

ʻEwa Āina Education Initiative

ʻĀina Site Visit Logistics and Pre-Planning Guide

Background: A single ʻāina site visit is more effective when the associated planning includes PRE, ON-SITE and POST elements.

These elements are listed (many with linked examples). These elements may be overwhelming at first glance but some have are in bold font to indicate minimal preparation. Addressing these elements will ensure a successful, effective learning experience for all. Best of all, once these elements are completed, they may often be used for multiple sites, multiple trips and multiple years.

Pre (before) Field Trip	On-site (of the field trip, day of)	Post Field Trip
Required Elements		
<ol style="list-style-type: none"> How will you plan to visit the site before the field trip? What resources will you collect (photos, video, safety plans, etc)? Sample safety plan (link) https://cutt.ly/cGNIWC1 How will you communicate with your school administration about the field trip? How will you work with your school administration-staff to complete required forms for the field trip? How will you arrange transportation to and from the field trip site? Required school and ʻāina site permission slips/waivers - how will you ensure these are filled out and completed by parents/guardians? How will you communicate with parent/guardians about the field trip? How will you communicate about the field trip with your fellow teachers/team? What are the student behavior guidelines for the trip? How will you teach them? Sample guidelines (link) https://cutt.ly/VGNIH8U What cultural protocol should your students and adult chaperones learn before the trip? How will you teach them? Minimum protocol resource (link) https://cutt.ly/IGNI2F0 How will you introduce students to the ʻāina site, what they should expect, what they should wear/bring, and why they are going? Sample huaka`i prep slideshow (link) https://cutt.ly/HGNzt6u How will you group students and adult chaperones? What is the cancellation plan in the case of emergency-inclement weather? 	<ol style="list-style-type: none"> What are the primary learning goals and activities for the day? How will you safely get students to and from transportation, into groups and into the ʻāina site? Where and how will they conduct cultural protocol? How will you handle adult chaperones from your school who do not follow expectations? What will be your role throughout the day? What is your plan for restroom use? What is the plan for medical emergencies (confer with ʻāina site provider and ensure all adult chaperones know)? How are YOUR adult chaperones to deal with students who are not following behavior guidelines and safety protocols? This includes addressing disrespectful listening habits. How will you handle students who come without required clothing/water? What's the plan to provide water, snacks, protective clothing (garbage bag rain coats), sun protection to those who do not have it? Do you, or the ʻāina site provider have a first aid kit? Where will it be located throughout the day? Do your adult chaperones have a communication plan set up for the day? Does it include the ʻāina site manager? 	<ol style="list-style-type: none"> What exactly will students do when they return to school? Where will these activities take place? Who will monitor students and guide activities? How will you conduct a post-assessment? What will it consist of? (It is recommended that it mirrors pre-assessment) How will you share the field trip (photos, video, learning assessments, etc) with parents, administration, ʻāina site managers, students, faculty peers? How will you present the field trip and associated learning assessments for the program hō`ike and required reporting? How will the field trip be connected to future lessons?

Pre (before) Field Trip	On-site (of the field trip, day of)	Post Field Trip
Optional (but recommended) Elements		
<ul style="list-style-type: none"> ● Will parents/guardians be invited as chaperones? How will you invite them? ● How will parents/guardians be trained or provided with expectations? ● What are your attendance procedures for the trip? ● Will you conduct a pre-assessment? (It is recommended that this matches post assessment) ● What is your learning plan for students who can not attend the field trip? How will you plan for such students who attend school if their teachers are on the trip? ● Will a substitute teacher be required for the day of this trip? What instructions will you leave for them? ● What is your plan for dealing with rain and/or mud? (we recommend bringing multiple large garbage bags). 	<ul style="list-style-type: none"> ● Who will take photos, videos, notes? Will you set up a photo sharing app in advance? ● Will you conduct student or adult interviews during the day? Have you planned questions, location, timing? ● If students utilize materials like handouts-journals, clipboards, pen/pencils how will they be distributed and collected? 	<ul style="list-style-type: none"> ● How will you and/or your students express mahalo to the `āina site managers, adult chaperones? ● Will students continue to connect with the `āina site by growing native plants? How will this occur? ● Will students conduct research-sharing activities related to the `āina site? If this is not a complete lesson you create it should be briefly described in your unit plan. What resources will you need to support student learning? ● How will you share volunteer-`ohana based opportunities to revisit the site with your students, parents/guardians, faculty, administration? ● Will students be creating a product to demonstrate what they learned at the `āina site? Consider providing options, assessment criteria.
Additional Huaka`i Planning Resources - Consider multiple perspectives but collaboration with your `Āina Site Steward is the priority		
<ul style="list-style-type: none"> ● The Mālama Learning Center's Wai Huihia Program - Huaka`i Checklist - (link) ● An excellent video produced by Peleke Flores of Mālama Hule`ia Alakoko Fishpond (Youtube link) 		