

Elementary Environments: Establishing of Going Out Program

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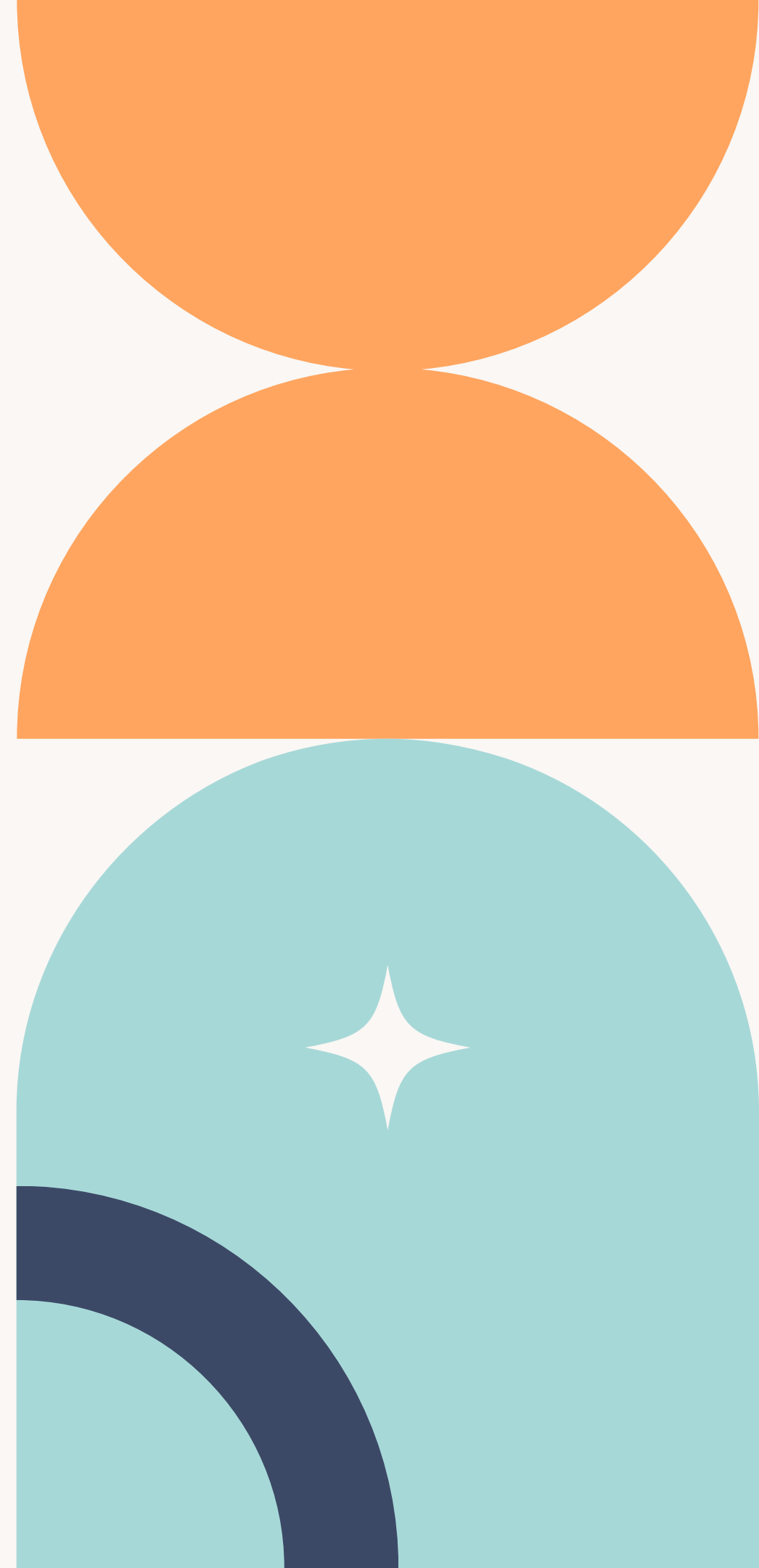
Welcome!

My name is Justine Megee.

- AMI Trained Elementary Guide
- AMI Primary Diploma
- Ten years teaching experience
- Masters of Arts in Education
- Current Head of School

What We're Covering

- FOUR PLANES OF DEVELOPMENT
- SECOND PLANE CHARACTERISTICS
- INDEPENDENCE IN THE SECOND PLANE
- THE DUAL ENVIRONMENT: WHAT IS A GOING OUT?
- PLANNING: NEEDED ELEMENTS
- THE PROCESS
- ??



