teams and a series of fun games and activities
- ✍️ “Survivor”
- ✍️ fashion show
- ✍️ “Canadian Idol” or talent contests
- ✍️ mystery or clue day
- ✍️ pajama party day
- ✍️ scavenger hunt.

“CAMP” ENVIRONMENTS...

Many kindergarten and school-age programs find they are competing with day camps, Parks and Recreation programs and other specialized programs during March Break, summer and other holiday periods. Centres report a need to market their programs and be competitive to maintain enrollment during these times. Whether or not a centre

faces competition, it is important that the children and parents always feel good about coming to the program. Involve parents in planning field trips and program enhancements, especially for the summer period. Parent participation in these kinds of activities can build valuable goodwill and may help you recruit future Board members or committee members for special projects. Marketing strategies may include the following:

- ✍ Host a parent planning meeting in late winter, offering dinner and child care.
- ✍ Talk to parents about the value of program enhancement as an alternative to traditional field trips.
- ✍ Set up a room with “enhancement” activities for parents and children to experience together during the parent planning evening.
- ✍ Rename these periods “camp” or other special name to appeal to parents and children.
- ✍ Purchase light-coloured t-shirts with the centre name, address and phone number on the back. Have the children make tie-dye or fabric paint t-shirts as the first activity of the summer. These identify the children on off-site trips and advertise the program in a very colourful and unique way.
- ✍ Publish an activity calendar with colour and graphics. Advertise in local schools, community centres, etc.

COMMUNITY WALKS AND OUTINGS...

Children can benefit from the rich opportunities and experiences that community and neighbourhood outings can provide. Upon enrollment to the centre, parents should be informed that walking trips are part of the regular program. Parents must sign a “community walks and outings” consent form as part of your enrollment package.

Use community walks and outings as program enhancement opportunities. Expand on your program during these walks. If the children have expressed interest in rocks on the playground, look for special rocks, collect some to take back to display and use a magnifying glass to explore the rocks that are too big to move. Talk with the children about what you see, hear, smell, touch and experience, and bring your memories back to the program for discussion and learning opportunities!

Help the children see their community in a new light. Visiting the kitchen of a local restaurant will be fascinating for children. Getting to know shopkeepers and other people in their neighbourhood will make it much more safe and familiar for the children and help them feel connected to their community.

Important considerations to ensure a safe and rewarding experience for all when participating in community outings are as follows:

- ✍ Ensure the supervisor or staff remaining at the centre are notified about the children participating in the outing. The destination, the route to and from the outing and the expected time of return to the centre should be documented in the daily log/communication book. A local map with the walk route marked is always helpful for parents arriving after the group has left.

- ✎ Explore the neighbourhood by taking different routes; it's boring for the children and the staff if they always walk the same route and see the same things.
- ✎ Walks where infants sleep for the duration are not very enriching for them. Ensure there is opportunity for them to be taken out of the stroller and allowed to explore if at all possible.
- ✎ Take along a knapsack with items such as a camera to take pictures on the trip, a magnifying glass to explore, and clear zipper bags to collect "treasures." These items may be used later for discussion or activities back at the centre.
- ✎ Consider packing a snack for longer walks.
- ✎ Ensure a first aid kit and emergency information for all children and staff in the group is taken on each outing.
- ✎ Ensure a cell phone or quarter for a pay phone is taken by staff.
- ✎ Ensure children wear identification badges on all outings.
- ✎ Maintain child-staff ratios at all times.
- ✎ Take attendance regularly during the outing and match with head counts.
- ✎ Assign one adult to the front of the group and one to the back. Other adults may be among the children or positioned close to children who require assistance.
- ✎ Use of a rope or other device for the younger children to hold onto is acceptable. However, avoid using "harnesses" or other equipment that connects the children. This type of equipment is unsafe because it may produce a domino effect if one child falls.
- ✎ Use the buddy system for preschool and school-age children. Buddy checks should be done throughout the trip in addition to regular attendance checks.
- ✎ Dress children appropriately for the weather.
- ✎ Consider the age and developmental level of the children to ensure activities are appropriate and length of outing is suitable.
- ✎ Consider route of the outing to ensure wheelchair or stroller accessibility.
- ✎ Obey traffic signs and signals at all times.

