

Why do it?

A trip at the end of Ungdomskole is common in many Norwegian schools. This is generally an optional trip that is completely funded by the student and parent fundraising efforts. As an international school we value and understand the impact that such a trip has on an individual both socially and educationally.

School trips can promote student experiences and learning that cannot be simulated or replicated within the classroom. These experiences can increase bonding, support team-building and enhance the Student Psycho-Social Environment, Authentic First-Hand Exposure to People, Language, Cultural and Artistic Artifacts, Historically Significant Places, Access to Geographical and Geological Features, Promote Environmental and Scientific Experiences.

This kind of endeavour is strongly supported in the IB program standards and practises. The standards and practises that are specifically the focus of these trips are outlined below.

Standard A: Philosophy

- 5. The school promotes responsible action within and beyond the school community
- 8. The school participates in the IB world community.

Standard B2: Resources and support

- 7. The school ensures access to information on global issues and diverse perspectives.

Standard C2: Written Curriculum

- 6. The written curriculum incorporates relevant experiences for students
- 7. The written curriculum promotes students' awareness of individual, local, national and world issues.
- 8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
- 11. The written curriculum fosters development of the IB learner profile.

Standard C3: Teaching and Learning

- 2. Teaching and learning engages students as inquirers and thinkers.
- 6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
- 12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
- 13. Teaching and learning engages students in reflecting on how, what and why they are learning.

16. Teaching and learning develops the IB learner profile attributes

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School trips will evolve as outcomes of Units of Inquiry and will be integral to the learning. There will be either formative or summative assessment tasks included as part of the trip development and/or the actual trip.

They enable students to become successful learners and leaders, strong communicators, responsible global citizens, who show principled behaviour and care for their team members. Below is an outline how these trips support the Learner Profile.

Inquirers –

Students will develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence of learning. For example: Planning and researching their own itinerary and the country to be visited.

Knowledgeable –

Students will explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. For example: Consulting on and aligning the project to meet various global issues.

Communicators –

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. For example: The need to be effective amongst the team, to discuss and come to consensus relating to decisions on food shopping at local markets, menu planning, training requirements for an arduous trek, group management and allocation of roles.

Thinkers –

Students exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions. For example: During their community service phase they may experience language barriers with the community to achieve an agreed objective. In addition completing a design and build with more rudimentary materials.

Principled –

Students act with integrity and honesty with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. For example: Having respect for their team mates within their own group as well as the customs and cultural beliefs of the communities that they are working in and travelling through.

Open-minded –

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from experience. For example: Immersing in someone else's culture, working and living alongside them and experiencing their own values and traditions, having an open minded approach is key.

Risk-takers –

Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. For example: Leading the group if they have never done it before, standing up and teaching a group if students in a class on their community service phase, bartering for food in a market place to trying to buy bus tickets in a country where they have minimal common language.

Balanced –

Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. For example: To ensure that the aims and objectives are achievable and that they push themselves to maximise development.

Caring –

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. For example: being considerate to others and developing their ability to empathise.

Reflective –

Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. For example: Participating fully in the daily briefings to reflect on the feedback and adapt accordingly.

How do we do it?

In this document we would like to create a clear understanding of how these trips work with our curriculum. The trip will enhance the curriculum but it will not be necessary to the implementation of the curriculum. The trip will always be an interdisciplinary unit and the staff will utilise the IB unit planner to ensure that there is a **Key Concept**, to ensure a depth of understanding is developed and **Global Context**, to ensure the learning is relevant to the real world. This is how every unit is planned in the IB.

For our trip the MYP staff are proposing it will be based on the following:

Key Concept: Time, Place and Space

The intrinsically-linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. 'Time, place and space' focuses on how we construct and use our understanding of location ("where" and "when").

Global Context: Personal and Cultural Expression

What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

These 2 planning elements will ensure that this trip is an extension of the learning that is happening in the class.

These trips rely on collaboration and understanding between the school, the parents and the students. Our school has a limited budget for student travel so the extent of the intended travel falls heavily on fundraising by the parent council and the students themselves. The cost of these trips must be cost neutral for the school. There may be some funds allocated to trips, however its distribution across the school's IB programs will significantly affect the amount assigned to one particular trip.

School trips will evolve out of Units of Inquiry and will be integral to student learning. There will be either formative or summative assessment tasks included as part of the trip development and/or trip. The assessment tasks will **not** rely on student participation in a trip, but rather increase the impact the knowledge and understanding the task has on an individual. The tasks will be planned, implemented and assessed within the IB unit planner. The planner could be an interdisciplinary unit or on occasion, an approved stand-alone unit. The school will retain the final authority and decision making regarding these activities. The trip will contain an element of community and service for year 10.

Teachers need to identify possible units of inquiry either throughout the entire MYP program or specifically in the MYP 10 year level. Below is a brief outline of some ideas on what we would hope to achieve and the relevant subject areas.

