

PLANNING A TRIP ABROAD – a project according to the project rocket from September to April

From Denmark to Zell am See, Austria

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PROJECT DESCRIPTION:

Each year, the students at the boarding school plan and launch the yearly school trip to another country. The trip is typically for 7 days – travel days included – and the number participating is 114 students and 6 teachers.

The process starts in September, with the **PHASE OF IDEAS**. The timeframe **TWO WHOLE DAYS**.

The frame for the project is a given budget set by the headmaster off the school.

The trip must contain good experiences for all students and language, culture and nature.

Smaller groups work with various destinations, chosen by themselves, and they present these destinations to the rest of the school. Moreover, by voting, they choose their final destination.

Conclusion: This means that the small group of students with the best a most well organized idea has actually the determined where the whole school that particular year.

Teachers are just all the time right behind the students but not in the frontline.

To be able to make a decent and interesting presentation, the different groups have already entered the **PHASE OF PLANNING**.

As the timeframe is 2 days, they could keep some of their ideas for the final project days in October.

AT THIS POINT, THE PROJECT IS PROSENTED TO THE HEADMASTER WHO CONTROLS THE BUDGET AND THE CONTENT. THE HEADMASTER STILL HAS THE RIGHT OF VETO.

In October the timeframe is another **TWO WHOLE DAYS**.

The destination is chosen so the students go directly to the **PHASE OF PLANNING**.

Role and choice of project leaders

First thing is to choose the two project leaders for the projects. The project leaders are students and work closely together with the teachers. As the work together as a team for over 6 months, it is **VERY IMPORTANT** who those two student project leaders are.

There are two different ways to choose a project leader:

- 1) The students who would like to have this “job” presents themselves and are chosen by voting by their fellow students.
- 2) The students present themselves by an interview in a foreign language to the teachers and they choose.

We highly recommend the solution 2)!

Project leaders in charge

Now the PHASE OF PLANNING goes on for the next two days and they plan as much as they can within these days.

They work in smaller groups with accommodation, food, transports, activities, authorities, cultural meetings and social activities.

They use the various project tools as real life tools (example: communication plan and time-, resource- and responsibility plan are two essential tools).

As they go along in the process, they present their planning to their fellow students. In addition, to the teachers.

In that way, the process evolves.

Until departure in April, the small groups will go on working continuously with their various tasks.

They work in their spare time and are always supervised by their teachers. They are continuously giving new information to their fellow students.

The last details about who will sleep in which room, passport collection etc. will happen only in the final days before departure.

In April, we take off and enter the PHASE OF LAUNCHING.

During the trip, the project leaders will have their daily meeting with the teachers and they are talking a huge responsibility for each small activity and detail.

The involvement of the project leaders is reflects in the success of the whole trip.

Once home, we enter the PHASE OF EVALUATION.

Did we exceed the budget? Did everyone have good experiences? According to the risk-analysis, did anything go unexpectedly wrong? Did we use language? Did we have have cultural experiences? Did we enjoy nature?

In addition, together WITH the project leaders, the teachers evaluate the project as a whole AND the work of the project leaders.

Adding to this, the students are also responsible for the DISSEMINATION of the project.

THE PHASE of evaluation is important for the closure of the project. However, as next year will be a new group of students, maybe new teachers and a very different destination, the experiences of the PHASE OF EVALUATION can be difficult take into consideration.

THEME: A TRIP ABROAD

(LANGUAGE, CULTURE, NATURE)

Planning a trip abroad - PROJECT PLAN for a Danish boarding School

Learning Outcomes:

Project tools

Communication skills – written and on the phone

Calculation – setting up a budget

Presenting the project for the schools headmaster for acceptance

Presenting a subject for a big group

Examination and planning of activities

Examination and planning of sightseeing

Contacting authorities

Contacting restaurants

Contacting transportation companies

Making newsletters for parents

Making a detailed program

Contacting hotels and youth hostels

Being the guide on some of the activities

Daily meetings with teachers group

Learning and using dissemination tools and paths

TAKING RESPONSABILITIES FOR A MAJOR REAL LIFE PROJECT

LEADING AND SHARING WORK TASKS

WORK SIDE BY SIDE WITH THE TEACHERS

MOST IMPORTANT OUTCOME:

LEARNING THAT YOU HAVE A VALUE AND AN IMPORTANCE BY SUCCEEDING WITH YOUR TASKS IN THE PROJECT EVEN IF NORMALLY YOUR ACADEMIC LEVEL IS LOW

Learning Criterias:

- Dare to contact foreign language speakers by phone and mail
- Dare to correct fellow students
- Learn how to present according to the pragmatic situation
- Learn how to take criticism and learn from it
- Learn to process informations and finding the pro and the contras on an objective background

THINKING OUT OF THE BOX

LEARNING BY DOING

FINDING PERSONAL CONFIDENCE TO TAKE LEADERSHIP

A social activity

Language tools:

- Scaffolding pragmatic language- how to ask in different contexts. How to write and how to call
- Scaffolding relevant vocabulary
- Scaffolding cultural interpersonal skills
- Scaffolding presenting ideas in different pragmatic contexts
- Scaffolding making arrangements with authorities at the destination

PROJECT ROCKET:

We work according to the **FOUR PHASES OF THE PROJECT ROCKET** as described in the project description.

PHASE OF IDEAS: FINDING THE DESTINATION AND ACTIVITIES

PHASES OF PLANNING: ACCOMODATION, TRANSPORTATION, FOOD, ACTIVITIES, LOGISTICS

PHASE OF LAUNCHING: THE ACTUAL TRIP

PHASE OF EVALUATION: EVALUATING THE TRIP AND THE PROJECTLEADERS

Another one of many activities

Dissemination:

The main tool for planning the dissemination activities is the COMMUNICATION PLAN.

The project leaders use this to inform the rest of the students, the teachers, the headmaster, parents and other interested parties.

The students are also responsible for student made stories on the webpage and the school's Facebook page.

In addition to that, they inform future students about this project at the yearly boarding school day in Denmark (open house).

The parents are informed at the yearly parent's weekend at the school.

They are all ambassadors in their hometowns and their scout groups.

Dissemination from youth to youth

Learning evaluation:

SEE PHASE OF EVALUATION UNDER PROJECT DESCRIPTION