



# **Classrooms without Borders: Successful Study Tours From Door to Door**

*Presented at the Central States Conference  
on the Teaching of Foreign Languages  
March 6, 2010*

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# Foreword

Each of us can relate to the uncomfortable feeling of having felt unprepared in front of a classroom full of students, even for a few minutes. Time and experience make us more adept at thinking on our feet and adapting our lessons, but only if a solid plan is already in place.

Traveling with students internationally works in much the same way. Over the course of our combined experiences as teacher-leaders of foreign language study tours, we are convinced that considerable advance planning is not only beneficial to students so that they can get the most out of their study tours, but in fact a critical component of a successful program. By preparing our students well in advance, teachers can help them to make the most of their international travel experiences.

However, solid preparation of students is only one piece of the puzzle. It is also imperative that administrators be integrally involved in the entire experience, from developing a preliminary itinerary until the last student steps off the bus returning home. We believe that the continued success of our study tours is a direct result of the collaborative relationship between ourselves and our administration so that the concerns of all stakeholders in the process are addressed.

Our presentation today is based on several assumptions, namely that your study tour: (1) occurs during the school year; (2) includes a family stay, which we believe is a key component of the experience; and (3) emphasizes the linguistic and cultural components rather than simply travel. This workshop, developed in conjunction with administrators at the building and district level, is intended to provide you with our proven “tool kit” so that you and your students can enjoy a safe and educational international study tour.

# Summer (22 months before traveling)

**Research and select a travel organization and an itinerary that aligns with curricular goals, school and district expectations and chaperone comfort level.**

Important considerations:

- Code of conduct / student expectations
- Cost to students
- Flexibility within the itinerary
- Insurance coverage
- Length of study tour
- Family stay
  - A number of companies offer international study tours, some of which include a home stay experience. We believe that a family stay is imperative as it takes students out of the “tour” mode and allows them the opportunity to use their language in a real-life setting. The non-profit organization with whom we have worked for a number of years arranges family stays.

## **Why use a travel company rather than making arrangements on your own?**

You will already have a full-time job while traveling abroad: attending to the education and welfare of your students. Let professionals deal with arrangements and reservations as well as attend to secondary concerns such as insurance and transportation. Most travel companies will work with you to develop a unique itinerary that will address your needs.

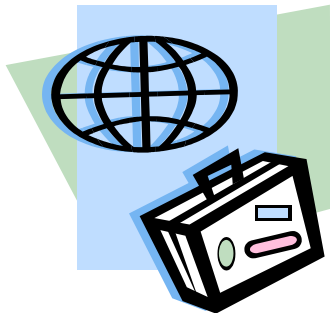
***The bottom line: Your job is to prepare your students for their visit to a foreign country. Let the student travel professionals prepare the foreign country for your students!***

It is also extremely advantageous to coordinate study tours with other foreign language teachers in your building or district. Traveling at the same time with the same company and setting the same expectations, procedures and deadlines is not only more efficient, but also increases the validity of all study tours. **There is strength in numbers!**

# September (19 months before traveling)

Schedule an informational meeting for students and parents to be held approximately one year before the trip. Distribute “save the date” flyers such as the one below at fall open house and/or parent-teacher conferences to promote the trip early and to ensure 100% parental attendance. Parents appreciate ample notice!

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## Mark your calendar now!

**Thursday, April 22, 2010**

**jeudi, 22 avril 2010**

**Donnerstag, 22 April 2010**

**jueves, el 22 de abril 2010**

Homestead’s French, German and Spanish students will embark on study tours of France, Germany and Spain in the spring of 2011. In order to participate in this experience, students AND their parents must attend an informational meeting on Thursday, April 22, 2010 at 7:00 p.m.

Please save the date now; more details to follow next spring!