In addition to the above, the following items should be considered when planning walks and neighbourhood outings with infants:

- ✎ Strollers should be in good condition and checked before each outing.
- ✎ A minimum of two adults from the centre should participate in every outing.
- ✎ Children must be secured in strollers with safety belts.

FOLLOWING THE CHILD'S LEAD...

The following chart exemplifies how children's interests and program objectives can be met in a variety of ways. Consider program enhancements, local community outings, broader field trips or a combination of all of these to best meet the needs of the children and the centre.

Interest Observed	Program Enhancement	Local Trip	Field Trip
School-age Music/ Drama	<ul style="list-style-type: none"> ✎ Much Music “Becoming” ✎ Canadian Idol ✎ Create instruments ✎ Create a CD ✎ Rent interesting instruments ✎ Bring in a drama specialist ✎ Develop/perform your own play ✎ Create your own radio station ✎ Rent a karaoke machine ✎ Dance-a-thon to raise money for cause of children’s interests ✎ Write your own songs with a local musician ✎ Hire entertainer ✎ Steel drum band or drumming circle 	<ul style="list-style-type: none"> ✎ Hire a musician to entertain in the park ✎ Attend a local concert in the park ✎ Attend a talent show at the local home for the aged ✎ Visit a local music store for a tour and demonstration 	<ul style="list-style-type: none"> ✎ Attend a music presentation at the local civic centre ✎ Visit a local TV or radio station for a tour

Interest Observed	Program Enhancement	Local Trip	Field Trip
Preschool Cooking	<ul style="list-style-type: none"> ✎ Host a bake sale ✎ Set up a lemonade stand ✎ Invite local pizza chef in to conduct a demonstration ✎ Host a pancake breakfast and invite parents, grandparents or residents from the home for the aged ✎ Invite a parent to bake sweets from their culture with the children ✎ Turn drama centre into a bake shop and have playdough included for enhancement ✎ Create a McDonalds or Pizza Pizza in the drama area ✎ Create a cultural restaurant with realistic materials ✎ Create food costumes and have a nutrition parade at the home for the aged ✎ Introduce unique foods for the children to try ✎ Make your own fortune cookies ✎ Set up Easy Bake oven in the drama centre 	<ul style="list-style-type: none"> ✎ Visit a bake shop ✎ Tour a restaurant ✎ Go for lunch at a local restaurant ✎ Go to the park for a picnic lunch ✎ Tour the local grocery store, have children identify good food choices ✎ Visit the local library and select books related to cooking and food 	<ul style="list-style-type: none"> ✎ Visit Sugar Museum ✎ Visit an apple farm or maple syrup farm ✎ Go strawberry picking and make jam ✎ Plan a kids’ cooking experience at a participating grocery store

PREPARING FOR FIELD TRIPS AND OUTINGS

The following items have been identified as essential to planning and implementing successful and safe outings.

PLANNING

- ✍ Develop a field trip request form to be submitted to the supervisor or operator. This should outline the purpose of the trip, benefits to the children, and potential learning opportunities.
- ✍ Consider how the trip fits in with your program goals and objectives.
- ✍ Consider limiting field trips to preschool and school-age children. Infants and toddlers benefit more from local, simple excursions where they can eat and sleep in a familiar environment.
- ✍ Weigh the value of the outing with the travel time, transitions and costs to ensure outings are appropriate and consistent with the learning goals of the centre.
- ✍ Develop a comprehensive plan for each outing.
- ✍ Assign a trip leader who will be accountable for decision making, as well as group leaders for larger groups. Clearly determine who is responsible for all aspects of the trip.
- ✍ Ensure everyone is very clear about the plans for the whole day.
- ✍ Discuss trip activities and transportation with the children prior to the excursion so they are well prepared for the events of the day.
- ✍ Obtain written consent from parents for all trips.
- ✍ Written consents should include the trip destination, route and method of transportation, time children should arrive at the centre, duration of the trip with arrival and departure times, and a list of items required for the day's activities.
- ✍ Ensure the information on the consent form is also posted at the centre for parents.
- ✍ Provide a detailed list of who is on the trip at the centre as well as the lead's name and contact number.

