

Planning A School Outing:

CAMP JOUVENCE

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INTRODUCTION

Learning taking place outside of the classroom can be a highly significant experience for students, particularly through class outings. Although it requires a lot of work, it usually turns out to be rewarding both for students, in terms of the learning that takes place, as well as for teachers who see the excitement and motivation in students as they learn. The following is an example of how we will go about planning a pedagogical outing for our students.

BACKGROUND INFORMATION ABOUT THE STUDENTS

First, it is important to gather information about the students who will be given the opportunity to attend the outing.

Brief information about the students in which we are planning the outing for:

- ***Level:*** Cycle 3/Grade 6 students
- ***Total number of students in grade 6:*** 60 students
- ***Subjects related to planned outing:*** Science, History/Geography and Citizenship

SELECTING AN EDUCATIONAL SITE

In selecting a location for an outing, it is important to consider both pleasure and pedagogy. Teachers must find a site in which students will enjoy, but also one where they will learn and take away from. Hence, selecting an educational site requires research.

After conducting some research online and communicating with other teachers and staff members, we came across Camp Jouvence, which sounded very interesting. We then searched their website, and called for some information regarding educational activities, rates, and availabilities. The information we gathered satisfied our needs, which is why we went ahead in selecting Camp Jouvence as our pedagogical outing. We believe that it will truly provide

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students with a cross-curricular experience.

What Is Camp Jouvence?

Camp Jouvence is known for its wonderful nature experience. It's location, on the coasts of Lake Stukely, enable visitors to view, enjoy and interact with beautiful landscapes, mountains, brooks, and other natural areas. They provide lodging and food, ideal for a school outing. More so, Camp Jouvence offers many activities for students, allowing them to discover the beauty of nature, all while learning about sustainable development.

How Does It Support The Educational Curriculum?

Teaching students about the world they live in is important. However, students should be provided with tangible experiences in relation to what they learn. With this, learning becomes all that more meaningful. The following is a brief outline of some of the competencies that need to be targeted in sixth grade, along with their connection to this educational outing at Camp Jouvence.

Subject Specific Competencies

GEOGRAPHY/HISTORY

Competency 1: To understand the organization of a society and its territory

- Students will get to experience nature and explore a territory (area) in which they may not be familiar with.
- They will be able to “make connections between assets and limitations of the territory” (QEP, 2001, p. 184) For example, by looking at how First Nations in Quebec survived during the winter months, and how they adapted.

Competency 3: To be open to the diversity of societies and their territories

- Students will learn how different territories are organized and how they differ amongst one another, including the one in which they live. This will help students develop

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appreciation for the diversity that surrounds them.

- Students will also be learning about First Nations in Quebec, and how their societies developed over time, during the Fort Jouvence activity.

SCIENCE

Essential knowledge: *Earth & Space*

- Students will be looking at various “systems and interactions” that occur on Earth, such as seasons and meteorological systems during the various outdoor activities (QEP, 2001, p. 172).

Essential knowledge: *Living Things*

- Students will also be looking at characteristics and transformations of living things, as well as the “interactions between humans and their environment” (QEP, 2001, p. 173). They will develop this competency throughout the entirety of the outing through the different activities, including the Wood Walk/Exploration and Hebertisme.

Cross-Curricular Competencies

Competency 1: To use information

- Students will be using information and knowledge acquired in class to help them understand and engage in the diverse activities. For example, they will be answering questions related to the history and culture of First Nations, for the Fort Jouvence activity.

Competency 4: To use creativity

- Students will be using their creativity all along. They will need to apply various strategies and ways of thinking to solve different tasks, in each of the activities.

Competency 5: To adopt effective work methods

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- Students will be completing different tasks and will be required to follow certain procedures. Being in sixth grade, they will need to understand the task at hand and go about solving it, in the most original and realistic manner.

Competency 8: To cooperate with others

- Students will have the chance to work together for many of the activities, as they will require team work and cooperation.

Competency 9: To communicate appropriately

- Students will have to communicate all throughout this outing. As mentioned, there is a lot of team work, and expressing ones' thoughts and opinions. More so, being in grade six, students will be required to use language and vocabulary/concepts that they have learned, and apply them during the activities.

PRE-DETERMINED INFORMATION

Address/Location:

131, Chemin de Jouvence Orford, Québec, J1X 6R2

Traveling distance from our school: ~ 1h 45 minutes

Length of trip:

This is an overnight outing, in which students will be attending for two nights and three days.