# April (one year before traveling)

1. Hold informational meetings for parents and students to discuss the following:
  - Tour dates and itinerary
  - Payment schedule and inclusions
  - Behavioral expectations
  - Reiterate school policies and code of conduct
  - Student responsibilities
    - If they decide to take part, they must attend an after school meeting in May of this year and submit a deposit.
    - Summer: passport application, host family letter and scrapbook
    - Mandatory meetings (twice monthly) after school from September through March
    - Collect assignments from other teachers in advance of departure
2. Assemble a list of all potentially interested students before the close of this meeting.
3. Solicit faculty recommendations (Sample form in appendix)
4. Determine regular after school meeting dates for upcoming school year.

# May

## (one year before traveling)

**Meet with students who have been accepted for the program to discuss the following:**

- Passport application procedures – information and forms available at [http://travel.state.gov/passport/passport\\_1738.html](http://travel.state.gov/passport/passport_1738.html)
- Host family letters (drafts)
- Scrapbooks as gift to host family
- Meeting dates for next school year – distribute several copies to each student to ensure that parents are aware as well and avoid scheduling conflicts wherever possible.
- This paragraph appears at the top of our meeting calendars:

*In order to prepare for our language immersion experiences, we have scheduled regular meetings after school during the months leading up to our departure. These meetings will run from 2:35 – 3:40, and are a critical component of a successful journey. As part of your commitment to this program, you are expected to attend all meetings in their entirety. Please plan your schedule accordingly. Coaches, club advisors and faculty members support our program and the importance of these meetings, and have been made aware of these dates as well.*

# September (7 months before traveling)

**1. Distribute and post in the faculty mailroom a list of all students traveling abroad. We placed the following explanation at the top of the list:**

*Next spring, 61 foreign language students will have the opportunity to put their learning into action in the European countries in which the languages they study are spoken. We are looking forward to traveling with these students from March 31 – April 14, 2007. They will miss four school days and will see you regarding assignments before we depart.*

*In order to prepare for these immersion experiences, we have scheduled regular meetings after school between now and our departure. These meetings will generally be finished by 3:45, and are a critical component of a successful journey overseas. We appreciate the cooperation of all coaches and advisors in allowing these students to arrive late to their after-school activities on the listed dates. We have devised this schedule so as to minimize conflicts with scheduled events.*

*Wednesday, September 13  
Wednesday, September 27  
Wednesday, October 4  
Wednesday, October 18  
Wednesday, November 1  
Wednesday, November 15*

*Wednesday, November 29  
Wednesday, December 13  
Wednesday, January 3  
Wednesday, January 31  
Wednesday, February 14*

*Thursday, March 1\* (7:00  
p.m.)  
Wednesday, March 14  
Wednesday, March 21*

We very much appreciate your cooperation and flexibility. Should you have any questions or concerns, please contact any one of us. Thanks!!!

**2. Begin afterschool meetings (sample schedule in appendix)**

# Meeting Topics

**Emphasize with both parents and students that attendance at these meetings is critical. Distribute calendars in spring and again in fall and post reminders in the classroom, on web pages or student comment areas in electronic gradebooks.**

Customs

Politics

Family Stay / Dynamics

Role Plays

Food

Rules / Regulations/Expectations

Geography

(School and Travel Company)

Group-building

School abroad

History

Transportation

Hotels

Final Student Meeting (in English)

Money

- Medical concerns
- Feminine issues
- Choosing roommates at hotels
- When to call teacher (and when not to)
- Luggage “obstacle course”

Passports

## Circumlocution

Create cards with these terms in both English and the target language. Have students describe these items in the target language and have their classmates guess what they are.

allergic	download	remote control
back seat	front seat	seat belt
band aid	insects	shower drain
blanket	Kleenex	stove burner
car trunk	light switch	tampon
coffeemaker	locks	to clean
cough drop	log on	to dust
cough syrup	mailbox	to have a stomachache
dizzy	pet food	tooth pain
doorbell	pillow	umbrella
doorbell	placemat	VCR
doorknob	printer	washcloth
doormat	recycling	window blinds / shade

## This or That?

Have students form two concentric circles facing each other. Then ask the question “this or that” (according to the list below). The students each answer the question to their partners. The outside circle moves for the next question but the inside circle stays stationary.

