



Field Trips and Excursions

Aims

The purpose of field trips and other excursions is to strengthen the social community of the class with a progression of more challenging trips up through the classes. By gradually changing the trips, greater and greater emphasis is placed on social skills such as cooperation, coordination, responsibility and community. After returning home, not only is the academic content evaluated, but also social achievements, e.g. students with special social skills may have gained a new important role in the class community.

The purpose of teaching in connection with field trips and excursions is also to give students contact with and knowledge of the world outside the school in both a historical and current perspective. It is the students' own experiences, games, and investigations within various themes in teaching that are prioritized in this context. The understanding of the world gives the student's a conceptual understanding of the world. Experiences and investigations are processed and disseminated, among other things, at exhibitions and screenings, storytelling, reading and writing. Reference is also made to the teaching plans for the subjects that participate in the trips.

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Objectives and Final Goals of the Subject

Practical and Physical Challenges (PP)

The teaching gives students the opportunity to be able to plan and prepare outdoor activities, including orienting themselves to the possible uses of field equipment, and to set themselves up for and carry out physically challenging tasks in nature.

Outdoor Culture and Relationships (CR)

The teaching gives students the opportunity to participate constructively in a community around outdoor activities, taking into account their own effort and ability in joint tasks.

Awareness, Planning and Communication (PC)

The teaching gives students the opportunity to think through all phases of a major outdoor project, including assessing current and future physical fitness in relation to the project.

In the younger classes, it is up to the individual class teacher what is done and which trips/excursions are carried out. However, certain excursions go again at certain grade levels. They are mentioned here. From Class 6, there are definite camp trips once a year of approximately a week's duration with a major theme.



Development of the Subject		
Content and Focus	Objectives	Final Goals
<p>Class 1 and 2 The class has a fixed excursion day. Class 1 participates together with the kindergarten class in a harvest trip to a farm where grain and vegetables are harvested. After returning home, the raw materials are processed and included in a beautifully decorated harvest table.</p> <p>Class 3 Among periodic excursions, Class 3 visits the cooperative village of Nyvang near Holbæk, where the students experience the old trades such as: the blacksmith, the merchant, the carpenter and the potter at work.</p>	<p>Practical and Physical Challenges (PP), Outdoor Culture and Relationships (CR)</p>	
<p>Class 4 In connection with the History curriculum and the year's theme of Nordic Mythology, the class is off for three nights in Sagnlandet Lejre or similar Viking camp,</p>	<p>Practical and Physical Challenges (PP), Outdoor Culture and</p>	<p>The teaching gives students the opportunity to:</p> <ul style="list-style-type: none"> • plan and prepare outdoor activities • be able to orientate themselves in the application possibilities of field equipment

