GROUP ENDEAVOUR

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GROUP 3 FIELD TRIP VISION: THE AMAZING RACE

DESCRIPTION OF FIELD TRIP

For our field trip we have decided to use the Amazing Race theme.

We have tried to incorporate as many of our subjects (English, EMS, History, Geography, NS, LO) in the activities.

The field trip will run over two days, as we have split the grade into two groups to make the outing manageable.

We will travel by bus into town, to the Company Gardens, where the students will be put into groups, the Amazing Race idea will be explained, the beans will be handed out, and the teachers assigned to the different groups will hand out the first clues.

Each group will go to a different place, but each activity will lead on to the next (so the groups rotate) as well as earn them a puzzle piece.

Each group has a teacher who will follow them and supervise their progress, explaining activities when the group has arrived at the proper location, use the memo to authorise the move to the next activity and give them their puzzle pieces.

At each group's final activity, they will have all the puzzle pieces, which (when the puzzle is built) will send them back to the starting point. There winners will be announced, and if a group finishes early they can start to have lunch while they wait for the other groups to arrive.
When everyone is back we can pack up and get back on the bus to come back to school.

Stuff to organise for actual field trip:

Grouping - shirts and teachers
Beans - bags and how much they'll have to spend on activities
Maps - keys and stuff
Paper/Explanation - clues, activity worksheets, and puzzle pieces

Overview of day 1

- We all worked effectively and worked well as a group.

- We identified our strengths and weaknesses and have assigned jobs accordingly.

- We brainstormed ideas for field trip and wrote them neatly on a large page.

Overview day 2

-we clarified our field trip idea

-we wrote up our challenges for the field trip

-we went through our concerns for the group project (this involved the "hat method")

-we listed our constraints

-we looked and discussed the subjects our field trip would involve.

-we looked at our budget

TEAM VISION

Our team vision and goals are:

To work well as a group because this ensures that no conflict will arise between the group members. If conflict does arise we'll try and resolve it as soon as possible. We'll do this by everybody understanding

each other so that no one will get hurt in the process and that everybody's views and perspective will be seen and heard.

We have agreed on the fact that everybody should pull their own weight so that the task will run more smoothly.

Activity Worksheets

Activity 1:

Planetarium-Your next location is a space station. When space is all up in your face you know you're gonna win the race. You need to planet to win it.
This is an intro to term 4 work where they will be learning about stars and planets.

The first letter of each of the answers will add up to your next clue:

1. The natural satellite of the earth is what we know as the _____.
2. A piece of rock or metal that has fallen to the earth's surface from outer space is an _____.
3. Designed to travel through space or to launch a spacecraft. Is a ?
4. The planets Mercury to Mars are part of the _____ solar system.
5. The company National Aeronautics and Space Administration is also known as_____.
6. The planet on which we live is _____.
7. The study of the relationships between living things and their surroundings, or environment.
8. Venus is the planet second closest to the sun and is the _____ planet.
9. A _____ is a supposition or a system of ideas intended to explain something.

___ ___ ___ ___ ___ ___ ___ x ___ I B I ___.

The group must now show their word to get a puzzle piece.

Activity 2

Find 2 animals in the exhibit and name 2 of their adaptations:

1. What is the definition of a food chain.

2. Write down a food chain consisting of a producer, primary consumer, secondary consumer and tertiary consumer:

3. Give the definition of trophic levels:

4. Look at one of the scenarios in the exhibit and explain how there being a shortage of the producer would lead to an imbalance in the ecosystem:

5. Match the animal to its correct feeding group:

Killer Whale

Herbivore
Carnivore
Scavenger
Omnivore

Clown fish - omnivore
Green sea turtle - herbivore
Octopus - carnivore
Salt water crab - scavenger

Activity 3:

Cecil John Rhodes Statue

Find out how old Cecil would of been if he was here with you right now and also how old he was when he died. If you look closely you will find the information needed for this activity.

Your supervisor will reward you if you are clever enough.

Activity 4

What colours are being produced from the light prism.

Which colour on the visible light spectrum has the shortest wavelength.

Which colour on the visible light spectrum has the longest wavelength.

Why can we see rainbows?

What is refraction?

Draw a diagram showing a ray of light refractioning from the inside of a raindrop:

AREA WHERE THE AMAZING RACE WILL TAKE PLACE:

ITINERARY FOR THE DAY:

- 08:30 – Depart from school on a bus
- 09:15 – Arrive in town and drive to the company gardens
- 09:30 – Briefing, explaining and sorting the girls into their groups
- 10:00 – Head to the starting point and distribute all the envelopes and the group supervisor will give each group their first clue.
- Each group has their own group supervisor that will be with them throughout the amazing race
- The group supervisor has to keep all the clues to each activity and give them to the group once they have completed their task at each pit stop.
- If the group fails to get the right answer they have to pay in beans to re-try the activity. This incorporates economic management sciences.
- After each activity they will get a puzzle piece. There are 4 puzzle pieces in total. Once they have completed their fourth and final activity. They must put all the puzzle pieces together to see what their final destination will be. The first group that arrives will receive 150 house points. The second group will get 100 and the third group will receive 50 house points.
- Each group will start at the same point and go to different places. There will have to complete an activity in order to get their next clue to go to their next destination.
- The places that each group will go to are as follows:
- The Company Gardens:
  - Activity: LEARNING MORE ABOUT VISIBLE LIGHT (N.S) AND ECOSYSTEMS (N.S)
  - Once they have arrived at the Company Gardens the group supervisor will give them their next activity. For the activity they will get a prism which will be able to split the white light from the sun into all the colours that white light is made up of. They will have to explain what is happening using the knowledge that they have gained from listening in class. They will also have write out all the colours that light is made up from the colour with the longest wavelength to the colour with the shortest wavelength onto a piece of paper to receive their next clue.
  - This activity will take 20-35 minutes
  - The will get a puzzle piece after this activity
- National History Museum:
  - Activity: LEARNING ABOUT POLLUTION (L.O) AND ADAPTATIONS (N.S)
  - Riddle that leads them to the museum – Off you go to a place of ancient times where outstanding things are kept. Here's a clue: Most of them are dead.
  - Once they have arrived at the National History Museum the group supervisor will give them their next activity. For the activity they will need to find the adaptations of at least 3 different marine animals in the Marine exhibit. Find at least one practical resolution for decreasing the amount of pollution.
  - This activity will take 20-40 minutes
  - The will get a puzzle piece after this activity
- Cecil John Rhodes Statue
  - Activity: LEARNING ABOUT HOW CECIL JOHN RHODES PLAYED A ROLE IN THE MINERAL REVOLUTION

- Riddle that leads them to the Cecil John Rhodes Statue – Your next clue lays below me. I was a big deal during the Mineral Revolution but now I'm dead. Come and find me where I stand high above all man.
- Once they have arrived at the Cecil John Rhodes Statue the group supervisor will give them their next activity. For the activity they will have figure out how old he was when he died. They must also find how old he would have been if he was still alive today.
- This activity will take approximately 5 minutes
- The will get a puzzle piece after this activity
- Planetarium Section of the museum
- Riddle for Planetarium – Your next location is a space station. When space is all up in your face, you know you going to win the race. You need to planet to win it.
- Activity: LEARNING ABOUT THE SOLAR SYSTEM (INTRODUCTION TO TERM 4WRK)
- Once they have arrived at the Planetarium the group supervisor will give them a worksheet to complete. On the worksheet the first letter of the answer to each question will lead them to their next destination.
- This activity will take 30-45 minutes
- The will get a puzzle piece after this activity