Apples or oranges?	Going to the movies or renting a DVD?
Writing with a pencil or a pen?	Wendy's or McDonald's?
Dogs or cats?	Books or magazines?
Singing or dancing?	American Idol or Survivor?
Rough drafts on paper or on computer?	City or country?
Watching or participating?	Writing a paper or doing a presentation?
Fruits or vegetables?	Giving or receiving?
Being without hands or without feet?	Sleeping or playing?
Science or math?	Being rich or being in love?
Keeping the school schedule as is or changing it to four 10-hour days?	Different or the same?
Speaking or listening?	Mornings or nights?
Hot weather or cold weather?	Biking or walking?
TV or radio?	Going to the beach or going shopping?
Shoes or sandals?	Going on a picnic or going to a restaurant?
Video games or sports?	School from 7:00 – 2:00 or 9:00 – 4:00?

## Outburst (or Family Feud)

Create lists in advance of five things found in places you're visiting (e.g. hotel, airport, cities). The team that guesses the most on each list wins.

## Scattergories

This is a great group word game of quick thinking and originality. Just make a list of words falling under various categories that all begin with the same letter. Sound easy? There is a time limit, and you have to think of things nobody else does. So if your category is "colors" and the letter is "P," you'd better think of something other than pink. Try taking a chance on polar bear white or pale red - but only if you don't think of peach, pigment, purple or puce.

Choose a letter at random (I use a bag of Scrabble letters). Set a timer for 1 – 2 minutes and have students fill in the first row, starting each one with the key letter and making sure all of the answers fit the categories from the selected category list.

Then students read their answers aloud. All teams do this for each numbered item on the list.

Challenge the answers of other teams if you think they might not apply to the category.

Each team earns a point for each answer on the list that is not used by any other team and are not successfully challenged as unacceptable.

LETTER	in school	people	monument	food	sport	animal	verb	TOTAL

# March

## (1 month before traveling)

1. Re-distribute list of traveling students to faculty members and reiterate your profound thanks for their cooperation.
2. Have students get assignments from their other teachers in advance of departure (assignment sheet in appendix)
3. Meet with students and parents to discuss logistics, including but not limited to:
  - Airplane
  - Behavior In General
  - Carry-Ons
  - Documents, airport check-in and security
  - Family Stay
  - Hotel Etiquette
  - Itinerary Info
  - Language commitment
  - Luggage
  - Money
  - Phone Chain
  - Post-trip calendar
  - Security
  - Telephoning – “cutting the cord”
  - Transportation to airport
4. Arrange your life at home as well as at school so that you can concentrate on other details and situations that pop up.

# Immediately Prior To Departure

1. Create detailed sub plans that allow for both easy implementation for a substitute who doesn't speak your language, as well as a smooth transition for you upon your return!
  - Films with an authentic curricular context – have written assignments as well to keep students on task
  - Read / critique children's books in the target language
  - Independent research / culture projects
  - Beginning students can create small or large flashcards for the next units to be studied.
  - Consider your school schedule and adjust your curricular expectations for impending school holidays that may coincide with your absence.
2. Prepare yourself and your family for two weeks of separation.
3. Consider the students traveling with you and your expectations for the work they are missing in their foreign language classes.
4. Obtain addresses for school board members and administrators to send postcards from abroad.
5. Coordinate efforts among all student travelers to send thank you postcards to all faculty members for their support of your endeavors.
6. Meet with administrators to reiterate the following:
  - Ensure that administrators have a copy of the telephone chain that you have devised.
  - Ensure that administrators have a detailed copy of the travel itinerary including flights, hotels and ground transportation.
  - Review with administrators the procedures and plans if a student should violate the code of conduct.

