



FOCUSED FIELD TRIP

THE IOWA CHILDREN'S MUSEUM



What's In My



Focused Field Trip Packet?

For Educators:

- Name Tags for all children and adults will be sent with confirmation letter
- General Information about Focused Field Trips
- Overview of "CityWorks: Community!" Focused Field Trip
- Description of Activity Centers
- Iowa CORE Curriculum Standards Reflected in the Field Trip
- Pre-Visit Activity:
 "The Wants and Needs of a Community"
- Post-Visit Activity:
 "Be a City Planner"

For Chaperones: Please copy and distribute to chaperones

- Museum Welcome Letter to Field Trip Chaperones

For Bus Drivers: Please copy and distribute to your bus drivers

- Coral Ridge Mall map to indicate parking areas

GENERAL INFORMATION

The CityWorks: Community! Focused Field Trip gives students an opportunity to explore the CityWorks Exhibit (closed to the public) while engaging in specially designed hands-on, minds-on activities with a Museum Educator that stimulate learning, creativity, and fun!

SPECIFIC FIELD TRIP INFORMATION

- Field Trip lasts 2 hours: 90 minutes of focused activities in the CityWorks Exhibit, 30 minutes of free exploration in the entire museum.
- Minimum group size is 10 children. Maximum size is 40 children.
- One adult chaperone must accompany every five children. Chaperones are required to stay with their small group during the free exploration portion of the field trip.
- Each student and adult must wear an ICM name tag.
- Classes need to be divided into four small groups before arrival at The Museum.
- Chaperones act as active small group leaders. It is very important for them to receive the enclosed chaperone materials and to come prepared.

The Cityworks Focused Field Trip offers students hands-on opportunities to immerse themselves in a child-size community. Students participate in interdisciplinary activities in City Grocery, City Music, Cityworks Hospital, and the Art & Design Studio. Problem solving challenges stretch young learners' understandings of nutrition and good health, fractions and fair share, money calculations and financial literacy, medical practice and procedures, careers, communication, music, culture, awareness, and designing a community.

This field trip is a great supplement to classroom instruction on neighborhoods and communities. Iowa CORE Curriculum Standards are reflected in the subject areas of literacy, math, science, social studies, and 21st Century skills.

FIELD TRIP OVERVIEW

15 minutes: Orientation to ICM

Students: "Community Want & Needs review" orientation

Adults: Brief Overview of Exhibit Activity Centers

75 minutes: Cityworks Activity Centers (small group rotations through four centers)

Center 1. "Get your Groceries" : City Grocery Exhibit

Center 2. "Healthy Baby: Medical Scavenger Hunt" : Children's Hospital Exhibit

Center 3. "We Got The Beat! Drum Circle" : City Music Exhibit

Center 4. "Build a Community" : Art Studio Exhibit

30 minutes: Free Exploration of ICM

Students will remain in their small groups for free exploration of the museum.

Each group is required to be accompanied by a chaperone.

*Note: If your group arrives late for your scheduled field trip, this time block will be reduced.

Description of Activity Centers

City Grocery: "Go Get Your Groceries"

BIG IDEAS = Counting, Money Calculations, Nutrition, Cooperation, Philanthropy

1. Students are divided into teams of two and given "Food Drive" challenge cards.
2. Each group will shop in City Grocery to complete the task. Their goal is to buy healthy food for a family in need. They have \$20 to spend and should try to stay within their budget!
3. Teams have the use of child-sized grocery carts, ICM money, and calculators to help in their task.

City Music: "We Got the Beat! Drum Circle"

BIG IDEAS= Cultural Awareness, Music Appreciation, Vibration, Patterns

1. Students will watch an African drum circle video.
2. A Museum Educator will guide students and adults in a percussion activity.

Cityworks Hospital: "Healthy Baby: Medical Scavenger Hunt"

BIG IDEAS = Health, Medical Procedures

1. Each child or small group will be responsible for completing four medical challenges with their "baby".
2. Stations for groups to rotate through.