LOCATION

- ✍ Review location information prior to each outing. Is the site familiar and has it been pre-approved by the supervisor or operator? Has the program used the site in the past? Is there shelter at the site for relief from sun or rain? Are washroom facilities adequate and conveniently located?
- ✍ Ensure that the site is accessible for all children to participate. Consider physical layout and wheelchair accessibility.
- ✍ Upon arrival at the location, ensure staff know where the pay phone is located.
- ✍ Ensure all swimming facilities visited have qualified lifeguards on site.
- ✍ Ensure admission fees are confirmed and organized prior to departure.

SUPERVISION/VOLUNTEERS

- ✍ Determine the number of children and staff who will attend the trip. Volunteers are never to be left unattended with the children.
- ✍ Determine the number of volunteers who will be required to enhance ratios.

- ✎ Develop a volunteer policy, which includes age requirements, behaviour management guidelines, supervision expectations, safety practices and prohibited activities.
- ✎ Ensure all volunteers review and sign the following policies: behaviour management policy, anti-discrimination policy, child abuse policy and volunteer policy.
- ✎ Ensure emergency contact and medical information is complete for all volunteers.
- ✎ Ensure volunteers are informed of the time to arrive at the centre and any items that they will require for the excursion.
- ✎ Ensure volunteers are assigned to a staff person who can provide support and direction for their group.
- ✎ Determine groupings prior to the morning of the excursion. This will ensure group size and combinations are best suited for a successful trip.
- ✎ Assign one staff person to follow up when children have not arrived prior to departure.
- ✎ Split large groups into several smaller groups.
- ✎ Complete attendance checks before leaving the centre, entering the bus, exiting the bus, at the site at regular intervals, before leaving the site, getting back on the bus, leaving the bus, and back at the centre.
- ✎ Ensure the assigned lead and a second headcounter match head counts to attendance records.

SPECIAL ASSISTANCE

- ✎ Consider children who may require special assistance or support. How will their needs be met?
- ✎ Determine if facilities are accessible, including public space and washroom facilities.
- ✎ Ensure staff recognize children who are high risk, have severe allergies, medical conditions or behaviour issues.

HEALTH AND SAFETY

- ✎ Ensure emergency information about children, staff and volunteers is taken on all outings, and a copy is left on-site.
- ✎ Consider developing a small photo album with a card containing all pertinent info on one side and a current photo of the child/staff on the other side.
- ✎ Ensure children's medication and necessary consent forms are prepared.
- ✎ Ensure medication is kept in an appropriate first aid bag and safe from the reach of other children.
- ✎ Determine prior to the outing, which staff will escort to the hospital in case of an emergency.
- ✎ Bring first aid kits on all outings, large or small.
- ✎ Provide t-shirts with program name and phone number (NOT the child's name), and ensure they are worn at all times (not removed for swimming). Other options include wristbands, safety vests and waterproof tags.
- ✎ Develop a lost child procedure and review it with your local police station.
- ✎ Develop comprehensive safety procedures and review them with children before each trip and on a regular basis. Teach children the name of the centre.
- ✎ Plan "what if" scenarios and mock emergency drills for the children and include volunteers in this planning.

- ✍ Plan mock drills to review procedures for the use of elevators and for entering subways, and what to do if you are left separated from your group on the subway or platform.
- ✍ Review with the children how to use a pay phone in the event of an emergency.
- ✍ Consider giving school-aged children a pin-on packet containing a quarter and the group's cell phone number to contact if they become separated from the group.
- ✍ Consider sun safety, smog advisories/alerts and insect protection.
- ✍ Cell phones are recommended on trips; alternatively, leads should carry money to make calls and take taxis in the event of an emergency.
- ✍ Develop contingency plans for smog alert days and have parents apply any sun or pest protection at home before coming on the trip.
- ✍ Carry waterless hand sanitizer.

