

Research-Based Recommendations for Teachers Leading Field Trips*

Challenge	Recommendations
Chaos/Over-stimulation	<ul style="list-style-type: none"> • Use pre-visit lessons specifically related to the (museum) topics.¹ • Plan trips that introduce moderate novelty; use pre-trip orientation to reduce the novelty of new settings.^{2, 3} • Prepare for novelty: cognitively, geographically, psychologically.⁴
Limited Time	<ul style="list-style-type: none"> • Students show better retention when the content is linked to the curriculum^{5, 6, 7} • Use the museum's website to plan logistics and extend lessons in the classroom⁸ • Incorporate science standards in lesson planning⁹ • Limit the number of exhibits students visit to improve learning¹⁰ • Allow time for small group exploration¹¹
Teaching Tools (such as tasks, worksheets, or prompts)	<ul style="list-style-type: none"> • Consider students' input, interests, and abilities in planning your trip^{12, 13} • Give students choice in exploring¹⁴ • Some less structured time can be good¹⁵ • If you use worksheets, emphasize concepts rather than a broad survey of the content, and preference questions that prompt students to interact with exhibits and allow some degree of choice in response^{16, 17} • Encourage social interactions, (even) while using worksheets^{18, 19}
Surprises	<ul style="list-style-type: none"> • Determine the trip's purpose first, then plan the setting²⁰ • If you choose a museum destination, consider how it supports your agenda²¹ • Visit the field trip site ahead of time and coordinate with staff on safety, logistics, expectations and learning^{22, 23, 24}
Chaperones	<ul style="list-style-type: none"> • Recognize and support multiple roles of chaperones and encourage chaperones to use new approaches to facilitating learning.²⁵ • Encourage chaperones to promote conversations among students (because most of students' talk in a museum is learning talk²⁶), and ask questions that require students to explore exhibits²⁷ • Encourage chaperones to interact with students in a family-like way in small groups^{28, 29} • Consider providing chaperones with a list of questions and a bag of props they can use to focus students' attention and inquiry³⁰ • Model interest in exhibits³¹ • Prepare chaperones with an understanding of students' current ideas, thinking, values, and learning needs³²

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