# Upon Returning

## **On Airplane Returning Home:**

Have students write their thank-you notes to their host families. They should have brought an envelope with sufficient postage. These thank-you notes must be given to you before they leave the plane.

## **Within One Week Of Returning:**

- Meet with your group to complete evaluation of travel company, trip and/ or teacher. Items to include in student evaluations might include:
  - How much money did you spend?
  - How much of the language did you speak?
  - In what ways did the travel portion of the trip meet / exceed your expectations?
  - In what ways did you benefit from the family stay?
  - How prepared did you feel for this study tour overall?
  - Describe a specific incident (funny, surprising, exciting) in which you were able to use your language skills successfully (or unsuccessfully).
  - What recommendations would you make to future student travelers?
  - What recommendations would you make to your teacher for preparing for future study tours?
- Make your own notes and evaluations to remember for next time.

## **Within Two Weeks Of Returning:**

- Turn in journals for grades based on improvement, language ability and thoroughness.
- Solicit parents to organize photo party if desired.

## **Within One Month Of Returning:**

- Turn in scrapbooks.

## **Within Two Months Of Returning:**

- Start planning for your next journey! ☺

## *Trip Application*

Please type or print in black or blue ink. Applications written in pencil, in cursive or other color ink will not be considered.

### Biographical Information

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone ( \_\_\_\_\_ ) \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Grade \_\_\_\_\_ Sex \_\_\_\_\_ Date Of Birth \_\_\_\_\_

Current level of German: \_\_\_\_\_

### Questionnaire

1. Have you ever been to another country?                      yes                      no

    If yes, where? \_\_\_\_\_

2. What is your average grade in German? \_\_\_\_\_

3. Rate your interest level in the following activities using the scale below:

    1 - none            2 - a little            3 - average            4- much            5 - extreme

- |  |  |
|--|--|
| _____ attending school and classes               | _____ going shopping                               |
| _____ doing family activities                    | _____ visiting churches or monasteries             |
| _____ practicing conversational skills in German | _____ visiting institutions (government buildings) |
| _____ visiting historical sites / museums        | _____ trying unfamiliar food                       |
| _____ exploring and absorbing different culture  | _____ interacting with new people                  |
| _____ dancing and singing                        | _____ going to a mall                              |
| _____ doing hands-on craft activities            | _____ eating at a fast food restaurant             |
| _____ going out evenings to a night spot         | _____ visiting large, metropolitan cities          |

***Appendix 1 (continued)***

4. How would you classify yourself as an eater?

very picky      somewhat picky      eat most things      eat anything

5. How would you react to not showering or washing for a day?

I couldn't handle it      I could handle it for a day

6. How flexible would you say you are in terms of handling schedule changes in planned activities?

I need a strict schedule      I'm spontaneous but like structure

I'm very flexible and go with the flow

7. What three adjectives describe you as a person?

8. Briefly state why you wish to participate in the German Summer Program. Please limit your response to one typed page.

## Appendix 2

Dear Colleague,

The students named below have applied to participate in the spring study tours of France, Germany and Spain in April 2007. In order to ensure the most positive experience for all involved, we have established criteria for student selection. Participants in this experience need to be mature, flexible, and willing to adapt to and learn from a group travel experience. These students will represent our school and the United States as cultural ambassadors, and should conduct themselves accordingly. In this setting, academic ability and potential are not as important as the student's ability to interact in a group and work cooperatively. The best student travelers:

- Are cooperative
  - Behave appropriately
  - Follow directions
  - Are punctual
  - Have good attendance
  - Demonstrate good character
  - Are "team players"
  - Are open-minded and tolerant
  - Are honest
  - Treat peers with courtesy and respect
  - Are patient
  - Use good judgment
  - Are motivated
  - Are attentive
- 
- **We ask that you consider the above criteria and tell us whether you would feel comfortable traveling with the students named on both sides of the attached sheet. Simply circle your choice using the following**

**Y = Absolutely! ? = Some Reservations N = No Way!**

Your comments, particularly for those students whom you feel do not meet the standards listed above, would be very much appreciated. If you prefer to reach us via voice mail, our extensions are listed below.