MYP7 - Outdoor education trip (Focus on Science, PE, Student team building activities, ATL skills)

MYP8 - Within Norway. For example going to Oslo to see Museums, visit consulates etc (Focus on - English, Humanities, Norwegian, Art, perhaps include an outdoor education focus)

MYP 10 Trip - Link units of inquiry related to developmental stage of the trip and also unit tasks during the trip. This could be a local or international destination and depends on the funds raised by the class.

School's Role	Parent's Role	Student's Role
<ul style="list-style-type: none"> ● Organise and liase with parents and students ● Align with curriculum so that trip location extends students learning ● Provide chaperones to lead and travel with students ● Create partnerships with schools to enhance the student's experiences 	<ul style="list-style-type: none"> ● Organise and support fund raising activities within and outside of school ● Attend meetings when they're arranged ● Provide chaperones if required 	<ul style="list-style-type: none"> ● Organise fundraising ● Participate in fundraising events ● Continue to be role models in the school ● Support whole school events ● Achieve agreed levels in tardiness and behaviour

What to do?

Travel meeting with parent's checklist:

Whole MYP information meeting with PC:

At the first general meeting of the year discuss relevant information about travel and the travel procedure in our school. Highlight its relevance to the IB curriculum and to student's learning. Specifically highlight units throughout the MYP program. The aim is to develop understanding for aspects of the trip development for a cohort of students.

First meeting with class:

Responsible- **Coordinator** and Contact Teacher (Principal to support)

- Go over the intention of the trip and the suggested plan. Use school curriculum and supporting IB documents
- Discuss/develop a budget plan appropriate to destination

Second meeting with class:

Responsible – **Coordinator** and Contact Teacher (Principal to support)

- Review progress through units of inquiry and student/teacher reflections from the unit
- Review progress through Service and Action expectations (an idea)
- Review progress of fundraising and possible destinations from connections generated from school community

Third meeting:

Responsible – **Lead Teacher** and **Travelling Staff**

- Review of progress through the units of inquiry
- Review of progress through Service as Action expectations
- Review Parent Council and Student fund raising initiatives
- Identifying location and propose time of travel. Can be a number of options depending on whole school calendar of events.
- Share information about developed or developing school connections

Booking tickets:

Responsible – **Lead Teacher** and **Travelling Staff**

- Provide students with a trip contract to be signed before the purchase of tickets
- Ask parents to include travel insurance details. Get their policy number and contact number of insurer (could be on the same sheet of paper)
- Have a copy of the students' passport

- Find out about any medical concerns for students travelling

After Booking tickets:

Responsible – Lead Teacher and Travelling Staff

- Give a copy of the tickets to the parents
- Share draft itinerary with the parents
- Share specific units of inquiry with parents

Last meeting:

Responsible – Principal, Lead Teacher and Travelling Staff

- Students and parents review trip contract
- Agree on the amount of money that they should take in relation to the program (School has no policy/parents determine but it should be discussed and clarified at the parent meeting)
- Share accommodation arrangements with parents.
- Share contact details with the parents. Best to send a piece of paper around the table when you have the meeting. Also get the students contact details (mobiles)
- Reiterate that students will be representing the school so they need to act accordingly
- Arrange a time to meet at the airport
- Arrange parent retrieval time at the airport.
- Gather all relevant information about travellers (tickets, accommodation information, passport copies, insurance card copies and contact information, parent/student/supervisor contact details) Copy all this information into a booklet and provide each adult on the trip with this information. 1 copy should be left with a designated contact at school.

During the trip:

Responsible – Travelling staff

- Send an arrival message to parents and school
- Keep parents and school updated during the trip

Trip contract

Established 2004

To ensure the well-being and safety of the whole group, we find it important that the expectations for both students and teachers are communicated before departure. We do not expect or imagine that we will experience any problems regarding behavior during our trip, however it is important to have this contract in place for the safety and protection of everyone.

If we see any student displaying inappropriate behaviors and disrespect to others we will consider this a serious disregard of our trust that could possible put themselves or others in danger and damage the good reputation of our school.

Any student that breaks the law or is involved in an incident that requires police intervention or other behaviors considered serious by staff will be immediately sent home to Trondheim at their own expense. The student's parents will be contacted in advance. Other misbehaviors will be professionally dealt by the teachers using a common sense problem solving approach.

By signing this document you understand that the teachers are responsible for monitoring behavior and applying consequences that they judge appropriate under the circumstances.

Therefore, I hereby give the teachers permission to act in a fair and reasonable manner regarding any misbehavior that my child may have engaged in and that I expect to be inform of major incidents with a reasonable period.

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Name of Teacher

.....
Name of parent/Name of Child

.....
Teacher signature

.....
Parent/Child signature

.....
Date

.....
Date