2nd Plane Characteristics



- Reasoning Mind
- Hyper Imagination
- Scattered
- Fact Gathering
- Hero Worship
- Strong Sense of Justice
- Great Need for Big Work
- Social Beings
- Group Work

Independence in the Second Plane

The child must have the opportunity to do big work.

Going Out must be present to increase the children's level of independence.

The child is becoming free to do things for themselves as long as the group approves of it.

The child must be part of the running and creating of the environment.





The Dual Environment

The second plane child is in need of a dual environment; one that is not only in the classroom, but also one that extends beyond the four walls of the classroom.

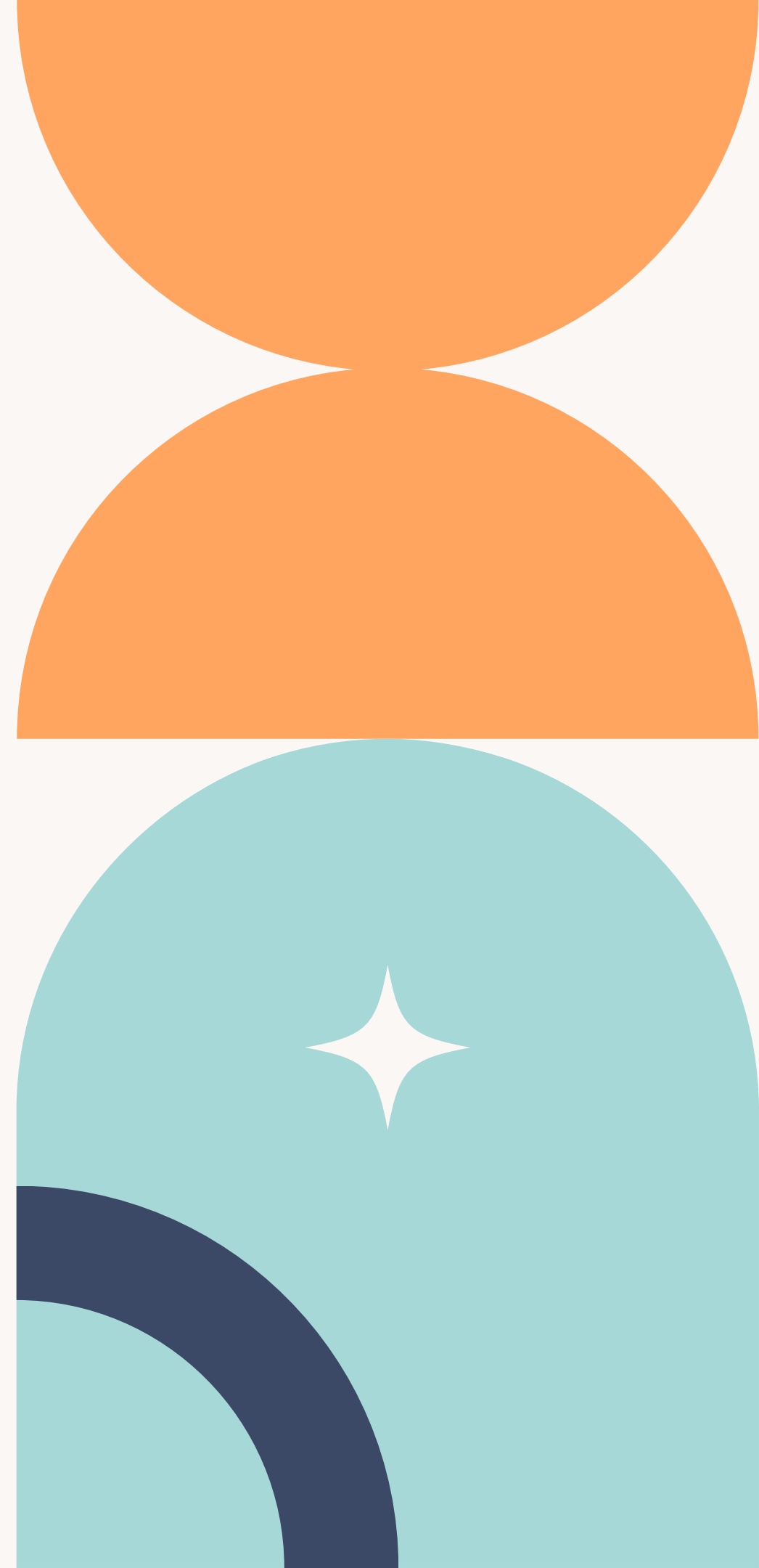
Going Out

What it is...

