

**Field trip:** Field trips can be educationally and socially engaging additions to Girls Only. Field trips must be planned ahead of time, with attention to budget, transportation needs, and other logistics. Additional permission slips may be necessary for field trips. The objective of all field trips is to expose participants to various parts of their community, facilitate connections between participants and others, and help participants understand themselves as members of their local community. The lessons that follow are general ideas; research specific destinations and activities in or near your community. Social field trips are also beneficial to building camaraderie amongst participants and for having fun!

Lesson plans:

- 1) College Visit
- 2) Nature Visit
- 3) Community Garden and Community Supported Agriculture (CSA)
- 4) **Farmer's Market**
- 5) Museum
- 6) Theater Performance
- 7) Service Learning Volunteer Project

Field Trip: College visit

ESSENTIAL QUESTION: What is it like to be on a college campus?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants visit a college campus; participants learn about life as a college student; participants learn the benefits of staying in school and continuing their education.

SUMMARY OF THE ISSUE: In the United States, quantity and quality of education help **determine a person's ability to contribute as a citizen and earn enough money to make a living.** Higher education is a space in which people gain critical thinking skills, discover their personal potential, and become life-long learners. Exposing young people to college life helps build motivation and interest in continuing their education. Visiting a college campus, including taking a tour, observing a class, and visiting a sports center, bookstore, and library, exposes young people to college life. Arrange for a tour of a community college or four-year university in your community and give participants a chance to talk to college students and ask questions.

MATERIALS:

- College brochures
- Local college campus
- Tour guide and students at college

LENGTH OF LESSON: 1 to 2 hours

JOURNAL PROMPT: Do you want to go to college? Why or why not? What would you like to learn in college? Where do you want to go to college? What do you need to do to make sure you go to college?

EVALUATION: Did participants visit a college campus? Did participants engage with college students and student life? Did participants express interest in going to college?

RELATED ACTIVITIES: Have participants create a personal plan for preparing and going to college. Invite a college student to speak at Girls Only.

### Field Trip: Nature Visit

ESSENTIAL QUESTION: What can you learn from spending time in nature?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants spend time outdoors in nature.

SUMMARY OF THE ISSUE: Spending time with nature stimulates the senses and creates awareness. Nature is where young people develop their senses through experimentation and experience, connecting the physical world—the world they observe with their touch, smell, taste, eyes and ears—to their mental world; this mental-physical connection promotes self-confidence. Developing a relationship with nature has mental health benefits in the same ways art and music do, helping young people develop motor skills and spatial awareness. Also, urban environments are increasingly polluted with smog and trash—making a trip outdoors provides an opportunity to breathe fresh air. Ideas for a nature visit: have a picnic at the park, have a beach day, go for a hike, take a camping trip, go swimming, kayaking, canoeing, or for a sail on a sailboat.

MATERIALS:

- Transportation
- Picnic supplies
- Additional materials depending on the nature of the nature visit

LENGTH OF LESSON: 1 to 2 hours

JOURNAL PROMPT: What was your favorite part of your nature adventure? What was your favorite thing you saw? What was your favorite thing you smelled? What was your favorite thing you felt? What are some things you can do in your everyday life to make the world a little cleaner?

EVALUATION: Did participants spend time in nature?

RELATED ACTIVITIES: Connect your nature visit to lessons about plants, animals, water, land, and various cultural traditions around the world.

## Field Trip: Community Garden or Community Supported Agriculture (CSA)

ESSENTIAL QUESTIONS: What is a community garden? How do I grow food and plants?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants visit a community garden or farm; participants learn basic gardening techniques.

