

Volunteer/ Parent Helper

(School Trip)



School Zoo Trip

Tuesday 6 September

RETURN FORM TO TEACHER

I give permission for my child: Naima

to attend the Zoo Trip

Volunteer helpers needed. Yes, I can help

Name: _____

Ph. n.o.: _____

Please bring a packed lunch and a raincoat.



Tuesday morning...



Volunteer/ Parent Helper – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 7 of this document.

Warm up

Before looking at the picture, discuss any school trips the learner is aware of – e.g. ones her children have been on, ones she went on as a child.

Write down *school trip* and brainstorm any vocabulary you associate with the topic

Focus on key vocabulary (See page 7 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (See page 8 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (See page 9 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story: to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

- *Naima arrived home from school one day with a notice about an up-coming school trip. She handed the notice to her mother.*
- *Parent helpers were required for a visit to the zoo. "I'd like to be a parent helper and go on the zoo trip" thought Naima's mother.*

You could also focus on Past Continuous and Past Simple

- *While she was cooking dinner, the phone rang.*
- *While they were eating their packed lunches, the mother took the girl to the toilet.*

Point of view:

Rewrite the text from one person's point of view (for example one of the children on the school trip).

Gapped text

Gap out some words in the text on page 7 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

She gives _____ for Naima to go on the trip and she _____ to be a parent _____.

- "grammar" words: e.g. prepositions

She gives permission _____ Naima to go _____ the trip and she volunteers to be a parent helper.

- articles

She gives permission for Naima to go on _____ trip and she volunteers to be _____ parent helper.

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *Naima's mother is baking a cake when the phone rings* (False) *There are four children in the mother's group* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, she's not baking a cake, she's making soup.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Imagine what the people in each picture are saying. Write short dialogues
- Imagine the mother is telling her partner/husband about the trip. Write a dialogue. (Useful for including the husband's listening and reacting noises like: *Really? How worrying! You must be tired.*)

Extension activities

Running a school trip

Write some guidelines for running a school trip: e.g.:

- *Have one adult for every 6 children.*
- *Make sure everyone has their lunch.*
- *Have plenty of toilet stops.*
- *Keep the kids happy on the bus by singing songs.*
- *Allow some time for rest.*
- *Talk to the children about the rules before you set off.*

Not allowed

Look at the sign telling you not to feed the monkeys:



Introduce the idea of “*you are not allowed to feed the monkeys*”. Brainstorm what you/your children are **not allowed** to do at the zoo/at school/at work/at home.

Permission forms

Find [some sample permission](#) forms and practise reading them/filling them in.

School trips:

- Discuss good places for school trips in the local area. What would children see there? What could they learn? You could also do the same for the learner’s home town/city.
- Ask the learner to tell you about the last school trip she went on with her children. (this could be a writing activity for homework)
- Look on the internet for [sites suggesting school trips](#). Decide on one that the learner and her children might enjoy.
- Watch a [school trip video on YouTube](#) and discuss what you can see. Would the learner enjoy it?

Getting involved at school

Discuss other ways the learner can get involved with her child's school. Help your learner write an email to the PTA (Parent Teacher Association) to ask how she can get involved.

Volunteering

Discuss other ways the learner can volunteer – look at [Volunteering NZ's website](#) to get ideas.

Food

Look at the pictures of the mother cooking and of the packed lunch.



Discuss what you and your learner typically cook for dinner and put in school lunch-boxes. Swap some recipes.

[The Heart Foundation](#) has some good ideas for healthy lunchboxes.

Volunteer/Parent Helper – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (See page 2)

form, school trip, fill in, permission slip, volunteer, parent helper, look after, get on, bus, backpack, zoo, be excited, monkeys, packed lunch, toilet, look forward to.

Basic Story for Lower Levels

Naima comes home from school. She gives her mother a form from the school. It is about a school zoo trip. The mother fills in the form. She gives permission for Naima to go on the trip and she volunteers to be a parent helper. Before the trip Ms Mills calls the mother to check she can help on the zoo trip.

On Tuesday morning Naima and her mother arrive at school. Naima's mother looks after a group of four children. Their packed lunches and raincoats are in their backpacks. She takes them to the bus. They get on the bus. The children sing songs on the bus trip.

They arrive at the zoo. The children are excited. A boy tries to feed the monkeys but the mother tells him to stop. At lunchtime the children eat their packed lunches on the grass. The mother takes a child to the toilet.

On the bus trip back to school, Naima's mother is tired and looks forward to going home.

Questions for “Question stories” (See page 2)

Pic 1: Who is in the picture?
What is Naima doing?

Pic 2: When is the school trip?
Does Naima’s mother volunteer to help?
What do the children need to bring?

Pic 3: What is the mother doing?
Who is calling?
What does the mother say?

Pic 4: What day is it?
Who is in the picture?
Where are they?
How many children are in the mother’s group?
What is in their backpacks?

Pic 5: What are the children doing?

Pic 6: What are the children doing?
Where are they?

Pic 7: Where are they?
How do the children feel?

Pic 8: What is the boy doing?
What does the mother do?

Pic 9: What is the mother doing?
What are the other children doing?

Pic 10: What time do the children go back to school?
Where are they?
How does the mother feel?

**Descriptions for “Jumbled sentences” (See page 2)
Photocopy and cut up**

Naima comes home from school. She gives her mother a form from the school. It is about a school zoo trip.

She gives permission for Naima to go on the trip and she volunteers to be a parent helper.

Before the trip Ms Mills calls the mother to check she can help on the zoo trip.

On Tuesday morning Naima and her mother arrive at school. Naima’s mother looks after a group of four children. Their packed lunches and raincoats are in their backpacks.

She takes them to the bus. They get on the bus.

The children sing songs on the bus trip.

They arrive at the zoo. The children are excited.

A boy tries to feed the monkeys but the mother tells him to stop.

At lunchtime the children eat their packed lunches on the grass. The mother takes a child to the toilet.

On the bus trip back to school, the mother is tired and looks forward to going home.