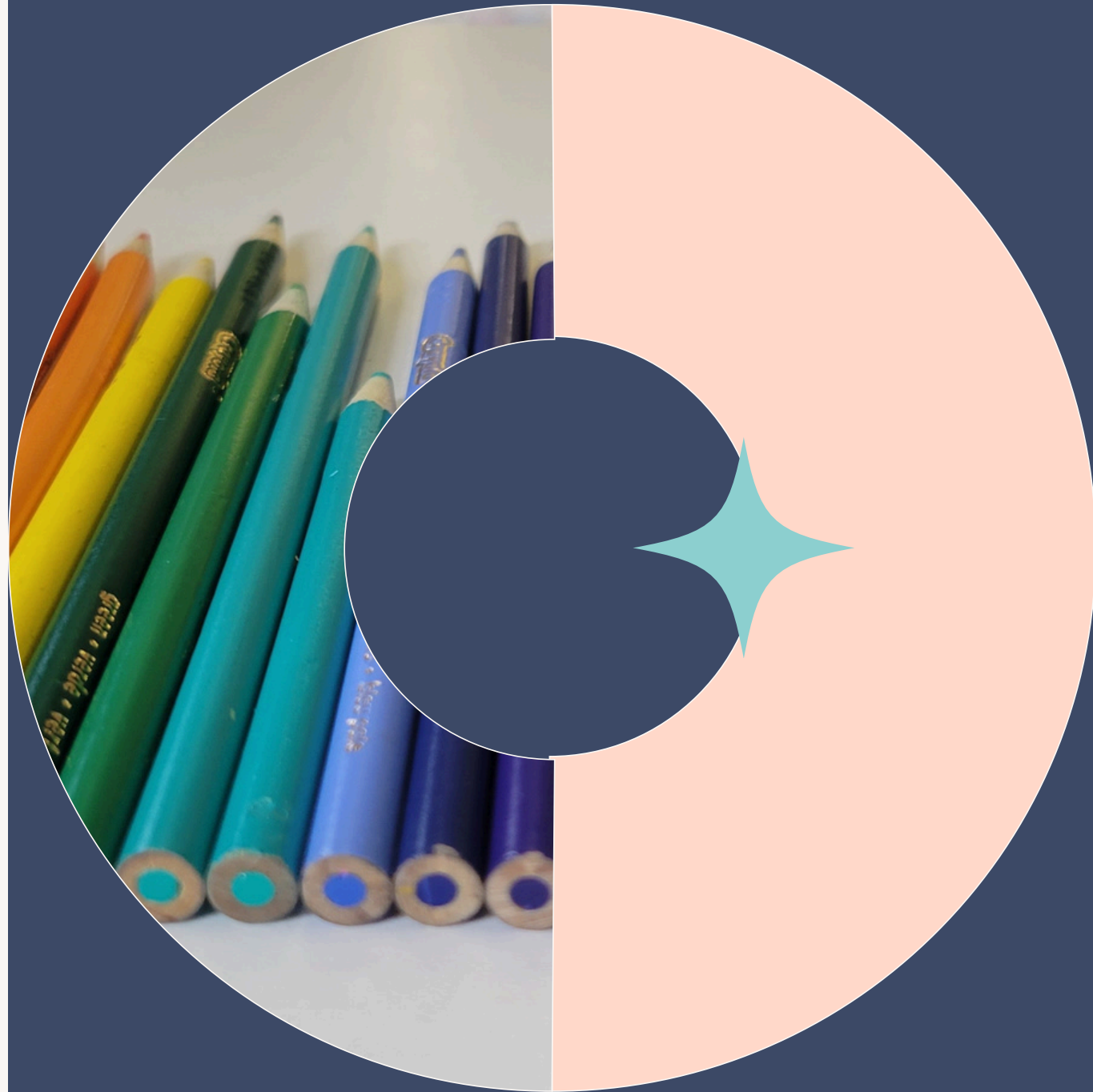
- Small group of interested children
- Planned by the children
- It is an intentional outing that satisfies the second plane child's developmental needs.