SUMMARY OF THE ISSUE: A Community Garden is a public piece of land gardened by multiple people; community gardens are diverse plots as some members grow flowers and other grow **edibles. Community Supported Agriculture, or CSA's, are a combination of consumers** (individual community members) and growers (farming operations) who share the risks and benefits of food production; CSA growers provide weekly or bi-weekly boxes of seasonal **produce for a fee; many CSA's take volunteers to** plant, weed, sort, wash, and pack. Visiting community gardens and farms creates a relationship between young people, the natural environment, and their food. Teaching young people about humans' role in ecology and food production (how food is grown, where it comes from, how much it costs, how it affects our health and the health of land and waters, what it means for the lives of the people working with the food, and how to prepare it) directly connects them with nature. By participating in community gardens and farms, young people also have the potential to beautify neighborhoods, create green spaces for migratory birds and insects, reduce crime by increasing neighbor community and vigilance, and get outside. Working in a garden, shoveling, watering, planting, and weeding, is a social, communal process, teaching young people the benefits of teamwork. Arrange for participants to work in a garden or on a farm and arrange for a tour of the garden or farm.

MATERIALS:

- Gardening gloves
- Gardening tools
- Seeds or small plants

LENGTH OF LESSON: 1 to 2 hours

JOURNAL PROMPT: If you had a garden all of your own, what would you grow? Do you think everyone should learn how to grow a garden and their own food? Why or why not?

EVALUATION: Did participants visit a community garden? Did participants work in the garden? Did participants engage with community members in the garden?

RELATED ACTIVITIES: Secure a plot in an established community garden or start a Girls Only garden. Buy pots and seeds and plants for each participant to take home. Arrange for a local farmer to speak to the group. Join a CSA for Girls Only and make a meal together. Set up a composting bin for recycling food products.

## **Field Trip: Farmer's Market**

**ESSENTIAL QUESTIONS:** What is a farmer's market? How can I participate in the buying and selling of local produce?

**OBJECTIVES/PERFORMANCE EXPECTATIONS:** Participants visit a farmer's market; participants get exposure to a variety of foods; participants engage with local farmers; participants learn the benefits of shopping locally; participants practice spending money conscientiously.

**SUMMARY OF THE ISSUE:** Farmer's markets showcase locally grown, mostly organic, and often sustainably grown foods. Visiting farmers' markets creates a relationship between young people and their food, an elemental necessity especially when access to fresh food is limited and reliance on processed foods and fast foods is increasing. Healthy food choices are essential components of human health and can prevent unwanted weight gain, diabetes, heart disease, and other health problems, which are becoming increasingly common in youth. Farmer's markets also provide an opportunity to meet farmers and food producers face to face and personally judge their integrity. Developing a respectful relationship to food allows people to make healthy choices for themselves, their communities, and the Earth. Design a scavenger hunt for participants to find certain foods throughout the market, give participants a few dollars to buy fresh foods at the market, and encourage them to talk to or interview farmers.

**MATERIALS:**

- \$1-\$2 per participant to buy something at the market
- Reusable grocery bags

**LENGTH OF LESSON:** 1 to 2 hours

**JOURNAL PROMPT:** What was your favorite thing at the market? What did you buy and why? If you had a garden all of your own, what would you grow? Do you think everyone should learn how to grow their own food? Why or why not?

**EVALUATION:** Did participants visit a farmer's market? Did participants learn about a variety of foods? Did participants learn how foods are grown? Did participants practice spending their money wisely? Did the farmer's market field trip promote the goals of Girls Only?

**RELATED ACTIVITIES:** Give out vouchers for free produce at a local farmer's market. Have participants creatively decorate cloth bags they can use to shop for groceries. Invite a local farmer to speak at Girls Only. Arrange for Girls Only to receive a Community Supported Agriculture (CSA) box.

## Field Trip: Museum

ESSENTIAL QUESTION: What can you learn from visiting a museum?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants visit a museum; participants get exposure to a variety of art and cultural artifacts.

SUMMARY OF THE ISSUE: Museums house relics of social and historical importance for public enjoyment and education. Museum exhibits expose young people to new experiences, artifacts from different time periods, and items from around the world. Visiting a museum engages young people outside of the classroom in an interactive way, intriguing them with relics from places they may not have the chance to visit. Decide what kind of museum you will take the participants to for the field trip: an art museum (painting, sculpture, photography, contemporary, historical), a science museum (natural history, archeological, cultural, exploratory), or an outdoor museum (arboretum, aquarium, zoo). Arrange a field trip to a museum hosting an exhibit related to a general Girls Only theme or topic recently covered. Design a scavenger hunt for participants to search for specific things throughout the museum.