Approximate date:

March 15th to 17th, 2017

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Teachers willing to attend:

All grade 6 teachers will be attending. This includes:

- Miss Alessia
- Miss Veronica
- Ms. Marie-Eve
- Miss Chloe
- Miss Sanya

We are therefore planning for a 5:12 teacher/student ratio, depending on how many students attend. More so, we will have some parent volunteers who will be spread amongst the groups.

Fees for the outing:

The cost per person for Camp Jouvence is \$127.00.

APPROVAL

By this point, we, the teachers interested in planning this outing, have come together to discuss where we would like to take our students, in terms of providing them with both an enjoyable and pedagogical experience. We have also considered when we plan on going, what students will be doing, which of us will be attending, and how much it would cost per student.

We will then take this information and send the principal an email, where we will introduce the outing. We can also meet with the principal to further discuss the outing.

Next, to obtain approval, the letter sent to the principal will be forwarded to the board. This letter is found in [Appendix #1](#).

Once it is approved, we will ensure to advise the staff council, enabling them to take note of this field trip taking place, and plan other events and/or school activities accordingly.

BUDGET

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When selecting a location for an educational field trip, it is important to consider costs as well as a realistic estimated budget for the trip. Therefore, it is important to not only consider educational aspects of the outing, but also consider the students, parent volunteers and teachers involved.

Seeing as this is an overnight trip, it is evident that the cost is higher than other field trips the students have already attended or will attend throughout the year. Camp Jouvence offers an overnight, all-inclusive stay for students at a fee of \$127.00 per person. This fee remains the same for adults, thus including the teachers and parent volunteers who attend the outing.

Taking all into consideration, the following is a list of important aspects we have considered for our educational outing to Camp Jouvence:

- Grants
- Money from fundraising & donations
- Student fees (all inclusive)
- Transportation
- Substitute teacher(s)
- Parent chaperones
- Gas money for parent drivers (if any)
- Emergency money

It is important to note that any money left over from the field trip will be used to reduce the cost of the trip for each student attending.

LOGISTICS**DESCRIPTION OF ACTIVITIES**

After obtaining approval from the board, it is important that teachers begin planning for the actual outing.

Activities

The following is a brief description of the activities in which our students will partake in at Camp Jouvence.

Fort Jouvence:

In their respective groups, students will be given an envelope with a task to complete as a team (each team will get the same tasks but at different levels of the course). The tasks will incorporate both physical and mental puzzles that students have to solve in order to find out where the next clue is. (Teachers will send questions from prior geography/history courses on First Nations history and culture to Jouvence in the days preceding the event).

1. Students will be welcomed to Fort Jouvence and will be explained the rules.
2. Each team will be given their first clue that they must decipher in order to get the next clue and advance toward the “treasure”.
3. Students must solve each puzzle and complete each task, in order to move forward.
4. At the end of this activity, students will find a treasure box filled by Jouvence.

Snowshoeing:

Students will be fitted with snowshoes and be escorted through the woods by Jouvence animators. Animators will show students the different kinds of winter flora and fauna, having the students pay close attention to animal prints and different animals' hibernating habitats.

Wood walk/ Exploration:

Students will be escorted through the woods by Jouvence animators. Animators will show

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students the different kinds of winter flora and fauna, having the students pay close attention to animal prints and different animals' hibernating habitats.

Hebertisme:

In their groups, students will complete an obstacle course perched in the trees of the Jouvence Forest. Each team will start at a different “checkpoint,” and will need to answer questions relating to their new knowledge on the winter forest, in order to access the course and complete the section to the next checkpoint. Students need to pass all four checkpoints to complete the course.

Broomball:

Two courts will be set up on the ice to play. Jouvence animators will explain the rules to the students and they will be the referees/commentators. Students will play a 5-minute friendly scrimmage against every team.

Tubing:

Students will be taken to the sliding hill to slide on air-filled tubes.

Daily Schedule

Organizing a schedule for daily activities ahead of time is important, as it can be sent to the parents, enabling them to be aware of exactly what their children will be doing, at all times of the day. It also helps to keep teachers organized.

The daily schedule we have prepared for our outing to Camp Jouvence is found in [Appendix #2](#).

PERMISSION SLIP

Teachers must also prepare a letter to the parents, providing them with the who, what, when, where and how of the outing. Along with this, should be the permission slips for parents to sign.