Art & Design Studio: "Build a Community"

BIG IDEAS = Communities and Neighborhoods, Careers, Cooperation

1. The goal of this activity is for the entire class to build a community that meets the wants and needs of its members. (See "Wants & Needs of a Community" Pre-visit Activity)
2. Activities for each group as they rotate through this center are:

Group #1: Think about the "Wants & Needs of a Community" activity that your class completed before your field trip. Use the materials provided to build a community that you would like to live in.

Group #2: Take 5 minutes to look at the community your classmates have been building. Think about the "Wants & Needs of a Community" activity that your class completed. Do you see any changes or additions you would like to make? **COMMUNITY ALERT!** The mayor has agreed to let a new toothpaste factory move into your neighborhood. Where will you put it? What will you do to make room for all the people that are moving to your town to work at the new factory?

Group #3: Take 5 minutes to look at the community your classmates have been building. Think about the "Wants & Needs of a Community" activity that your class completed. Do you see any changes or additions you would like to make? **COMMUNITY ALERT!** Oh no! A flood has destroyed an entire section of your neighborhood. What will you do?

Group #4: Take 5 minutes to look at the community your classmates have been building. Think about the "Wants & Needs of a Community" activity that your class completed. Do you see any changes or additions you would like to make? **COMMUNITY ALERT!** A new highway is being built right through the middle of town. What will you do?

Anchor Standards and Essential Skills Incorporated in Cityworks: Community!

Iowa CORE Curriculum Areas: English Language Arts & Literacy:	Grades K-2	Grades 3-5
<p><u>Speaking and Listening</u></p>	<ul style="list-style-type: none"> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<p>Mathematics:</p> <p><u>Operations & Algebraic Thinking</u></p>	<ul style="list-style-type: none"> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent and solve problems involving addition and subtraction. Add and subtract within 20. 	<ul style="list-style-type: none"> Develop understand on fractions as numbers.
<p><u>Number and Operations</u></p> <p><u>Measurement and Data</u></p> <p><u>Geometry</u></p>	<ul style="list-style-type: none"> Understand place value. Work with time and money. Identify and describe shapes. Reason with shapes and their attributes. 	<ul style="list-style-type: none"> Reason with shapes and their attributes.
<p>Science</p> <p><u>Physical Science</u></p>	<ul style="list-style-type: none"> Understand and apply knowledge of the basic needs of plants and animals and how they interact with each other and their physical environment. Understand and apply knowledge of basic human body structures (human body parts and their functions). 	<ul style="list-style-type: none"> Understand and apply knowledge of sound, light, electricity, magnetism, and heat. Understand and apply knowledge of basic human body systems and how they work together.
<p><u>Life Science</u></p>	<ul style="list-style-type: none"> Understand and apply knowledge of basic human body structures (human body parts and their functions). 	
<p>Social Studies</p>	<ul style="list-style-type: none"> Understand all people have individual traits. Understand interactions between self and the peer group. Understand the relationship of the individual to the components of society and culture. 	<ul style="list-style-type: none"> Understand the changing nature of society. Understand the influences on individual and group behavior and group group decision making. Understand how personality and socialization impact the individual. Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.
<p><u>Behavioral Sciences</u></p>		

