

## ***Phases of Going Out***

1. *Acquisition of skills.* This is the period where the guide will have to give many small presentations about the different details about Going Out. Some of the things might be using a road atlas, reading the legend, how to handle large crosswalks, how to make a phone call, etcetera. These presentations resemble the presentations of Social Behaviour in the Children's House since they are really a small aid to the bigger aim of functioning in society.
2. *Creating a process.* This is a way of linking the isolated skills together in a series. This is knowing what to do when. It is building a list of action items and setting them to a timeline. It requires a logical sequence and thinking through efficiencies as well as potential obstacles.
3. *Adapt as you go.* This is a reorganizing of the process and the skills needed when things pop up. This requires quite a bit of flexibility and suppression of fear or panic to make a decision and adjust.
4. *Independence.* This comes much later when a few of the children making the arrangements have had lots of experience. The children are able to make all the arrangements, report to the guide, and then go!

The four phases scaffold the skills, freedoms, and responsibilities so that the children grow into the independence that will arise from Going Out. Since they are in mixed age groups, some children will have more developed Going Out skills and can act as models for those who are not as experienced.

## ***Practical considerations for guides***

In addition to being a champion for the Going Out program in the school, the guide must use the knowledge of child psychology to meet any resistance to the program with enthusiasm and courage. The children need to be prepared before Going Out on their own. This requires lots of discussion and lessons about various aspects of grace and courtesy, planning, and rehearsing or role-playing communications.

The guide is interested in the process itself, not so much the end goal. However, Going Out usually involves great work that could inspire several weeks' worth of activity, research and work on the part of the children. Here are some of the key lessons the guide might need to introduce before the children go out:

- Grace & Courtesy
- Transportation – are there enough seatbelts?
- Museum rules – what can and can't be touched and why?
- Walking well, being orderly and safe
- Using crosswalks safely
- Practice being good custodians of the reputation of the school
- Medical preparedness – first aid kit?
- Health card numbers
- Other medical information and supplies – EpiPens, asthma puffer?
- Emergency contact numbers
- Public transportation information
- Record of attendance
- Use of the “buddy system”
- Group checks – is everyone there?
- The adult takes the role of crossing guard if needed
- Conscious of voice levels

- What to do if you are not engaged by the museum guide
- How to ask questions
- Setting limits and discussing consequences in advance
- Cancellation plan
- Bathroom procedures
- Plan for multi-levelled buildings and a place to meet
- Confirm limits with any parent chaperones
- Check the space ahead of time
- Know the route in case someone gets lost, needs directions
- Chaperones should be briefed on “how to be” with children – a silent partner
- Respond to dangerous situations
- Allow the children to make mistakes
- Intervene with circumstances that are not constructive
- Make arrangements for financial considerations – admission, transportation, meals.

## ***Practical considerations for children***

Going Out gives children the experiences of functioning in society, knowing how to behave, and responding to challenges that may arise. As the children continue to practice Going Out, they will expand their capacity for responsibility.

Here are some other considerations for the children to discuss:

- What is the weather forecast? Do they have suitable attire?
- How will belongings be carried?
- Do roles need to be delegated? For example, who is the navigator?
- How will any notes be taken? Is one person responsible for the whole group?
- Emergency preparedness discussions
- Who will carry identification?
- What about emergency phone numbers and a cell phone?
- Who carries the first aid kit?
- What happens after Going Out?
- How will the information collected be reported back to the class?
- Do thank-you notes need to be written and sent?

## ***Practical considerations for administrators***

The Going Out program is not always easy for administrators to implement because it comes with a certain amount of perceived liability. The guide can help by presenting solutions to these common issues:

- Meeting legal obligations for adult: child ratio
- Investigating insurance issues
- Drafting permission slips or consent forms
- Helping prepare adult chaperones