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Parents will therefore be introduced to the outing at camp Jouvence through a printed letter sent home, along with a permission slip. Parents will have two weeks to send the slips back with their payment. Once the slip is returned, teachers will enter all pertinent information into the “Master List” (a shared Google Docs spreadsheet, found in [Appendix #5](#)), as well as take a picture of the slip before sending the paper and the money to the office for processing. Our letter to parents is found in [Appendix #3](#), along with the permission slip to attend the outing found in [Appendix #4](#).

IMPORTANT FORMS/CHECKLISTS

Teachers must ensure to create checklists for parents, as well as plan teams and bed arrangements prior to the outing. This will ensure an organized and smooth transitioning, after arriving to the location.

We have therefore, created a group on Edmodo, in which all parents who have agreed to send their child to Camp Jouvence, will be added. All information about the trip, including checklists and reminders will be sent through Edmodo, unless parents request a paper copy. Our templates for the checklists and information that will be shared on this group include:

- ***Checklist for Parents:*** found in [Appendix #6](#)
- ***Teams for Activities:*** found in [Appendix #7](#)
- ***Bed Arrangements:*** found in [Appendix #8](#)

*Once all information has been collected and double-checked, teachers will need to fill Camp-specific forms required by Camp Jouvence (found on their website: <https://www.jouvence.com/experiences/classes-natures/preparer-un-sejour/>).

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Side note for weather:

In the case that the weather makes it impossible to attend, teachers will try to reschedule the trip for the following week. If there is a day where the weather is less-than-ideal, [indoor activities](#) will take place instead of planned outdoor activities (see link for details on offered indoor activities).

PRIOR TO THE OUTING: INTRODUCTION TO STUDENTS

INTRODUCTION

It is important for teachers to be able to connect the outing to material in which they have learned about and/or will continue to learn throughout the year. This will help deepen students' knowledge, providing them with greater learning opportunities.

The field trip to Camp Jouvence will therefore be a great way to bring together what our students have been learning about both First Nations communities (Geography/History and Citizenship), as well as earth and our environment (science). At this point, students will have learned about the different aspects of the First Nations culture, such as their customs, clothing, main geographical groups, etc. More so, students will be familiar with plant and animal life, and we will have touched upon topics such as pollution, recycling and different ways to save the earth (sustainable development).

Activity 1: Jeopardy

Prior to the outing we will therefore, have students engage in a Jeopardy game activity, which will be a good review of the concepts and themes they have learned thus far, in relation to what will be introduced during the outing. This will be a great way to motivate students and get them excited to learn and participate during their educational experience at Camp Jouvence.

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In teams of six, students will answer a series of trivia questions related to topics that have been covered both in Science, as well as in geography/history. The questions used in the game will be similar to the ones that we will send to the Jouvence animators for the Fort Jouvence activity in relation to the First Nations. Additionally, the science topics will be important for students during many of the other activities they will partake in, such as the Wood Walk/Exploration and Hebertisme.

Categories in the Jeopardy game will include:

1. Plants
2. Animals
3. The environment
4. First Nations history
5. Geography related

The following are sample questions that will be asked during this activity:

1. What are the different types of reproduction in plants? Describe each.
2. Give an example of an animal who goes through a metamorphosis and describe how it changes.
3. Describe one way in which humans are negatively impacting the environment.
4. Describe the process of photosynthesis.
5. Name the four stages of mitosis.
6. Around how many inhabitants does Quebec have?
7. What were First Nations dances inspired by or named after?
8. Name a popular winter sport amongst the First Nations people.
9. Name any important figure that made great changes between 1905 and 1980.
10. Why is it important to protect our resources?

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Each category will have questions ranging from easy to hard, and point values will increase as the questions get harder. When a student answers a question correctly, they receive the amount of points corresponding to that question. For example, a simple question is worth two points, while a more difficult/multi-faceted question is worth five. Once all of the questions have been answered, all the points will be tallied.

Activity 2: Journal Pre-write

Each student will be given their own journal/booklet, which they will be using to record their experiences at Camp Jouvence. Throughout the field trip, students will be asked to write journal entries detailing their day to day experiences. They will be expressing their favorite activities of the day, what they enjoyed the most/what they enjoyed least, as well as anything else they would like to share.

Pre-write:

Before leaving for Camp Jouvence, students will be asked to write their first journal entry with a pre-write activity. In this first entry, students will talk about their expectations for the trip. Some questions to guide students will include:

1. After hearing about Camp Jouvence, what are you looking forward to most?
2. What kinds of activities would you like to do while visiting Camp Jouvence?
3. Have you ever been to a camp similar to this one? If so, share your experience.
4. What do you hope to learn about during your stay at Camp Jouvence?