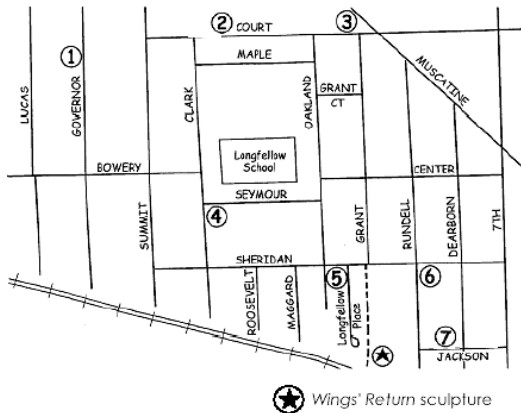
<u>Economics</u>	<ul style="list-style-type: none"> Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives. Understand the universal economic concept of needs and wants. 	<ul style="list-style-type: none"> Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.
<u>Geography</u>	<ul style="list-style-type: none"> Understand how human factors and the distribution of resources affect the development of communities and the movement of populations. Understand how geographic processes and human actions modify the environment and how the environment affects humans. 	<ul style="list-style-type: none"> Understand how human factors and the distribution of resources affect the development of society and the movement of populations. Understand how physical processes and human actions modify the environment and how the environment affects humans.
<u>History</u>	<ul style="list-style-type: none"> Understand economic needs and wants affect individual and group decisions. 	<ul style="list-style-type: none"> Understand how and why people create, maintain, or change systems of power, authority, and governance.
21st Century Skills		
<u>Civic Literacy</u>	<ul style="list-style-type: none"> Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens. Understand how government affects citizens and how citizens affect government. 	<ul style="list-style-type: none"> Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work. Adjust to various roles and responsibilities and understand the need to be flexible to change. Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities. Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes. Demonstrate productivity and accountability by producing quality work.
<u>Employability Skills</u>	<ul style="list-style-type: none"> Communicate and work appropriately with others to complete tasks. Recognize different roles and responsibilities and is open to change. Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility. Develop initiative and demonstrate self-direction in activities. Work productively and are accountable for their actions. 	<ul style="list-style-type: none"> Create long and short term goals based on prioritization of wants and needs.
<u>Financial Literacy</u>	<ul style="list-style-type: none"> Demonstrate the ability to set goals based on wants and needs. Identify monetary resources and distribution options for those resources. 	<ul style="list-style-type: none"> Obtain, interpret, understand, and use basic health concepts to enhance personal, family, and community health.
<u>Health Literacy</u>	<ul style="list-style-type: none"> Understand and use basic health concepts to enhance personal, family, and community health. Understand and use interactive literacy and social skills to enhance personal, family, and community health. 	<ul style="list-style-type: none"> Utilize interactive literacy and social skills to establish personal, family, and community health goals. Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

CITYWORKS: COMMUNITY! POST-VISIT ACTIVITY

Be a City Planner

What you need:

- Drawing paper
- Markers
- A list of community wants and needs
- Printed pictures of buildings (if preferred to hand drawings)



What to do:

1. Discuss the “Build a Community” project that the class completed as part of their CityWorks: Community! field trip. What did they like about the community they created together? What would they want to do differently?
2. How would the students change their lists of community wants and community needs after creating their community at the ICM?
3. Invite students to plan their own new community! Using the materials listed above, have students draw out a map of their very own city or neighborhood. What will they include? What will their place be called, and who is it for?

LETTER TO CHAPERONES

Dear Parent/Caregiver Chaperones,

Thank you so much for being a part of the field trip experience to The Iowa Children's Museum. Chaperones are a very important part of the ICM Focused Field Trip experience. To prepare you for a highly interactive, fun field trip we've prepared a few notes for you to review before you visit.

- Your CityWorks focused field trip will last 2 hours: 90 minutes in the CityWorks exhibit doing guided activities and the last 30 minutes exploring the entire museum at your own pace.
- Your school group will be divided into four small groups by your teacher
- One or more chaperones will be assigned to each small group of students
- Chaperone Duties are:
 1. Travel to exhibit activity centers with your small group.
You'll spend approximately 15 minutes at each of four different centers.
 2. Help to facilitate student interaction with the exhibit activities.
 3. Stay with your group during the free exploration portion of the field trip.

As chaperones, you will be provided with everything that you'll need to feel comfortable with your role during the field trip, but if you have any questions please call your classroom teacher or Aimee Mussman, Director of Education at the Iowa Children's Museum (319) 625-6255, ext. 216.

"The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life."
-from The Family is Critical to Student Achievement, Nat'l Committee for Citizens in Education.

The Iowa Children's Museum is working to help provide meaningful opportunities for parents and families to engage in their child's informal learning experiences. Thank you for your support!

Aimee Mussman
Director of Education

ATTENTION BUS DRIVERS!

IMPORTANT INFORMATION

REGARDING YOUR FIELD TRIPS TO THE IOWA CHILDREN'S MUSEUM IN THE CORAL RIDGE MALL, CORALVILLE, IOWA

**The Coral Ridge Mall requires ALL buses to park on the
Northeast section of the Coral Ridge Mall
parking lot by Best Buy.**