FOOD AND DRINK

- ✍ Plan your lunch/snacks carefully with your cook/caterer to ensure food safety and appropriate quantities. Plan for additional water needs.
- ✍ Consider special diet requirements and avoid high-risk foods.
- ✍ Ensure food is stored and transported safely to avoid contamination.

TRANSPORTATION

- ✍ Determine the method of transportation to be used. What costs will be involved?
- ✍ In circumstances where alternative transportation is required, plans should be made well in advance (e.g., Wheel-Trans booking).
- ✍ Ensure tickets/tokens are prepared in advance for all travellers.
- ✍ Create a "bus buddy" system.
- ✍ Check the TTC schedule and plan accordingly to reduce waiting time.
- ✍ Plan simple activities for waiting times at bus stops, etc.
- ✍ Ensure you have the contact name and number of the bus company with you.
- ✍ Ensure bus company is adequately insured and has met all safety standards.

INSURANCE

- ✍ Communicate with insurance brokers to ensure they are aware of every aspect of the program including excursions off the premises, volunteer participation on trips and transporting children.
- ✍ Contact your insurance broker to determine requirements for adequate passenger hazard liability when using chartered buses.
- ✍ Ensure staff and operators do not transport children in personal vehicles.
- ✍ Ensure staff are aware of the potential liability in off-site excursions and activities.

TOOLS FOR TRIPS AND PROGRAM ENHANCEMENTS

The following checklists and forms are samples to assist with planning and implementing successful excursions. It is recommended that all forms reflect individual programs and be approved by the operator prior to their use. The name of each form and rationale is provided below.

FIELD TRIP REQUEST FORM (Appendix #1)

- ✎ Ensures that the supervisor and/or operator approve trips before any arrangements are confirmed.
- ✎ Ensures that objectives and value of the outing is considered before booking the trip.
- ✎ Ensures locations are age appropriate.
- ✎ Ensures health and safety issues are identified.
- ✎ Ensures the needs of all children can be met at this location.
- ✎ Ensures staff are well informed and can plan appropriately.
- ✎ Ensures that detailed information about the trip is available both with the group on the outing and at the centre.

FIELD TRIP AUTHORIZATION AND CONSENT FORM (Appendix #2)

- ✎ Ensures sufficient information is provided about the outing so that parents/participants can be fully informed of the details of the trip.
- ✎ Ensures that all participants arrive on time with the appropriate items to participate fully in the trip.
- ✎ Ensures that parents have consented to their children's participation.

FIELD TRIP PLANNING CHECKLIST (Appendix #3)

- ✎ Ensures leadership and accountability in planning and implementing excursions.
- ✎ Ensures that the "lead" staff are well prepared with all the necessary documentation and equipment in place.
- ✎ Ensures that staff and volunteers have the necessary tools to provide a safe and rewarding experience for the children.

FIELD TRIP GROUPING FORM (Appendix #4)

- ✎ Ensures that all children are accounted for and safe at all times.
- ✎ Ensures that ratios are met and in some cases exceeded to provide optimal supervision for the children.
- ✎ Ensures that volunteers are assigned to a staff person who can provide support and direction for the group.
- ✎ Ensures that staff are aware of any allergies or special considerations for individual children.

FIELD TRIP EVALUATION FORM (Appendix #5)

- ✎ Ensures staff/supervisor have an opportunity to record feedback on the trip and identify a need for change.
- ✎ Ensures feedback information is available for planning trips to this location in the future.
- ✎ Ensures that documentation and rationale exist for choosing not to visit this location in the future.