Please return this form to any of us by **Monday, May 8** (or even earlier if possible).

Merci, Danke and Gracias! ☺



### *Appendix 3*

#### **Probationary Participation for Spring 2009 Study Tour of Germany**

Based primarily on violations of school policy and municipal law that occurred in October 2008, but also in consideration of responses to a survey distributed to the entire faculty, staff and administration of Homestead High School in spring 2008, **John Doe** is now considered a probationary participant for the 2009 study tour of Germany.

It is critical that your behavior patterns change for your own good, the good of the faculty whose classes you will be missing and for the good of your fellow travelers.

Frau Havas agrees to allow **John Doe** to participate in the Spring 2009 trip to Germany providing that he meets the following conditions for the remainder of the school year 2008-09:

- Consistently demonstrates respect for classmates and school personnel.
- Refrains from inappropriate remarks both in and out of the classroom.
- Accepts and follows school policies in accordance with the student handbook.

Frau Havas and the administration will perform periodic “spot checks” with faculty members to ascertain progress in the areas listed. If you are unable to satisfy the parameters above, you will be withdrawn from the study tour, and you will forfeit whatever penalty is in place at the time of cancellation.

The signatures below indicate all parties’ understanding of and agreement to the conditions set forth above.


Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Leader \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 4

When?	What?
Mittwoch, 13. September	<ul style="list-style-type: none"> <li>• Passports</li> <li>• Rules &amp; Handbook</li> <li>• Homestead Rules</li> <li>• Family Stay Letters</li> <li>• Scrapbooks</li> <li>• Choose destinations to research</li> </ul>
Mittwoch, 27. September	<ul style="list-style-type: none"> <li>• Reports about hometown</li> <li>• Train station role play</li> </ul>
Mittwoch, 4. Oktober	<ul style="list-style-type: none"> <li>• <b>FAMILY STAY LETTERS DUE</b></li> <li>• Train station review</li> <li>• Restaurant Role Plays</li> </ul>
Mittwoch, 18. Oktober	<ul style="list-style-type: none"> <li>• <b>\$800 PAYMENT DUE</b> <i>You may pay more if you wish.</i></li> <li>• Families and family gifts</li> </ul>
Mittwoch, 1. November	<ul style="list-style-type: none"> <li>• Ludwig II und Oberammergau</li> <li>• Hotel role plays</li> </ul>
Mittwoch, 15. November	<ul style="list-style-type: none"> <li>• München</li> <li>• Big city practicalities</li> </ul>
Mittwoch, 29. November	<ul style="list-style-type: none"> <li>• Trier</li> <li>• What if? Role plays</li> </ul>
Mittwoch, 13. Dezember	<ul style="list-style-type: none"> <li>• Rothenburg ob der Tauber</li> <li>•</li> </ul>
Mittwoch, 3. Januar	<ul style="list-style-type: none"> <li>• <b>FINAL PAYMENT DUE (approx \$1000)</b></li> <li>• Role plays - shopping</li> </ul>
Mittwoch, 31. Januar	<ul style="list-style-type: none"> <li>• <b>SCRAPBOOKS DUE!</b></li> </ul>
 <b>Mittwoch, 14. Februar</b>	<ul style="list-style-type: none"> <li>• Im Hotel</li> <li>• Packen und intelligentes Reisen</li> </ul>
<b>Donnerstag, 1. März</b> <b>(ABENDTERMIN!)</b> <b>19.00 Uhr, ASC,</b> <b>At least one parent MUST attend this meeting with you!!</b>	<ul style="list-style-type: none"> <li>• <i>Travel arrangements</i></li> <li>• <i>Phone Tree</i></li> <li>• <i>Airport procedures</i></li> <li>• <i>Other practicalities</i></li> </ul>
Mittwoch, 14. März	<ul style="list-style-type: none"> <li>• Packing and smart travel</li> <li>• Homework</li> <li>• Code of Conduct</li> </ul>
Mittwoch, 21. März	<ul style="list-style-type: none"> <li>• Family stay revisited – role plays</li> </ul>