What it is not...

- A field trip
- Whole class
- Driven by the adults



Different Types of Going Outs



INFORMATIONAL

- To a specific location (Botanical Gardens)
- To meet with a specific person (history professor)
- To learn a specific skill (welding)
- To get resources (library)

CONSUMABLE NEEDS

- Classroom needs more paint
- Potting Soil needed for experiments
- Groceries for cooking

MATERIAL FOCUSED

- Materials needed for a big work
- Materials to improve the classroom or school
- Materials needed to host special events

CONSIDERATIONS

What resources are available to your community?

Locations

Zoo
Museums
Universities
Performing Arts Opportunities
Visual Arts Opportunities
Restaurants

Organizations

Animal Sanctuaries
Wild Life Conservation Specialist
State or National Park System
Scientific Organizations
Literary Organizations

People

Field Experts
Culinary Artists
Government Representatives
Artists (Visual and Performing)

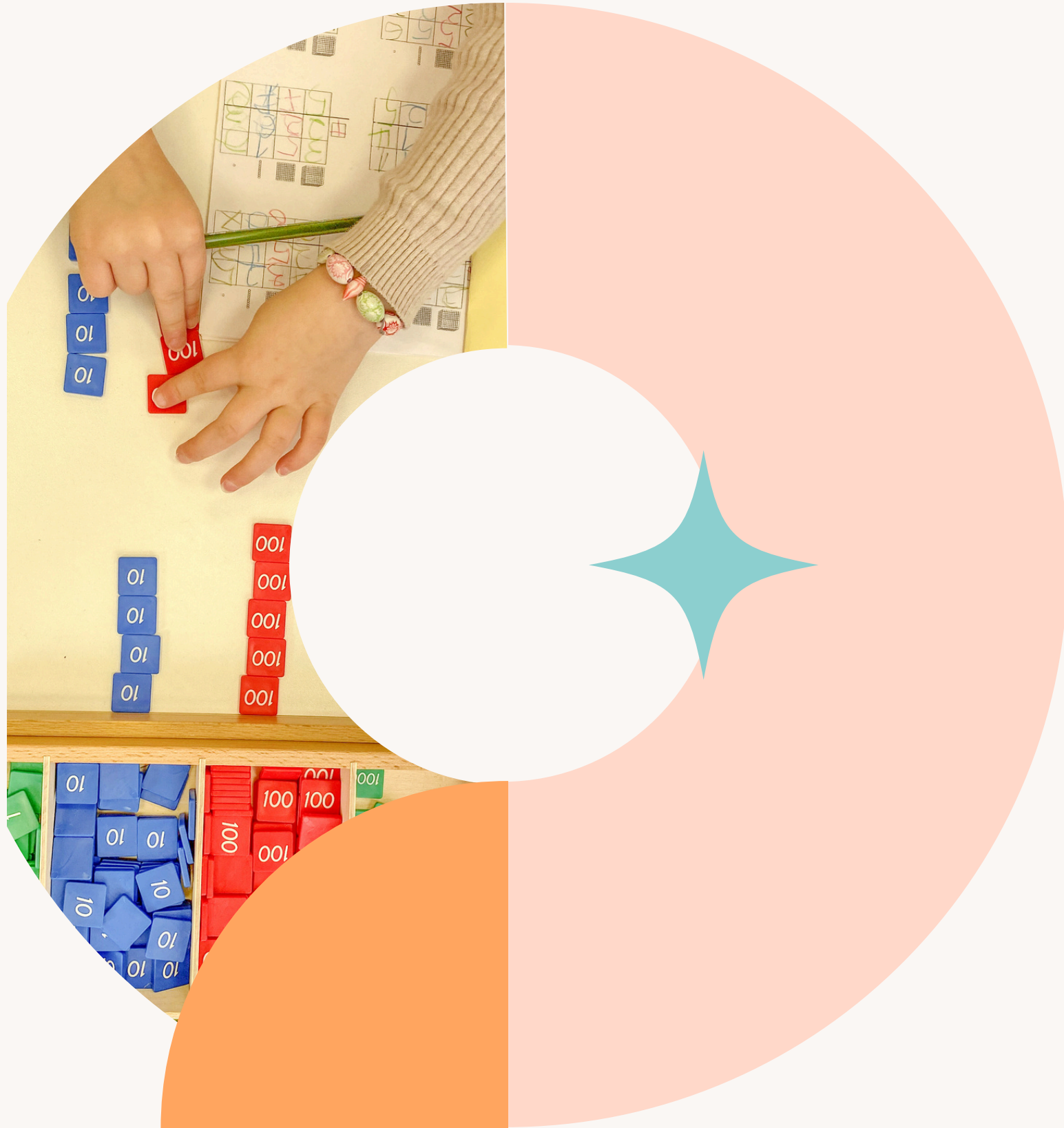
Retail

Specialty Stores
Grocery Stores
General Stores
Thrift Stores



CONSIDERATIONS

Logistics



Transportation

Do you have mass transit? Can you walk or ride a bike to places?
Do you need drivers? What liability considerations for transportation do you need to put into place?

Adult Volunteers

Who will take the children?

Funding

Shopping, parking, entrance fees, materials-these cost money!

Administrative Buy In

You may need to advocate for this program with administration. Be prepared to present information about theory, the benefits children gain, and come with a plan for how to implement it.

What are some resources available in your community?