PARK INFORMATION FORM (Appendix #6)

- ✎ Ensures outings to local parks and playgrounds are safe and those facilities meet the needs of the children.
- ✎ Ensures staff complete a safety check each time they visit an off-site park, before using equipment.
- ✎ Ensures children are provided with age-appropriate opportunities and experiences in their local neighbourhoods.

VOLUNTEER POLICY (Appendix #7)

- ✎ Ensures volunteers are clear about their role in supervising children.
- ✎ Ensures health and safety concerns do not arise due to inappropriate behaviour on the part of volunteers.
- ✎ Ensures volunteers have read and signed the following policies: centre's behaviour management policy, child abuse policy, anti-discrimination and volunteer policy.

FIELD TRIP REQUEST FORM - OFF-SITE EXCURSIONS

Submitted by: _____ Submission date: _____

Centre: _____

Destination: _____

Date of trip: _____ Cost: _____

Telephone #: _____ Contact person: _____

Lead staff person for this excursion: _____

Value for children participating: _____

Recommended for ages: _____

Rooms attending: _____ Number of children: _____

Duration of trip with arrival and departure times: _____

Mode of transportation/wheelchair accessible: _____

Transportation contact name and #: _____

Route to and from destination: _____

Food and beverage required: _____

Has this site been visited before? Describe the experience/age appropriateness:

Facilities available: ✓ as applicable or comment

- | | |
|---|--|
| <input type="checkbox"/> Picnic/rest areas | <input type="checkbox"/> Wheelchair accessible |
| <input type="checkbox"/> Shaded areas/shelter | <input type="checkbox"/> Telephone available |
| <input type="checkbox"/> Washrooms | <input type="checkbox"/> Climber or large equipment |
| <input type="checkbox"/> Medical facilities | <input type="checkbox"/> Swimming and/or wading pool |
| <input type="checkbox"/> Lifeguards on site | |

The following have been considered when planning this excursion: sun safety, smog advisories, heat alerts, protection from insects. Cold weather alerts are considered for winter excursions.

Request approved by supervisor — comments:

(Signature & date)

Request approved by Board of Director/Operator — comments:

(Signature & date)

Booked by: _____ Confirmation info: _____

FIELD TRIP AUTHORIZATION AND CONSENT

Centre: _____ Date of trip: _____

Trip destination and address: _____

Transportation and route: _____

Duration of trip with arrival and departure times: _____

Activities/objectives for children participating: _____

Children will be participating in swimming activities: Yes No

For the purpose of this field trip, and to be able to participate fully, your child will require the following: Bathing suit and towel Backpack Hat

Other: _____

Please make certain your child is at the centre before departure time. This enables staff to ensure all of the children are prepared and accounted for. If you have any questions, please do not hesitate to speak to a staff member.



I give permission for my child: _____

to attend the outing to _____ on _____
(location) (date)

Are you able to volunteer on this outing: Yes No

Signature of parent/guardian _____ Date _____

FIELD TRIP PLANNING CHECKLIST

Centre: _____

Trip destination: _____ Date of trip: _____

- Trip site has been pre-approved by supervisor and or board/operator.
- Trip "Lead" person has been identified to all staff and volunteers.

- Master list of children who will be participating has been prepared.
- All trip consents have been signed by the parent/guardian.
- A copy of each child's description and particulars has been completed and is available to staff. A completed copy has also been left at the centre.
- Emergency information is available for all children, staff and volunteers who will be attending.

- Children have been assigned to groups, and staff and volunteers identified for each group.
- Trip grouping form has been completed for all groups.
- Volunteers have read and signed the "volunteer policy" and behaviour management policy.

- Food for the trip has been prepared safely with high-risk foods avoided.
- Food is stored to ensure safe transportation and avoid contamination.
- Food and/or other allergies have been identified on grouping form.

- First aid kit is fully stocked and available. Blank accident reports are available.
- All children's medications and consent forms are prepared.
- T-shirts and/or ID badges are ready and available for all children.
- Cellular phone is charged.
- Ticket/tokens are prepared for all travelers (for TTC travel).
- Admission fees are organized in advance.
- Other items packed: tissues, sunscreen, extra clothing, quarter for phone and money for emergency situations.