*(Note: departure date for this trip was March 31)*

*Appendix 5*

<b>Hour</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5/6</b>				
<b>7</b>				
<b>8</b>				

Use this form to organize your assignments before we leave. You will be released from your foreign language class the week before we leave and the week after we return to allow for make-up time. Coordinate bringing class materials with your fellow travelers and/or photocopy only necessary pages from your textbooks.

### **Appendix 6**

Hotel Room List: Fill in names and photocopy before departure to expedite room assignments. Also, consider calling hotels in advance to ascertain room breakdowns (doubles, triples, quads, etc). The hotels will love you for minimizing the chaos in the lobby!

	<b>Boys</b>	<b>Room</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		

	<b>Girls</b>	<b>Room</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		

	<b>Teachers</b>	<b>Room</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		

# Assignments While Abroad

1. Have students write themselves a postcard in the target language from each major destination and then give it to you to mail (they must buy the stamps too).

2. Have students complete a workbook / journal in the target language – one page for each day answering the following questions:

- Today's Date
- I woke up at \_\_\_ o'clock.
- I ate \_\_\_\_\_ for breakfast.
- We left the hotel at \_\_\_ o'clock.
- What I did in the morning:
- What I saw in the morning:
- For lunch I ate \_\_\_\_\_ at \_\_\_\_\_ . It cost \_\_\_ Euro.
- What I saw and did in the afternoon:
- For dinner I ate \_\_\_\_\_ at \_\_\_\_\_ . It cost \_\_\_ Euro.
- New words I learned today:
- What I bought today: \_\_\_\_\_. It cost \_\_\_ Euro.
- What I liked best today:
- What I didn't especially like today:
- Today's weather was:
- Tonight we are sleeping in (city):
- My roommates are:

3. Assign teams of two students to be “reporters” for each day. These students are responsible for writing a report in English of the day's activities in the class journal. At bedtime, these students will also read the report into the teacher's outgoing voice mail message, which can be changed from abroad using a touch tone phone. For example:

*“Guten Tag, you've reached Linda Havas, German teacher at Homestead High School. Please press '8' to leave a message, or stay on the line to hear today's field report from Deutschland. Now, here are Jack Daniels and Harvey Wallbanger with today's news...”*

Give your voice mail number to parents, students, colleagues, community members – anyone who might be interested in hearing about your adventures!

4. About one month before departure, have students seek out the prices in the USA for the following items (written in the target language) and collect their lists when finished. Once you are abroad, redistribute the lists and have them find the prices for the same items in the local currency.

2 liter bottle of soda  
Potato chips  
Chewing gum  
Frosted Flakes  
Snickers  
1 pound ground beef

Shower gel  
Daily newspaper  
2 scoops ice cream cone  
Postcard  
Toothpaste  
1 loaf of sandwich bread

One dozen eggs  
1 pound apples  
1 pound butter  
1 bouquet fresh flowers

# Journal Entries

**Assuming that you have students in multiple levels traveling with you, you will most likely want to vary the depth and breadth of the journal entries assigned.**

**The following options provide students with the opportunity to delve further into the new culture which they have chosen to explore.**

## **1. Architecture**

- Write from the point of view from a person who helped to construct this particular building / monument.
- If the building could speak to us, what would it say?
- Interpret the symbolism of the particular building / monument.

## **2. Train**

- What would the train tell you about its experiences?
- Discuss your reactions to or feelings about traveling by train.

## **3. Place visited with host family**

- Imagine you had lived in the place you visited with your family. What was your life like?
- You are a ghost haunting this place. What sort of things / people / activities have you seen over the centuries?

