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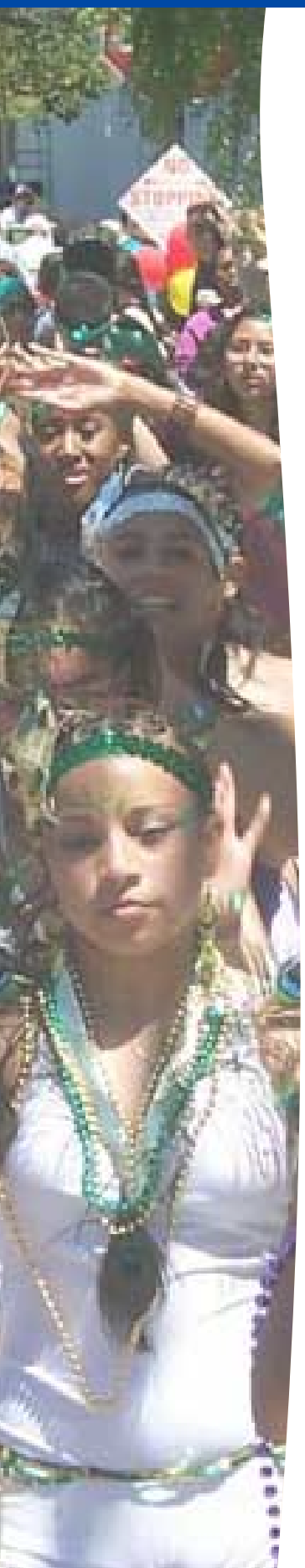

4-H After-School Program: Bloco Drum and Dance!

Part 6: Planning a Successful Field Trip

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Curriculum Overview

This is part 6 of an 11-part series on planning, developing, and coordinating a 4-H drum and dance after-school program. The series is based on the successes of the Sonoma County 4-H Drum and Dance Program, an experiential (hands-on, learn-by-doing) education effort sponsored by Sonoma County 4-H in partnership with the Windsor School District. The program capitalizes on the positive group experiences of Brazilian Bloco drumming and dance to help youth build self-esteem, embrace personal discipline, develop commitment to their community, and build musical skills. Besides attending regular practices and 4-H meetings, the Sonoma County group performs in local and regional parades and cultural festivals.

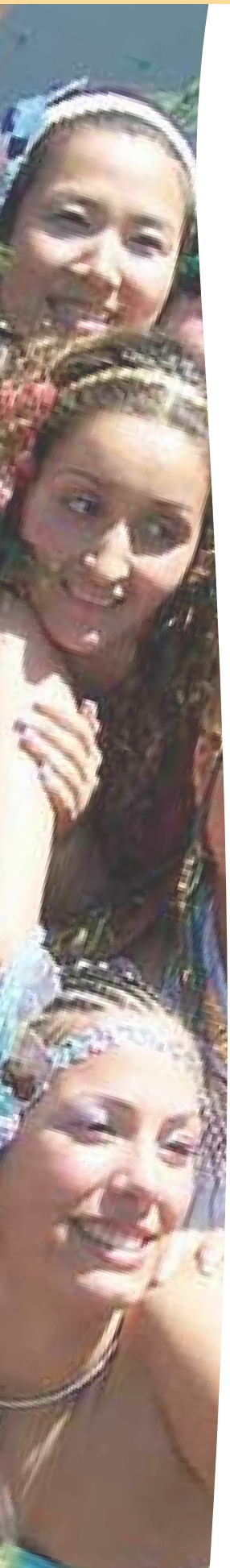
The overall positive experience and sense of belonging also have important side-benefits for participating youth, helping to improve their academic performance, reduce teen pregnancy and high school drop-out rates in the group, and discourage gang participation. The program is open to all youth: both boys and girls of all ethnic backgrounds, economic status, and abilities participate.

Each publication in the series covers an important component of the program, with useful tips and tools for making it work for youth in your area. At the end of many of the publications are ready-to-use handouts, forms, and flyers that you can customize for your local use.