Do you have administrative support?

What does your Going Out program look like now?



Discuss



Intentional Lessons

What skills do the children need?

How to talk on the phone

How to write an email

How to look up locations/resources

How to print and study directions

How to speak with adults outside the community

How to wait in line

How to ask for help

How to prepare questions

How to prepare for various scenarios

How do you know when a child is ready?

Going Out is a significant work. The children must be ready for it, just like any other lesson or experience.

- A certain level of control over impulses
- Ability to meet behavior expectations
- Ability to represent the school positively
- Ability to listen to directions





Implimentation

Coming up with a plan

Paired with understanding the theory, this is the most important part of developing your school's Going Out Program.

It takes time,
observation, reassessing,
and revision.

Stages of Planning

1 INITIAL PLANNING

- Why do they want/need to go?
- Who is going?
- What is the general timeline for going?
- How long will the whole trip be?

2 LOCALE PLANNING

- Where are you going?
- What are the hours and cost?
- Do you need an appointment?
- How will you find this information?

3 TRANSPORTATION PLANNING

- Who is going to drive you?
- How will you get there?
- How long does it take to get there?
- What time will you leave? Get back?
- Do people need boosters?

4 DURING THE TRIP

- What do you need to bring?
- What questions do you have prepared?
- Where do you go when you get there?
- Do you need to talk to anyone or check in once there?
- Do you need to bring lunch?