## **4. Cities**

- You are at the open-air market. Describe what you see, smell and hear.
- You are creating a travel brochure for this city. Explain what your city has to offer tourists.

## **5. Family Stay**

- Conduct an interview with a family member on a topic that interests both of you.
- You are the cat or dog in your family. Analyze this American creature that has invaded your home.
- Compare / contrast your host family with your family at home.

**6. Museums**

- You are a painting in a museum. Who are you? From what century are you and what would you say to the people who are looking at you?
- Analyze a painting.
  - Give the name of the painting, the artist, the date, country of origin,
  - What colors are dominant in this painting?
  - What geometric forms do you see?
  - What is the perspective that the artist has given (looking down, looking up at subject, etc.)
  - Describe the physicality of the painting (big/small?) How is its physicality integral to the painting as a whole?
  - Do you like it? Why or why not?

**7. General**

- Imagine that you are a monument, fountain, restaurant, hotel, taxi, etc. that has seen a lot of people from around the world. Describe your impressions and reactions to them as well as to the changes you have seen over the years.
- If your American family were with you, where would you take them and why?

## **For Administrators**

Here are the most frequently asked questions and concerns cited by administrators when asked to approve international study tours.

### **1. How does international travel enhance your curriculum?**

Consider a science class without labs or a law class without a visit to the courtroom. Your study tour is an extended field trip allowing your students to place their knowledge into action.

### **2. With which company will your students travel, and will it include a homestay?**

Consider your options very carefully, eschewing flair and flash for quality and sound educational practice. More information about choosing a company to best suit your needs can be found on page 4.

### **3. What are the qualifications and criteria for chaperones?**

Are your co-chaperones simply looking for a “free ride,” or do they share your commitment to creating a quality linguistic and cultural experience for your students? Will they help you to enforce the code of conduct and place their own travel wishes aside to complement your efforts as a tour leader?

### **4. What are the costs to the students, teachers and the school/district?**

Student costs will vary depending on the length of the study tour and the itinerary chosen. However, ample advanced planning will give students enough time to raise funds on their own.

Many companies allow teachers to travel at no cost with a certain number of students. Administrators who are concerned with this practice as profiteering are reminded that this is an extended field trip that requires a great deal of supervision. (Would a 4<sup>th</sup> grade teacher going to the museum pay for his/her bus ride?) Most parents are amenable to paying a slightly higher cost for their children to travel if the result is a second or third chaperone to help keep their children safe. It is important to note that

## ***Appendix 9 (continued)***

teachers will also incur individual costs as this is not a “vacation” for them, and not all costs are covered. Finally, in many cases, teachers incur the cost of their school vacation time.

The district may have to pay for a substitute teacher for a teacher’s absence. However, while the teacher would only be working eight hours if at school, as a study tour leader abroad, he/she is on duty 24 hours per day, 7 days a week for the duration of the tour.

### **5. How can the school and athletic codes of conduct be enforced during the dates of travel?**

This goes to Mary Poppins’ adage, “Well begun is half done.” By defining clear expectations and consequences from the outset and reiterating them throughout the preparation phases, many of these concerns will be addressed. Teachers must also set the example for their students while abroad.

In the case of a violation, teachers and administrators must devise and follow a clear process as to how to proceed (page 13).

### **6. How are concerns with international safety issues avoided and handled?**

This is a situation in which working with a travel company is extremely advantageous. They will monitor threat levels and adjust the itinerary as necessary. Assure parents that their child’s safety is your chief concern.

### **7. How are participants selected to join this study tour?**

An informational meeting (page 5) will help you to define expectations with students and parents early in the process. A sample trip application appears on pages 15 - 16. Faculty and administrative input (pages 17 -18) is also critical to your success.

## **Finally, an ongoing question to consider throughout the process:**

How are foreign language teachers generating ongoing support from the rest of the faculty and staff, and how can administrators help to foster the relationship?