Publications in the Curriculum:

Part 1. Introduction to 4-H Youth Bloco Drum and Dance (8427)
Part 2. Developmental Characteristics of Participating Youth: Age-Based Programs (8428)
Part 3. Fundraising for Your Program (8429)
Part 4. Developing Positive Relationships (8430)
Part 5. Planning Activities and Performances (8431)
Part 6. Planning a Successful Field Trip (8432)
Part 7. Effective Strategies for Management and Staffing (8433)
Part 8. Developing a Schedule for Group Activities (8434)
Part 9. Planning: Steps to Success (8435)
Part 10. Making Good Nutrition and Exercise Part of the Program (8436)
Part 11. Developing and Implementing an Evaluation Plan (8437)

Visit http://www.windsorbloco.org for a recruitment video and PowerPoint presentation to help promote and start a program of your own.



Develop a Plan for Project Learning Activities

The inclusion of field trips in a 4-H Bloco Drum and Dance Program adds an extra spark to the teen participants' interest by adding a different dimension to their learning. The information in this publication will help the Site Director take care of all the details necessary to ensure a successful field trip experience. Consider the following as you plan your field trips:

- What activity are you planning for the field trip?
- What teaching methods will you use?
- Will the participants have opportunities for hands-on experiences?
- How will you evaluate the field trip experience afterward?
- How will the activity correlate to participants' real-life experiences?
- What will they learn?
- How can everyone help make it fun?

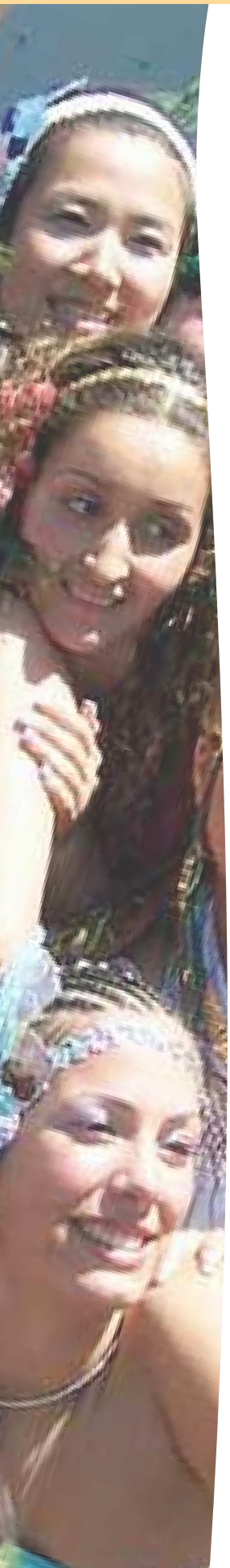
Teen members can use the field trip to observe and participate in a real-life 4-H project-related experience. Instead of deciding what to do at the last minute, try to plan ahead. That will make the field trip more fun for the teens and less stressful for you. Think of creative ways for youth to learn what they need to do in the drum and dance project using a variety of methods. Involve the teen participants in planning and doing.

Develop Field Trips to Enhance the Program

Identify a Variety of Potential Field Trips

When searching for field trip venues for the 4-H Bloco Drum and Dance group, look for places that have some relation to the program and are not unreasonably expensive. Consider the following:

- Match the suggested venue with the needs of your drum and dance project. Is the location relevant to the project and interesting to teens? Give the participants a few choices if you can. Then get the youth to work with the staff on planning the trip and making suggestions.
- Consider the affordability of the venue. How much will it cost? Can everyone afford to attend? Do you need to conduct fundraisers to pay for some of the costs? Costs may include but are not limited to entrance tickets for a performance, transportation costs, and food expenses.
- Is the field trip venue nearby? Having a field trip destination closer rather than farther away makes it much more affordable. Local music and dance productions are best since they generally cost less. Some community musical groups even offer free admission.