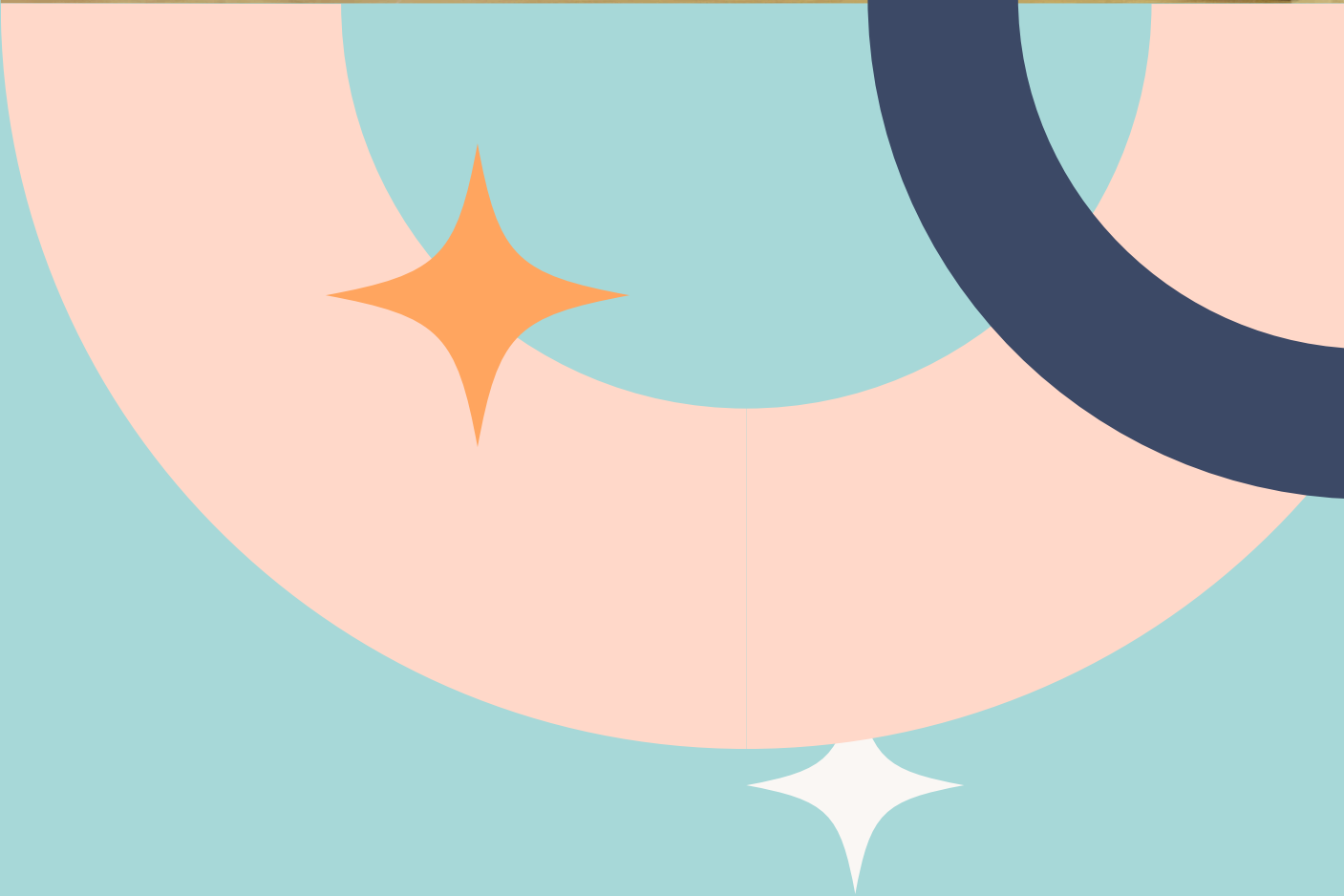
5 DURING THE TRIP

- Thank you notes/emails.
- Debrief: How did it go?
- Did the trip spark any new interests or questions?

Name: _____

GOING OUT BOOK

Reason for going out:
Names of children going:
Location:





Location of Going Out

Name: _____

Address: _____

Phone Number: _____

Hours of Operation: _____

Cost of Admission _____
☐ n/a

Cost of Parking _____
☐ n/a

Call and find out the information below

Contact name at
Going Out Location (if applicable)

☐ n/a

☐ Tell the person who you are and where you are calling from.

☐ Tell the person why you would like to come to their location.

☐ Ask them if if they have the information you seek.

☐ Do you need to make an appointment to go? ☐ Yes ☐ No

☐ Are there particular dates or days of the week that are best? _____

Adult who helped you with the phone conversation _____

Teacher Signature_____

Step Two

Travel Arrangements

Preparation for Driver Contact

Proposed dates and times for Going Out:

- ☐ Approval of the proposed date(s) and time by teacher

Proposed adult driver accompanying children, with contact information:

The following steps must be completed and information added to folder as necessary:

4.

- ☐ Written out dialog for speaking to possible adult driver
- ☐ Practice phone call with staff member
or
- ☐ Completed letter to possible adult driver, as final draft

Check-in with the teacher before you make the call:

Teacher Signature_____

After the Call

Finalized Adult Driver

Finalized Date and Time of Going Out:

5.

- ☐ Email parents informing them of the trip and confirming with them that date is ok

Written neatly on class calendar

- ☐ (names of children, time, drive, going out location)

- ☐ Visit the Office to inform Ms. Macie/Ms. Megee of Date, Time and Location.

- ☐ Email the driver with trip details (date, time, where, who is going)

- ☐ Printed directions to Going Out Location

Teacher Signature_____

6.

Step Three

Trip Preparation

Emergency Contact for Student:

Parent 1 Name and Number:

Parent 2 Name and Number:

MEMS Contact Information:

Office Number

School Address:

Elementary Phone Number:

7.

The following Items need to be collected and put into a folder to bring with you:

- ☐ Driving directions
- ☐ List of any questions you will be asking or things you want to see, with room to take notes, if applicable
- ☐ Several blank blue lined paper in which to take notes or sketch
- ☐ Completed Supply List (next page)
- ☐ Retrieve funds from office (if applicable-needed to have filled out a funds request form)
- ☐ This Booklet

8.

