

HOW TO PREPARE A GOOD EXCURSION?

part of **GreenGate Methodological Toolkit₂**

Created within the project GreenGate₂.

GreenGate₂ project (reg. n. 2023-2-CZ01-KA220-YOU-000174554) was co-funded by the Erasmus+ programme of the European Union.

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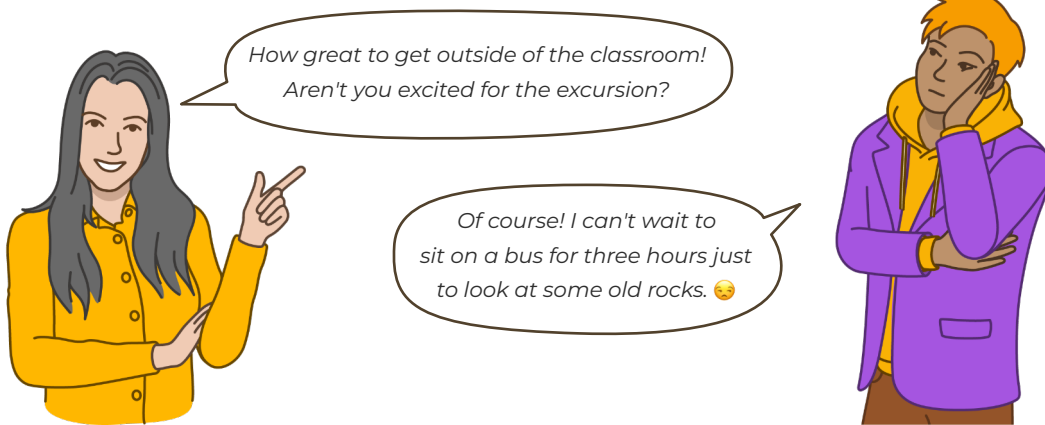
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INTRO

Tired of sitting at a desk? It's time to break free and take learning on the move! An excursion is all about exploring, discovering, and seeing things from a whole new perspective - outside the classroom!

Whether we're diving into nature, uncovering hidden gems in the city, or visiting a cool place, a trip will make learning feel like an adventure. No textbooks, no whiteboards - just real experiences, fresh air, and maybe even a little fun along the way!

- Aim:**
- To verify and supplement the knowledge acquired at school directly in the field or in a real environment.
 - To learn through personal experience.
- Note:** Excursions should not be just a 'day out of the classroom' - participants should be active on the field trip. Their curiosity can be encouraged by well-chosen methods that need to be carefully planned.

PREPARATION

First, as an educator, you should consider the following questions:

1. **What is your goal?** What should young people learn or take away from the excursion?
2. **Where should you go?** What locations best support the learning objectives?
3. **Who will guide the excursion?** Who will provide explanations or lead activities?
4. **What should participants know beforehand?** What preparation or background knowledge is necessary?

5. How can participants share what they've learned? What methods can they use to reflect and communicate their experiences?

After addressing these key questions, prepare some extra activities for:

- **Motivation phase** - before going anywhere prepare some activities to introduce the main topic of the excursion
- **Icebreaker activities** - use to energise the group and get them comfortable
- **Teambuilding (can be also done during the journey)** - activities that help participants improve teamwork, fun activities to entertain during the journey to the excursion place
- **Activities for focused listening** - encourage active listening and engagement of participants during lectures or other activities (e.g. worksheets).
- **Knowledge transfer activities** - reinforce learning by having participants share their knowledge through peer education, social media posts, videos, or creative presentations.

Preparing these activities is optional. Knowing your group, assess which activities work best.

MOTIVATION (before the excursion)

Activities for the motivation phase

- **Online quiz (e.g. Kahoot!)** - an introductory fun online quiz focusing on the field trip topic.
- **Quick team quiz ('pub quiz')** - a short fun quiz for small teams or individuals.

Icebreaker activities ('icebreakers')

- **Line up by...** - participants line up by a chosen criterion that may be related to the field trip topic.
- **True or false** - everyone writes 3 things about themselves (1 lie and 2 truths) on a sticky note, sticks it to their chest and the others try to guess what is true and what is a lie.

CORE (during the excursion)

Activities for teambuilding:

- **Human knot:** Team members stand in a circle while each person grabs the hand of someone across from them. The goal is to untangle the "human knot" without letting go of hands.
- **What do we have in common?:** participants should find 5 things they share in common
- **Lost on a desert island:** each participant shares one item they would bring along with them and why.

Activities for focused listening:

- Just attending an excursion isn't the main aim, the participants should take an active part in activities and listen to lectures. This can be encouraged by worksheets that participants need to fill in during the excursion. Worksheets should be fun. For example worksheets look at excursion plans in this toolkit. If the lecturer of the excursion doesn't cover all the answers, participants should be encouraged to ask questions.

CONCLUSION (after the excursion)

Activities for knowledge transfer:

- **Peer education:** participants prepare a presentation and present what they learned to other students/classes/clubs/etc
- **(fictional) Social media post:** participants create a (fictional) social media post specifying what new and surprising things they learned and what they liked the most
- **Videos:** participants create a video about 1 interesting thing they saw on the excursion