Field Trip Ideas

Here are some field trip ideas that could work successfully to enhance the program:

- A visit to a dance studio or a Brazilian drumming exhibition.
- Environmental and art camps related to Brazilian culture.
- Visits to other dance and drum groups.
- Historical sites related to the project.
- Loco Bloco practices in San Francisco.
- Performance opportunities for the group at other schools.
- Visit a factory or corporation related to costume and drum design.
- Museums related to Latin American and African and Cuban arts.
- Cultural festivals.
- Visit a supermarket to learn about fruits and vegetables.
- Visit a radio or television station or a newspaper.
- Get a tour of a restaurant that specializes in ethnic foods.

Planning for Field Trips

When planning a field trip, consider these preparatory steps:

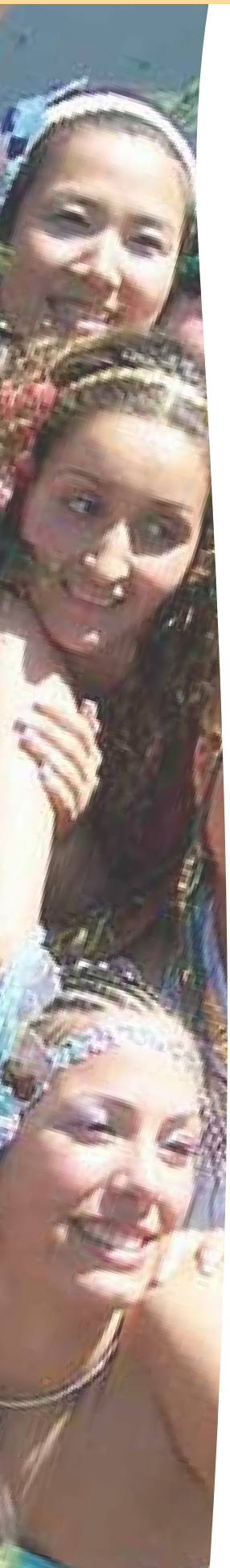
- Recruit adults to volunteer as chaperones.
- Plan a fundraiser if you need help covering expenses such as, gas, lunch, and admission fees.
- Recruit parents and teachers as drivers. Make sure each driver has valid vehicle insurance and a valid driver's license.
- Develop a clear, written plan stating times, places, and drop-off and pick-up times.
- Advise participants on choosing appropriate clothes and shoes for the trip.
- Prepare 4-H Code of Conduct sheets for all participants to sign.
- Create an exhibit that you can display in public places and at school to advertise the trip.
- Secure written permission from parents for their children to participate in the field trip.
- Be able to explain to participants, their parents, and others where you are going and what the participants will do or see.
- Make sure everyone agrees on rules of behavior and safety before they go on the field trip.
- Encourage teens to come up with relevant questions they can ask people at the field trip destination.
- Identify some things that participants can look for at the field trip site, and share this information with the teens.

Focus on Safety

- Bring first aid kits. Try to bring along adults with first aid or CPR training, and make sure everyone knows who they are.
- Keep kids together. Do periodic head counts.
- On some field trips you may split teens into smaller, more manageable groups instead of one large group. Establish check-in times if the group splits up.
- Assign "buddies" (pairs of youth who will look out for each other).

Capture Experiences for Later Reflection

- Encourage participants to take photos and videos, and encourage them to share these with the group.
- Make up a scrapbook for the field trip or for all group activities.



- Encourage participants to keep diaries of the field trip, and give them an opportunity to share what they have written if they like.
- Suggest that the group use the field trip experience as a basis for a presentation they can give for others.

Evaluate the Experience/ Share Reactions of Participants

Have a group conversation about the field trip afterward. Find out

- What did participants learn?
- How did they see the field trip experience relating to the project or their real life?
- What did participants like or dislike about the field trip? Why?
- What would improve a similar field trip next time?

Say Thank You to Contributors

- Have teens figure out how they want to thank people who helped make the field trip work or who hosted a field trip visit. A few suggestions are handwritten notes, a big card with signatures from the group, thank-you souvenirs or mementos, and post cards, but there are plenty of other ways to say "Thank you."
- Write thank you notes or letters to all who helped: parents, chaperones, and tour guides, for instance.