Supply List: These are things you will need to take with you the day of

☐

☐

☐

☐

☐

☐

☐

Teacher Signature _____

9.

Step Four

Follow Up

Where did you go?

What was your favorite part?

Do you think this Going Out was helpful for your learning experience? Why?

The following items must be completed when you return to school:

- ☐ Thank you note to adult driver
- ☐ Thank you note to main contact at Going Out Location ☐ n/a
- ☐ Completed Going Out Survey (Step 4 questions)

Teacher Signature_____

***Congratulations on completing your
Going Out!!***

***Please show the completed booklet to
your teacher.***

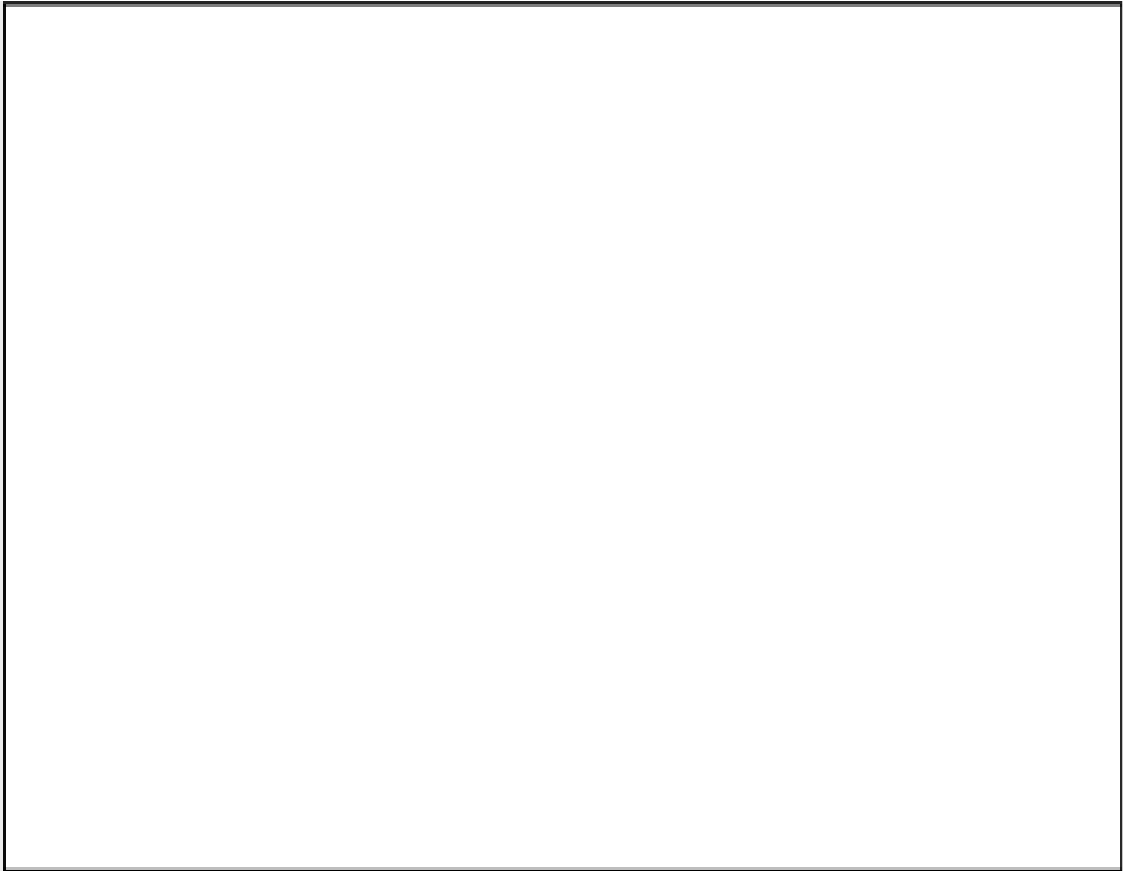
Shopping List Form

Item **Cost**

Total Cost \$ _____

Ask Teacher for funds request form

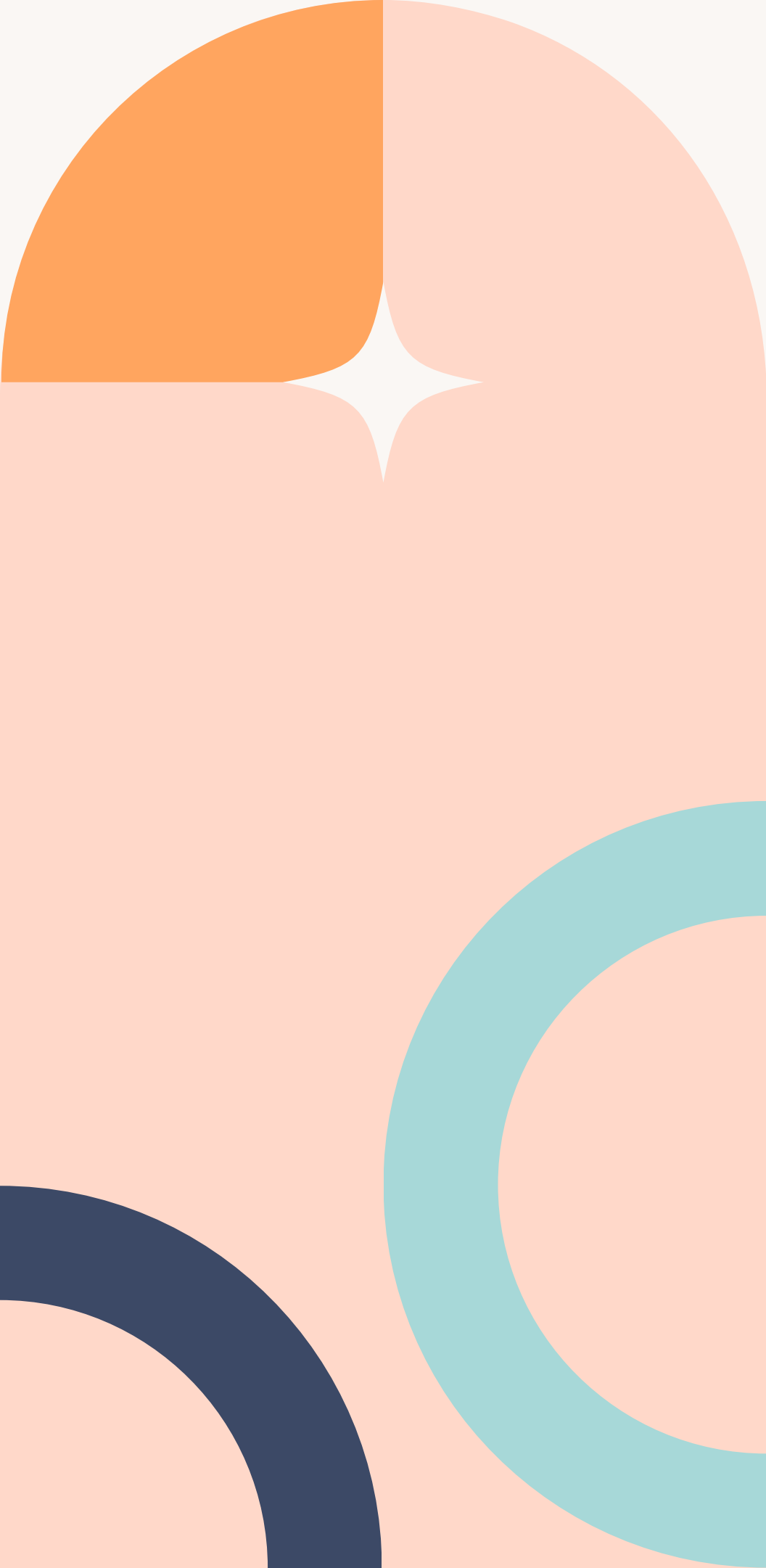
Draw a picture of a memory from
your going out (Optional)



Notes and Additional Information:

The background is a solid teal color. It is decorated with various geometric shapes in orange and light pink. In the top left, there is a small orange rectangle. To its right is a light pink semi-circle. Further right is a light pink circle. At the top center, there is an orange semi-circle. On the right side, there is a light pink square with a semi-circle cutout on its right side. In the bottom left, there is a light pink triangle with a small light pink circle on its hypotenuse. At the bottom center, there is an orange semi-circle. To its right is a light pink curved shape. In the bottom right corner, there is an orange curved shape.

Any Questions?



Remember to be kind to
yourself, be open to trying new
things, and to making mistakes
and learning from them.

Thank You!

Don't hesitate to reach out!

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