

Going Out: What's It About?

The child of the second plane of development

The major acquisitions of the child on the path of self-construction from about the age of six to twelve are tremendous intellectual growth, moral development, and a desire for further social independence. This child has a fundamental need to know about the "universe". The knowledge the child acquires in this stage is potentially limitless. This is the time of building responsibility towards the universe and its inhabitants. Social and moral issues are of great interest to the child in this stage of development.

The purpose of Going Out

Dr. Montessori considered the "will" as the power of the Human Being to choose. This ability to pause, reflect and make a decision is unique to Human Beings. The child can think, for example, "I want to find out more about making glass. How do I do that?" The act of choosing an activity or pursuing a specific interest offers continued development of the will. It is the primary purpose of the Going Out program. Making choices is exercising the will, and Montessori felt this skill needed to be developed in the children at an early age. The Going Out process gives the child an opportunity to make choices and realize the consequences of those choices.

A second purpose is to provide new opportunities for intellectual stimulation, giving the students a real life experience. Viewing a river, learning about pottery, and visiting a science lab are a few examples.

A third purpose is to prepare the child to live in society. Through Going Out, the child begins to experience reality beyond the classroom. The child learns to walk appropriately and speak politely in a variety of settings, as well as more practical issues such as how to question a docent or wait in line for an exhibition in an appropriate manner.

Practical considerations

Children's Responsibilities:

1. Make the necessary phone calls to enlist a chaperone and find out information concerning the destination; making an appointment if needed.
2. Complete the Going Out Form and return the signed form to the classroom.
3. Bring the following items: their personal WBMS ID card in a pocket and the

portable first aid kit.

4. If needed, bring a pencil and notebook, extra clothing and money.

5. Show respect and act appropriately!

The children are expected to leave each space they have occupied as they found it or cleaner.

Chaperones' Responsibilities:

1. THE SAFETY OF THE STUDENTS IS YOUR NUMBER ONE PRIORITY.

- Provide limits appropriate to the Going Out. For example, have the students stay behind the adult at all times. They should not run ahead! Walking in pairs in a line would be appropriate for moving about a museum. Outdoor activities need designated boundaries. For example, go no further than that large tree, or when exiting the LightRail, stop at the first bench and wait.

- Remind the students of their responsibility to keep the adult in view at all times.

- Children should never travel alone. Have the children use the bathroom in pairs.

- Discuss with the students the steps to take if they should become separated from the group. A few examples: "This is what the security officers look like here if you should need assistance." or "The information booth is right here by the entrance if you need help from an adult who works here." Offer them specific vocabulary for their location. Also offer words to use to get assistance, such as: "I've become separated from my group. I am with White Bear Montessori School and my Personal ID card is in my pocket."

- In case of an emergency, contact the school office immediately.

2. Before leaving, confirm the students have their ID cards, first aid kit, and any personal belongings necessary for the trip.

- SIGN THE CHILDREN OUT AT THE FRONT DESK, INCLUDING YOUR CELL PHONE NUMBER.

3. Bring with you, the following items: the binder holding emergency forms for the class, directions to the destination, and a trash bag.

4. Maintain appropriate conduct of the group. Understand the students are in the process of learning how to conduct themselves in society and may need your input. Should you, as the chaperone, feel uncomfortable with a child's or the group's conduct, please feel perfectly comfortable in stopping the activity and returning to school immediately. Returning is a natural consequence, and this may be a necessary part of the learning process.

5. Orient the children to the area. For example: "This is the map of the museum and we are here. This is the area we want to see. Look at this map and tell me where do you think we should go from here?" Perhaps guide the children in the discussion.

6. If needed, remind the students of their purpose for coming to the destination. "Yes, this all looks very interesting. If we have time left when we are finished, we might be able to look before we leave."

7. Return promptly or notify the office of a delay as soon as possible.

NOTE TO CHAPERONES: Thank you for supporting this vital part of the Montessori Elementary experience. WBMS requires chaperones to complete an online background check with the Minnesota Department of Human Services. There is no cost to you and it requires less than 5 minutes of your time to complete.

Please stop by the front office, with your driver's license, to complete your background study. Please do this as soon as possible so we can get the Going Out program up and running.

Thank you!!

Here is a sample of the form your child would bring home for you to sign (or not sign if you choose).

**Going Out
Permission Form**

Date of Going Out: _____

Who: _____

Chaperone(s): _____

Where (include address): _____

Purpose: _____

Form of Transportation: (i.e. car, public transport, etc.) _____

Leave Time: _____ Return Time: _____

Car Seat/ Booster Seat Requirement: _____

Cost: (Transportation/Parking, Admission Fees) _____

Teacher Signature: _____

Parent Signature: _____