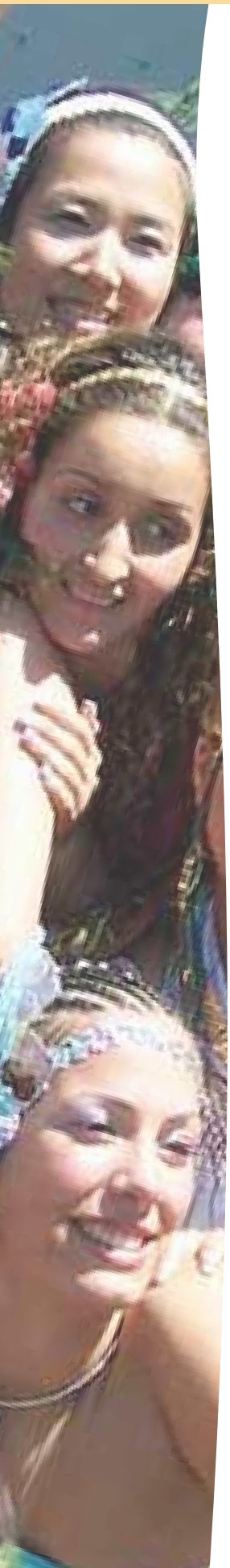
Share What You Learned with Others

- Make presentations before other groups and the public, for instance at local service organizations. This is a good way to say thank you to a group that helped fund the field trip.
- Create an exhibit that tells what you learned, for display in public places and at schools.
- Inform the media by writing a news release or calling media contacts in advance.

Bring the Field Trip to You

Don't have enough time or money to go on a field trip? Bring the field trip to you! Here are some suggestions:

- Have teens design a program for the group to share something they have learned.
- Show videos of performances and other information from different drum and dance groups.
- Invite guest speakers to share their own cultural arts experiences.
- Invite professional drum and dance teachers to demonstrate their skills for the group.



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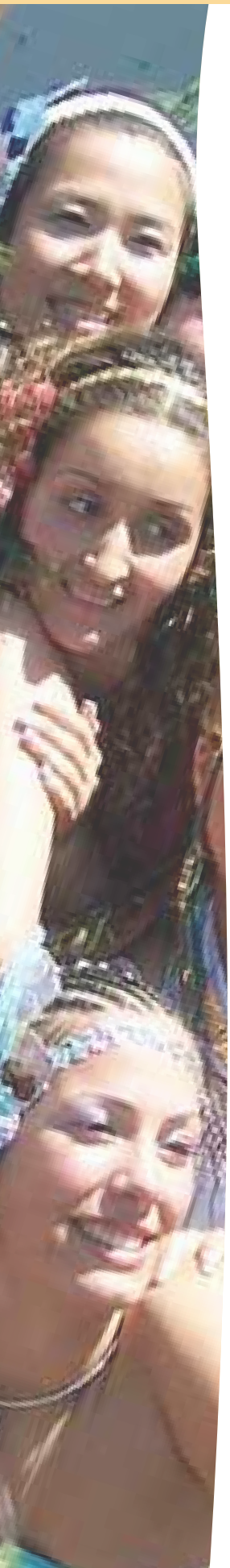
Inquiry and Experiential Learning

The activities in this curriculum were designed around inquiry and experiential learning. Inquiry is a learner-centered approach in which individuals are problem solvers investigating questions through active engagement, observing and manipulating objects and phenomena, and acquiring or discovering knowledge. Experiential learning (EL) is a foundational educational strategy used in 4-H. In it, the learner has an experience phase of engagement in an activity, a reflection phase in which observations and reactions are shared and discussed, and an application phase in which new knowledge and skills are applied to real-life settings. In 4-H, an EL model that uses a five-step learning cycle is most commonly used. These five steps—Experiencing, Sharing, Processing, Generalizing, and Application—are part of a recurring process that helps build learner understanding over time.

For more information on inquiry, EL, and the five-step learning cycle, please visit the University of California Science, Technology, and Environmental Literacy Workgroup's Experiential Learning Web site, http://www.experientiallearning.ucdavis.edu/.



