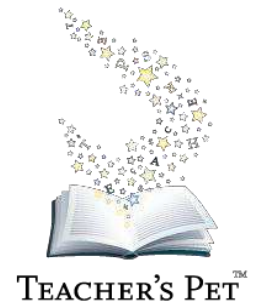


Communities in the World

TEACHER PACKAGE

Thank you for booking a Teacher's Pet In-School Field Trip!



In this package, you will find some key documents that will help you prepare for your upcoming fieldtrip. This package includes:

- ✓ Field Trip Form
- ✓ Checklist Letter
- ✓ Learning outcomes that will be explored during the fieldtrip
- ✓ Information Sheets about payments and volunteers

★ Please use the Checklist Letter as your guide as you prepare your classroom for our visit.

Please note that all documents are copyrighted and any reproduction or distribution of these documents electronically or otherwise, in whole or in part, is strictly prohibited except for the purposes of this singular scheduled field trip.

If you have any questions, please feel free to contact us at

- ★ 780 434 8224
- ★ 1-888-634-8738 for Calgary
- ★ Email: fieldtrips@tpet.ca

We are looking forward to visiting your classroom and engaging your students in an energetic and interactive learning experience!

Best wishes,

The Teacher's Pet Team



*No bus needed!
We come to your
classroom!*

Communities in the World

FOR YOUR INFORMATION

Payments

Please note our Payment Policy:



1. You will be invoiced once the field trip has taken place. This invoice will be emailed directly to the accounts payable individual at your school.
2. Payments may be by cheque or credit card.
3. If paying by cheque, please make the cheque out to **Teacher's Pet Educational Services** and mail to:
Teacher's Pet Educational Services
11215-180 Street
Edmonton, AB
T5S 0B4
4. If paying by credit card, please call the office at:
780 434 8224 (Edmonton)
1 888 634 8738

Please note: We are an approved vendor in your school district.

Volunteers

Volunteers are an integral part of your classroom and during this field trip. On your checklist letter and on the field trip form, you will find a suggested number of volunteers that are needed for this event. Please be aware that there may be components of this field trip where volunteers will need to read English. If this is difficult for some of your volunteers, we will try to place them at stations with little or no reading but this is not always possible.



Student Booklets



Teacher's Pet is going green! We are committed to helping the environment in accordance with green initiatives undertaken within schools. We are currently in the process of reducing the length of or eliminating the student booklets that have been used in our field trips. We understand that photocopying costs are steep and excess paper usage is not good for the environment.

As change takes time, some our field trips will still have a reproducible student booklet this year. We thank you for your patience during this time of transition.

Communities in the World

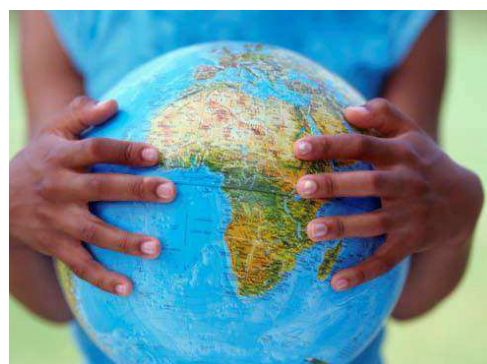
IN-SCHOOL FIELD TRIP FORM

A Teacher's Pet Educational Services In-School Field Trip is visiting our classroom! Our students will have an opportunity to participate in interactive stations while learning several key components of the curriculum.

Here is brief outline of our learning adventure!

Communities in the World

Get ready for takeoff - pack a bag, grab your passport and find your seat! We're flying off to explore the world with scheduled stops in India, Ukraine, Peru and Tunisia. We'll see exciting celebrations, learn about colourful landscapes, visit local food markets and explore new and interesting customs. Don't miss this fun and fantastic flight! Book your ticket now because we've got a seat waiting for you!



Date of presentation: _____ Time of presentation: _____

Cost: _____ Please return your payment for this event by _____

✂ -----

I hereby give my son/daughter _____ permission to participate in the Communities in the World In-School Fieldtrip on _____ at _____ AM/PM.

Date: _____ Signature: _____

Amount enclosed: _____

In order for your child to receive the maximum benefit from this field trip, we will require 3 volunteers to help out in station activities. Please arrive at least 15 minutes before the scheduled field trip time to receive instructions.

I will be able to volunteer.

Name/phone number: _____

I am sorry, but I will not be able to volunteer.



Communities in the World

CHECKLIST

The following is a checklist to help you prepare for this exciting event. We kindly recommend that this checklist is followed to ensure a smooth and productive fieldtrip.

Before the field trip:

- If it is your policy to send home a field trip form letter for in-school field trips, you are welcome to use the one included in this package. It has been provided for your convenience!
- 3 volunteers are required (or 2 volunteers plus the classroom teacher helping at a station will work) and they should arrive at least 15 minutes prior to the beginning of the fieldtrip.
- There is no student booklet for this fieldtrip



Day of the field trip:

- Please organize your classroom in the following way:
 - 4 clearly defined areas for the 4 stations (4 corners of the room, if possible)
 - Each station requires tables and chairs or desks pushed together for doing crafts and worksheets (enough seats for the number of students in each of the 4 groups)
 - Visuals will be hung in the classroom, including flags for each country.
- Divide your class into four groups. Students do not need to be in these groups at the beginning of the field trip but will break into their groups shortly afterwards. If you have already decided how the students will be divided up, it will ensure a smooth transition.
- Please provide each student with a name tag and pencil.
- The Teacher's Pet representative will arrive approximately 20-30 minutes prior to the scheduled field trip to set up stations and talk to parent volunteers.

During the field trip:

- Students will rotate through stations.
- The Teacher's Pet representative does not replace the classroom teacher. It is beneficial for the classroom teacher to roam freely to provide positive reinforcement and troubleshoot. This is a great opportunity to monitor and assess your students' learning!
- Since students are quite involved during the field trip, it is necessary for them to stay in for recess.

After the field trip:

- Please fill out the online evaluation form found at <https://tpet.wufoo.com/forms/r7x3a7/> . Your input is very valuable and very much appreciated!

Payment:

- Please refer to the Payment section included on the "For Your Information..." page for detailed information about our Payment Policy.

Please contact us if you have any questions or comments. Thank you for allowing us the privilege of visiting your classroom!

Best wishes,

The Teacher's Pet Team

Communities in the World

LEARNER OUTCOMES

The following **Learner Outcomes** are explored to varying degrees within the 2 hour Grade 3 In-School Field Trip, Communities in the World.

3.1. Communities in the World

General Outcome

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in India, Tunisia, Peru, and Ukraine.

Values and Attitudes

Students will:

3.1.1 Appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

3.1.2 Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other? (CC,GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)

3.1.3 Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
- How does the physical geography influence the human activities in the communities?(CC, LPP)

3.1.4 Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)



Communities in the World

LEARNER OUTCOMES

3.2 Global Citizenship

General Outcome

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Values and Attitudes

Students will:

3.2.1 Appreciate elements of global citizenship:

- respect the equality of all human beings (C, GC, I)

Dimensions of Thinking

Students will:

3.5.3 Develop skills of geographic thinking:

- create and use a simple map to locate communities studied in the world
- use cardinal and intermediate directions to locate places on maps and globes apply the concept of relative location to determine locations of people and places
- apply the terms hemisphere, poles, equator

ART – This presentation also allows students an opportunity to illustrate or tell a story through craftwork with the use of various materials

