

Peru

TEACHER PACKAGE

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



TEACHER'S PET™

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!*

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.

Peru
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 a hands-on and interactive field trip about Peru right in our classroom!

Here is brief outline of our learning adventure!



Peru

Come along with our Curator of Culture as we discover what life is like in Peru. Examine carved gourds, a Zampoina pan pipe and so much more. Play a special Bingo game to learn about goods and services of Peru while discovering what you can buy with 1 Nuevo Sol (that’s 100 centimos!). There are traditional games to play and a special Peruvian artifact to take home. **All artifacts have come directly from Fair Trade Peruvian Artisans.**

Date of presentation: _____ Time of presentation: _____

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

✂ -----

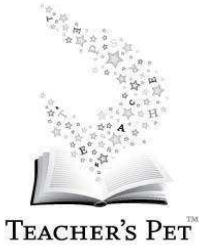
I hereby give my son/daughter _____ permission to participate in the Peru In–School Fieldtrip on _____ at _____ AM/PM.

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.



Peru

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 field trip.

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 requested and they should arrive at least 15 minutes prior to the beginning of the field trip.



Day of the field trip:

- Please organize your classroom in the following way:
 - 4 different stations will be set up in the classroom.
 - Desks arranged so that each student has a seat.
- Divide your class into four groups. They should be in these groups at the beginning of the field trip. 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.
- 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.
- There is no Student Booklet for this field trip.

During the field trip:

- Students will rotate through the 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

Peru

LEARNER OUTCOMES

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

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)



Knowledge and Understanding

Students will:

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 determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)

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)
- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
- How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (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 (i.e., agricultural activities, manufacturing activities)? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)