MATERIALS:

- Museum tickets
- Transportation
- Journals
- Pens/pencils
- Clipboards or hard writing surfaces

LENGTH OF LESSON: 1 to 2 hours

JOURNAL PROMPT: If you had your own museum, what would you display? Why should people visit your museum? What other kinds of museums would you like to visit? Why?

EVALUATION: Did participants visit a museum? Did participants engage with the museum content? Did the museum field trip promote the goals of Girls Only?

RELATED ACTIVITIES: Have participants develop their own concept for a museum. Have participants create their own museum display, including a diorama displaying their lives. Invite an artist or a museum docent to speak at Girls Only.

## Field Trip: Theater performance

ESSENTIAL QUESTION: What is it like to see a theater performance?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants attend a theater performance; participants engage with actors and theater professionals.

SUMMARY OF THE ISSUE: Theater is a demonstrative form of cultural expression, allowing people to see stories play out before them, teaching lessons and making statements about the human experience through something tangible and relatable. Whether writing, directing, or acting within the realm of theater, ideologies, beliefs, thoughts, and emotions are being articulated. Attending a theater performance (a dance show, a poetry reading, an acrobatics demonstration, an improvised performance, a drama, musical, or comedy performance) is an increasingly rare public happening in which large numbers of people gather into a shared space and experience something together, whereby building community. Young people can be engaged with theater on multiple levels, including with the content of the show, performance space, performers, and practical elements like costumes, lighting, set design, and make-up. Arrange to view an age appropriate performance related to a general Girls Only theme or topic recently covered. Look for performances at local theaters or college campuses and ask for group discounts.

MATERIALS:

- Theater tickets
- Transportation

LENGTH OF LESSON: 2 to 3 hours

**JOURNAL PROMPT:** Are there times in your life when you “act” like an actor on the stage? Would you like to perform on the stage?

EVALUATION: Did participants attend a theater performance? Did participants engage with the performance? Did the theater field trip promote the goals of Girls Only?

RELATED ACTIVITIES: Invite an acting coach or theater professional to come to Girls Only to do a theater workshop with participants. Challenge participants to create their own theater production to perform for a talent show, open house, or for fun!

## Field Trip: Service Learning Volunteer Project

ESSENTIAL QUESTIONS: How can I serve my community? What can I learn from volunteering?

OBJECTIVES/PERFORMANCE EXPECTATIONS: Participants engage with their community by volunteering to serve in some capacity; participants practice working as a team; participants learn the benefits of helping others and giving back to their society.

SUMMARY OF THE ISSUE: Volunteerism, or serving without monetary compensation, is a mutually beneficial way to engage young people with their communities: volunteers learn to help others and organizations in need get assistance without spending money. Volunteers learn new tasks, get experience working as a team for a common goal, and get exposed to various parts of their community. Arrange for participants to volunteer with an organization or on a project related to a general Girls Only theme or topic recently covered. Ideas for service projects include: serving food at a homeless shelter, participating in a beach clean-up or neighborhood trash clean-up, tutoring or mentoring younger students, visiting senior citizens at a senior center, visiting and entertaining hospital patients, organizing a food or clothing drive for children in need, weeding or planting on a local farm, or working as ushers at a local theater production.

MATERIALS:

- Materials will be specific to your service project

LENGTH OF LESSON: 2 to 3 hours

JOURNAL PROMPT: How did it feel to volunteer? What else would you like to do to serve your community?

EVALUATION: Did participants serve their community? How did participants work together as a team? Did the service learning volunteer project promote the goals of Girls Only?

RELATED ACTIVITIES: Arrange for an on-going service project that participants can work on. Have participants brainstorm service project ideas for their community. Have participants help organize a service project. Invite a volunteer from a local organization, AmeriCorps or the Peace Corps to speak to Girls Only.