OVERVIEW OF THE OUTING

Teachers should go over the daily schedule with students, in order to provide them with an outline of what they will be doing during the outing. More so, it is important that teachers go over the rules and expectations ahead of time, to ensure that students are aware of what is expected of them.

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Daily Schedule

We will show students the daily schedule and briefly describe each of the activities they will be partaking in at Camp Jouvence.

Rules and Expectations

These are the rules we will go over, with the students, prior to attending Camp Jouvence.

1. Respect others (property, equipment, staff at the camp, each other)
2. Listen carefully to instructions
3. Work cooperatively
4. Participate in all activities
5. Always have an adult accompany you anywhere (ex. bathroom).
6. Have fun!

THE DAY OF DEPARTURE TO THE OUTING

TEACHER RESPONSIBILITIES

Teachers should be aware of their roles and responsibilities just as the students, when going on a field trip. Especially when leaving for a few days, it is vital that teachers are organized and keep track of all the necessary documents and information, and have at hand all that is needed.

On the day of our departure to Camp Jouvence:

The main teacher in charge will:

- Ensure that each adult has seen all pertinent documents (master list, special circumstance list (allergies, medication, disability), teams list, activity schedule, directions to the camp, bed arrangements) as well as know of any special circumstances regarding the students in their group.
- Keep an extra copy of these lists in a folder and in a safe place.
- Ensure that the teacher driving in her vehicle has a first aid kit, as well as student

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medication in her vehicle. This teacher should also bring extra essentials (ex: toiletries, female products, socks, sleeping bag) and a box with the students' journals.

- Ensure that all adults are aware of their teams and team colors.

All adults will:

- Help pass out name tags to students as they arrive (Name tags will have the student's name along with their group color)
- Make sure that each student has a buddy, and that they sit on the bus with their buddy.
- Have the cell phone number of all other adults on the trip in the case of an emergency.

AFTER THE OUTING: CONCLUSION

School outings have many educational purposes and enrich student learning. However, it is important to be able to tie all that was learnt during the outing, once students return to school.

STUDENT ACTIVITIES

Hence, after coming back from Camp Jouvence, students will complete a series of activities to link together their ideas and reflect upon their various experiences.

Reflection/Discussion About The Outing

As aforementioned, throughout the trip, students will be completing a reflective journal about their experiences at Camp Jouvence. Once they have returned from the trip, they will be asked to

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complete once last reflection about their overall thoughts about the trip. We will also have a class-discussion, to share our ideas. Some questions that will be asked to prompt students include:

- What was your favorite/least favorite part of the trip? Why?
- If you had to tell students in the 5th grade about the trip, what would you say?
- Would you want to go back to Camp Jouvence? Why or why not?
- Why do you think it's important to spend time in new and different environments and learn about other ways of living?

Activities/Lesson Ideas In Relation To Students' Experience

Many different activities can be introduced to the class based off of the daily activities completed during the overnight trip. These are two examples of activities we will have students complete:

1. Students will create artwork inspired by the flora and fauna discovered during the nature walks and during snowshoeing. From this activity students, will think about the effects that human beings have on their surrounding environment. This lesson is intended to have students think about our planet and how we have evolved from other species. More so, it is important to think about what our responsibilities are as human beings inhabiting Earth.

The QEP competency that will be touched upon in this lesson is: Competency 1 from the Visual Arts section: *To produce individual works of art*, as students will have to create works of art based on their experience at Camp Jouvence (QEP, 2001, p. 220).

2. Another activity that students will work on after returning from Camp Jouvence is to research the history of either one of the activities that they participated in during the outing, or something that they learned about, which they found particularly interesting. For example, students can look up the history of snowshoeing, and understand how this came about and why it was important for certain people to snowshoe in the past. This activity will enable students to understand more about alternative ways of living, and learn about the different ways in which people adapted to their climates.

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This activity will touch on the Geography, History and Citizenship competencies. Students will be researching the history or obtaining background information about something they observed or experienced at the camp. They will therefore be expanding their knowledge about specific territories/societies that lived, and make connections with the past and present.

TEACHER EVALUATION

It is important to receive student feedback about any outings they attend, in order to ensure that it is one in which they enjoyed and were able to take something away from. Nonetheless, it is also important for teachers to reflect upon their experiences, to improve it in the best way possible for upcoming years.

Hence, we will have a meeting with all the teachers who attended (the principal is welcomed to join) and discuss what worked well and what could have been done differently for next time.

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References

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