

How planning a library visit resulted in a journey of discovery

A walk to the local school library led a kindergarten class on a journey of discovery as they encountered the world outside the kindergarten fence. This learning experience enabled the children to plan their own journey, explore their local environment, learn about and practice safety procedures and actively engage, plan and contribute to their learning.

A discussion with the kindergarten class led to the discovery that the majority of the children would be attending a nearby local school for prep. As the school was a short distance from the service, it was decided to embark on a walking excursion to visit the school library.

The children were encouraged to discuss safety in the park, sun safety during the walk, road safety and different types of maps, such as street directories, Google maps and treasure maps were consulted. This gave the children the inspiration to draw a map to show the way to the school and marking the different landmarks on the journey.

One of those landmarks was a dog-off-the-leash park, which sparked an interest in safety around animals. An Animal Welfare League representative was organised to visit the class so the children could learn about behaviour around dogs and what to do if a dog approached them in the park. This reinforced and extended upon a visit from a local council representative earlier in the month where the children learned about pets and how to safely engage with them.

A discussion was started on the children's own experiences of library visits, what they thought a library was, what they could do in a library and what rules there might be when visiting. A research project followed regarding libraries using the internet.

The library visit was scheduled and parents were informed of the excursion. The children were excited at the thought of being able to borrow a book, so their names were provided to the school so that they would be able to borrow during the visit.

The walk using the children's map and the visit to the library was a success and after the excursion the children set up a library in the kindergarten room and the map was displayed proudly for all to see. Photos of the visit were sent to parents so they could discuss the experience with their children.

This excursion is now an annual event for the kindergarten group, promoting a learning experience that is not just about the destination but also the journey. Plans are in place to have the crossing guard visit the group so they can learn more about road safety and traffic awareness.

Educator's Voice

"A walk to the school library became a multi-faceted experience led by the children's interests and ideas, and is now an annual event for our service."



Child's Voice

"We made home corner look like the library at the school."



ACA Queensland

Topic	Content		
Overview	✔ Planning a walking tour to a nearby school enabled children to actively design their own learning experience, explore their local environment and learn and recognise safety procedures. ✔ The event strengthened the connection between the kindergarten program and school. ✔ It enabled the children to engage in real life experiences and learn life skills.		
Outcomes	QKLG Connectedness, Wellbeing, Communicating	EYLF 2, 3, 4, 5	**NQS** 1.1.,2.2, 2.3, 3.2, 3.3, 6.3
Benefits to Children and the Service	✔ Help children to explore their environment and learn and experience safety practices. ✔ Strengthen relationships with the community. ✔ Profile the kindergarten program and generate recognition of the service. ✔ Assist with their transition to school		
Budget and Resources	✔ No cost, as the excursion was a walking tour.		
Timeframe	✔ Four weeks to plan and implement the one-day event.		
Equipment	✔ Different coloured pens and paper to draw the map. ✔ Maps and the internet		
Participants	✔ All children in the kindergarten class ✔ Parents and families ✔ Relevant community representatives such as a crossing guard		
Step-By-Step Guide	1. Encourage a child-led discussion on visiting a library, including experiences they have had and what sort of behaviour is expected when visiting a library. 2. Ask for suggestions on a nearby library or school library and discuss whether the children could walk to the library or what sort of transport would be needed. 3. Research libraries in the local area showing the children a map and confirm a library within close distance to the service. Use the internet to source the journey. 4. Help the children map out a walking or driving tour from the service to the library, including interesting landmarks along the way. This could include a park or a waterway. 5. Consider a way to extend the learning experience by incorporating other aspects of the journey in addition to the destination. 6. Confirm a convenient time to visit the library and if possible, provide the children's names so they can borrow books during the visit. 7. Identify community representatives that could visit the class to help them prepare for their excursion, such as a crossing guard to talk about road safety. 8. Undertake a comprehensive risk assessment as required by the relevant National Law and regulations and provide an excursion authority form for families to sign. 9. Invite parents and families to participate in the excursion and promote via the service's website, Facebook page, newsletter, display door signs and posters. 10. Prepare the children for the tour with discussions around sun safety, road safety, safety in the park (if relevant) and expected behaviour in the library. 11. Undertake the excursion and take photos to record the experience. 12. Following the visit, encourage a child-led discussion on what they most enjoyed about the library and what they can do to commemorate their library visit. 13. Complete a Learning Story and portfolio entry to record and share the learning experience.		
Further Advice and Support	✔ For further information on QKLG, EYLF and NQS outcomes, refer Appendix 1 ✔ For further information on planning an excursion, refer Appendix 2 ✔ To ensure all risks of the excursion are considered and addressed, refer Appendix 3 ✔ To help record activity of the learning experience, refer Appendix 4		