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<p>where the students live in a Viking way wearing Viking clothes and living and cooking in Viking fashion. In connection with the Geography curriculum, the class visits the Medieval city of Copenhagen to find the many old springs which are part of the city's identity. There are also walking tours around the local area with a focus on students being able to find their way around the city and traveling safely.</p> <p>Class 5 In connection with the History curriculum, the class visits the Glyptotek's Egyptian and Greek collection and the National Museum.</p> <p>Class 6 Class 6 has a camp trip to Bornholm with fixed accommodation at a hostel. Starting from here, daily hikes are made with backpacks to surrounding destinations. The food is served at the hostel, but students themselves are responsible for packing their own lunch packs and for getting comfortable with drinking on the daily trip. For many, it is the first "longer" journey away from the parents.</p> <p>Work is being done to develop the competences around cooperation and consideration in the class and in groups such as by forming "new" groupings and solving various practical tasks together both at the</p>	<p>Relationships (CR), Awareness, Planning and Communication (PC),</p>	<ul style="list-style-type: none">• commit to and perform physically challenging tasks in nature• Could pack a backpack with the essentials• use map and compass to complete field tasks <p>The teaching gives students the opportunity to:</p> <ul style="list-style-type: none">• enter into compromises with oneself and others when peak load occurs enter constructively into a community around outdoor activities• take into account own effort and ability in joint tasks• Able to cooperate in groups in nature• Have knowledge of the rules for traffic in nature and know how to protect it. <p>The teaching gives students the opportunity to:</p> <ul style="list-style-type: none">• reflect on one's own efforts and benefit from an outdoor course• think through all phases of a major outdoor project• assess current and future physical form in relation to the project• Have knowledge of planning trips; nutrition, clothing, tent etc.• Be able to evaluate the trip, both with regard to own experiences and with regard to the common experiences of the class
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<p>hostel with common eating rules and table manners, and on joint walks in nature. On the hikes, practical skills are also practiced in relation to being able to navigate using a compass and map reading.</p> <p>The camp trip is placed at the end of a Geology curriculum, where the teaching material is concretized in the landscape based on the students' field investigations of rock types and landscape forms.</p> <p>The trip is documented by each student in a diary with both text and sketches. Here, emphasis is placed on the student being able to express himself using geological terms and concepts.</p> <p>Class 7</p> <p>The trip is designed as a hiking, canoeing or cycling trip lasting five days. The trip is more physically demanding than in Class 6. Students spend the night in tents or shelters, and everyone transports their own luggage. Greater demands are also placed on cooperation and responsibility for the individual and for the different groups in the class.</p> <p>Depending on the design of the trip, the students themselves will be responsible for cooking, if necessary. on Trangia sets and is possibly also responsible for the purchase of food and given a pre-determined food budget. After the trip, it is</p>		
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<p>evaluated both on the basis of the individual's experiences and with regard to the shared experiences of the class.</p> <p>The students have the opportunity to practice skills in relation to being able to cooperate in nature when they have to transport themselves from place to place together; on foot, in a canoe or on a bicycle, but also when setting up camp and cooking. They get the opportunity to practice cooking skills, from planning purchases and food composition to cooking on a Trangia or campfire. Competences in appropriate clothing, accommodation etc. are also practiced. After the trip, it is evaluated both on the basis of the individual's experiences and with regard to the shared experiences of the class. Specifically, the trip, including the evaluation, forms the basis for the physically demanding trip to Norway for Class 8.</p> <p>The camping trip has an interdisciplinary content with links to Biology, Food Science and Sports. Before the camp trip, nutrition and the importance of calories for the human body are reviewed in a Biology period.</p> <p>Pupils make their own purchases and make the necessary calculations of the daily required amount of energy in the food.</p>		
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<p>In relation to sports, the students acquire competences within the competence area: Body, training and well-being as well as versatile sports practice by carrying out activities in nature, including being familiar with orienting oneself in nature using maps.</p> <p>One-day trips include an evening excursion to the star observatory in Rundetårn / the planetarium / Ole Rømer's observatory in Taastrup in connection with the astronomy period.</p> <p>Class 8</p> <p>The trip to Sologgen in Norway is a winter camp school of 5-6 days. On this trip, the students will need the experience they have gained at previous camp schools. The winter camp school is about outdoor skills, about learning to master equipment, about safety and about experiencing the winter mountains. The main activity will be cross-country skiing, with other activities such as avalanche training and overnight stays outdoors. The most important objective is to meet nature and be close to the elements and each other.</p> <p>On the trip, the students experience how they can manage on nature's terms, with strong sun, snow, frost or wind in hilly terrain.</p> <p>Far from civilization, the students experience the importance of social skills where they are dependent</p>		
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<p>on both the small and the large group, as well as how to complete such a demanding trip with joint help. The students experience what it means to overcome themselves physically as well as mentally, whereby the students mature and develop, almost from day to day.</p> <p>The aim of the subject area can be mentioned to develop wonder, imagination and action, assessment skills and understanding of life in the encounter with free nature and culture connected to nature. The basis of the teaching is nature experiences and mastering professional and social tasks and situations, which give students a wealth of positive experiences and impressions that help to create joy, energy, zest for life, inspiration and inner peace.</p> <p>Ideally, these experiences contribute to the student developing his sense of responsibility and competence to act. Here the skills are trained; PK, FR, BPK.</p> <p>The field trip has an interdisciplinary content for, among other things, sports, where practice of sports competence goals regarding The area "Sports culture and relationships" is central, including skill targets such as understanding the meaning of one's own efforts and knowing and controlling one's own reactions, both physically and mentally.</p>		
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<p>One-day trips include a visit to the Arbejdermuseet in connection with the History curriculum about the Industrial Revolution and a visit to the Technical Museum in Helsingør in connection with the Physics curriculum.</p> <p>Class 9</p> <p>The trip is shaped like an agricultural trip of 5-6 days duration on an organic or biodynamic farm, preferably in Germany or Switzerland so that the trip may be combined with languages.</p> <p>On the trip, work is done with agriculture and sustainable farming and agriculture as a profession, and is closely linked with an ecology topic in Biology. Students gain experience working in fields, greenhouses, henhouses, cleaning and packing vegetables, etc., and gain insight into sustainable agriculture and knowledge of, among other things, crop rotation, fertilizer and balance between the number of animals and plant areas. The students are responsible for cooking on rotation teams with local ingredients.</p> <p>The trip has an important interdisciplinary content for Biology and Food Science as well as Education and Jobs. Before the trip, the students have had a period of Ecology, and both on the way and back in the</p>		
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<p>classroom, the development of agriculture and cultivated plants, the history of the cultural landscape, the discovery of artificial fertilizers, different views on agriculture and society are discussed. Content is all based on the positive place of man in nature; man as a creator of culture and refinement. Reference is made to the teaching plan in Biology.</p> <p>In relation to Food Science, the trip gives students the opportunity to learn about the basic principles of biodynamic, organic and traditional food production, as well as assess and choose food products based on ethical and sustainable criteria, and plan and prepare a complex, multi-course meal.</p> <p>In relation to Education and Jobs, the trip provides an opportunity for students to gain insight into a company's production from raw material to finished packaged product.</p> <p>One-day trips include visits to Dieselhouse in connection with Physics teaching, and the Folketing in connection with History/Social Studies, as well as the Statens Museum for Art, the Glyptoteket and the Støberi Samlingen in connection with Art curriculum.</p>		
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