- Comprehensive safety procedures are reviewed with children on a regular basis and before each trip.
- Staff and children are aware of specific roles in the event of an emergency.

- Detailed information has been posted at the centre indicating the destination of the trip as well as the departure and approximate return time.
- A completed copy of the field trip request form has been left at the centre.

FIELD TRIP GROUPING FORM

Centre: _____

Destination: _____ Date of trip: _____

Lead staff person for this excursion: _____

Group:

Staff person/volunteer	Children	Allergies or special considerations

Group:

Staff person/volunteer	Children	Allergies or special considerations

Group:

Staff person/volunteer	Children	Allergies or special considerations

FIELD TRIP EVALUATION FORM

Staff member(s) completing evaluation: _____

Age group participating on trip: _____

Destination: _____ Date of trip: _____

PLEASE COMMENT ON THE FIELD TRIP USING THE CRITERIA BELOW:

Location/facilities — any health and safety issues identified?

Travel to and from trip — any issues regarding transportation, route taken?

Age appropriateness — was it suitable for the children's interests and developmental levels?

Activities and objectives — discuss the value and children's most/least favourite experiences.

Staffing/volunteers — any issues in regards to supervision, group size, best practices?

Would you consider attending this site again — why or why not?

Any suggestions for groups attending this site in the future?

PARK INFORMATION

Centre: _____

Name of park: _____ Location: _____

Date of annual check: _____ Completed by: _____

Recommended for ages: _____

Accessible by:

- Walking
- Wheelchair
- Strollers
- TTC

Surface route:

Facilities and equipment — Check all that apply:

- Climber
- Swings
- Slide
- Picnic Area
- Washrooms
- Telephone
- Drinking Water
- Shade
- Other _____

Briefly describe age appropriateness of equipment:

Pools:

- Wading Pool with Lifeguard
- Swimming Pool with Lifeguard
- Splash Pad

All equipment in good condition: _____

Other comments: _____

Date of group visit: _____ Group: _____

Staff signature: _____

VOLUNTEER POLICY FOR TRIPS AND OUTINGS

We would like to take this opportunity to thank you for offering your help to be a volunteer with our group. To ensure the safety of everyone participating, we ask that you read, sign and respect the guidelines below. Have a great trip!

- ✎ You will be paired with a staff member in a small group – always maintain contact with your group. Staff will make decisions in the best interests of the children and the program. Please follow their lead.
- ✎ Children must be supervised at all times. No child is to be left unattended.
- ✎ A staff member of the centre must escort children to and from washroom facilities.
- ✎ Areas such as playgrounds or open fields should be monitored for hazards.
- ✎ In the interest of health and safety, please only offer only food and beverages that have been supplied by the centre.
- ✎ Please encourage children to walk (avoid carrying children except in emergency situations).
- ✎ It is important to accompany your group to and from the child care centre, to maintain ratios both going and returning from trips.
- ✎ Smoking and/or cell phone use is not permitted while supervising the children.
- ✎ Please read and sign the attached Behaviour Management Guidelines and Child Abuse Policy for the centre. Volunteers are expected to follow these policies while supervising children.
- ✎ Staff are legally responsible for children at all times. However, we rely on your co-operation by helping us supervise the children and informing the staff of any unsafe situations. If you feel something is not safe, report it to the staff you are with immediately.

Name of volunteer: _____ Signature: _____

Date: _____

CALL US ANY TIME

Need more information about the Contracted Services Unit?

Feel free to call Bernetta Jones-Gill who will direct your call to the appropriate person.
The number is 416-397-7377.

Please visit our Web site at www.toronto.ca/children

EDITORIAL TEAM MEMBERS

Lynn Connolly
Karen Guthrie
Michael Laflamme
Shanley McNamee

MAILING ADDRESS:

55 John Street, 10th Floor, Suite 1104
Toronto, Ontario
M5V 3C6

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