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Appendix

Forms and informational booklets published by the California State 4-H Office are available free of charge at www.ca4h.org/Resources/Publications/. Look for the "Project Leader's Digest" for guidelines on setting up 4-H activities.

Many counties now offer or require online enrollment in 4-H programs. Contact your local UC Cooperative Extension County Office for information.

If your 4-H program is outside of California, please contact your state's 4-H office to obtain correct, current information.

We have compiled this material to help people develop successful field trips, which can be a great example of the 4-H philosophy of "learning by doing." In the Appendix to this publication you will find sample forms and letters as well as activities that will help your group in the planning process.

Forms

- "Planning a Field Trip" guide
- Letter to parents
- Bloco Drum and Dance Field Trip permission slip
- Youth Medical Release and Health History Form (download from www.ca4h.org/Resources/Publications)
- Member Code of Conduct (download from www.ca4h.org/Resources/Publications)

Planning a Field Trip

-

Subject/Purpose:	Date:
Location:	Time:

Contact Person:

Phone:

Cell Phone:

Description of the Activity:

Cost: _____

Checklist:

- ☐ Permission slip
- ☐ 4-H Code of Conduct
- ☐ Health concerns
- ☐ Transportation:
  - How?
  - Who?
  - Time leaving: _____ Time returning: _____
- ☐ Meeting place

Other comments or special needs:

4-H DRUM & DANCE

Sample

August 8, 2011

Dear Carnavaleros & Carnavaleras,

What is excitement-building, heart-pounding, and loud? No, I'm not talking about school, its Brazil Camp 2011! This year our Brazil Camp get-together is scheduled for August 27, 2011, beginning at 1:00 p.m. at Camp Cazadero in Sonoma County. We will be practicing with other musicians and artists. We hope everyone can go and join in for drum and dance lessons, performances, and a Brazilian BBQ. Cost is $20.00 for adults and $10.00 for youth.

We will be meeting at Windsor Middle School on Saturday, August 27, at 12 noon. Carpools have been arranged. Be sure to bring your signed Medical Release form and Code-of-Conduct to turn in to your driver. Brazil Camp has always been a fun event. Call me at _____ to let me know if you are coming. Parents, please join us. Plan to relax in the woods and enjoy the music. Please do not use cell phones or e-mail at the camp. This field trip is a good place to plan for the University of California, Sonoma County Bloco 4-H Drum and Dance program 2012. Come and join the fun!

Sincerely,

(Program Coordinator name)
(Contact address and phone)

4-H Bloco Drum and Dance Permission Slip

Dear Parents,

The 4-H Bloco Drum and Dance Program will be attending
_____ .

The field trip will cost $2 dollars per student to help with bus costs. Since there are 20 students, I will need at least 3 other adults besides myself to volunteer. If you are interested, it will be $2 dollars more for each adult, and you will also receive a free cup of cider and a donut. Please sign below to give your permission and bring $2 dollars to me by September 30, 2011, to allow your child to go on this field trip. If you are interested in going as an adult volunteer, please sign your name and put you phone number in the space at the bottom of this permission slip and I will call you back as soon as possible.

Thank You,
Ms. Kristy
Sixth Avenue Elementary

Please sign and return this permission slip promptly to the teacher.

"My child, _____ has permission to accompany the class to Yates Cider Mill on Tuesday, October 4, 2011. The cost is $2 dollars per student, which I am sending along with this permission slip."

Please write down an emergency number where you can be notified if an emergency occurs. Also, please include any allergies or medications the child has or that will be taken on this day.

Parent Signature_____.

Emergency phone number_____.

☐ Yes, I am interested in volunteering on the field trip.

Thank You,
Sixth Avenue Elementary School

Sample

Forms and informational booklets published by the California State 4-H Office are available free of charge at www.ca4h.org/Resources/Publications/. Look for Medical Release forms for adults and youth.

If your 4-H program is outside of California, please contact your state's 4-H Office to obtain the correct and current information.

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