

Expedition Title –Desert and Crafts

(The title should generate curiosity to know more about the expedition both among the children and educators. It should capture the essence of the expedition.)

Expedition Summary

In this expedition, children will experience craftsmanship and what does it take to design/create a crafts product. They will work with real artisans and will understand the life and challenges of being an artisan. They will also understand how crafts have impacted the lives of women, their self-reliance and the role of women in sustaining crafts. As a part of expedition, they will interact and interview artisans and create their profiles which can be used to promote artisans, crafts and their skills. Children will also experience the desert habitat –the flora and fauna and what makes the desert a harsh habitat.

Grade level	Timeframe	Date of creation or revision
Grade 8	2 weeks	

Principles underlying the Expedition Designing

Designing an expedition is a creative discipline. It demands lot of rigour both at the thinking and doing levels. It involves mapping, making connections, planning, implementation, reviewing and documentation.

The big idea behind designing an expedition is to keep a track of how it evolves with each planning draft –important is to keep working on it. It takes minimum three years for an expedition to be effective and focused. The design framework helps educators to document each draft of the expedition plan and thus provides structure and space to make their thinking and understanding visible to self and others. It sets the context for shared learning and working together.

Some of the designing principles are:

1. Planning is important and not the plan. The idea is to continuously keep reviewing and modifying the plan and not to get stuck with a plan.
2. Planning is not a sequential process. There is lot of back and forth in the planning process. The structure or framework is to assist educators in initial phases of the expedition and thereafter, educators need to restructure it depending on the context, children's need and the flow inside the classroom.
3. Planning is a learning process. It helps us to make our thinking visible, which enables us to review our plans and others to share their thoughts on it. We can review what happened in the expedition vis-a-vis what we had planned, which is an important source of learning.

Big Ideas behind the Expedition

(It is the enduring understanding that we would like to develop in students, which will remain with them for the years to come.)

- Craftsmanship is a way of life. It is also a means for self-expression/creativity and thereby gives lot of satisfaction and peace.
- In desert, crafts is a means for self-reliance. It empowers women both financially and emotionally. It leads to self-confidence.
- Working with hands/crafts leads to self-reliance and thereby develop self-confidence for life.
- Desert is a tough place to live. It has extreme climate/weather –cold during night and hot during the day.

Guiding Questions for the Expedition

(Guiding questions are generated from the big idea. They give direction, focus and set the boundary for the expedition. We should not have more than 2/3 guiding questions. Projects, case studies, research, activities, etc. in the expedition should help us in figuring out the guiding questions.)

1. What is craftsmanship? Is craftsmanship related to crafts only? Or is it a way of living?
2. How does crafts enable self-expression and creativity? How does crafts lead to empowerment both financially and psychologically?
3. How has crafts impacted the status of women in desert?
4. What are the challenges faced by artisans? Why it is important for crafts and artisans to survive? What can we do to sustain crafts?
5. What is so unique about the desert habitat? Why is it so harsh? Why nights are cold and days are hot in desert?

Focus of the Expedition

(Subjects, specific concepts and understanding, skills and values to be addressed in the expedition)

Subjects	Concepts/Understanding	Skills	Values
Science	Desert as a habitat –flora and fauna, sand dunes and camels Extreme climate/weather in desert Food in desert	Observation	Endurance
Social science	Why crafts are an important part of desert? How has it impacted the life style of people especially women in desert? Life of an artisan	Designing a social awarenesss campaign	Empathy and compassion

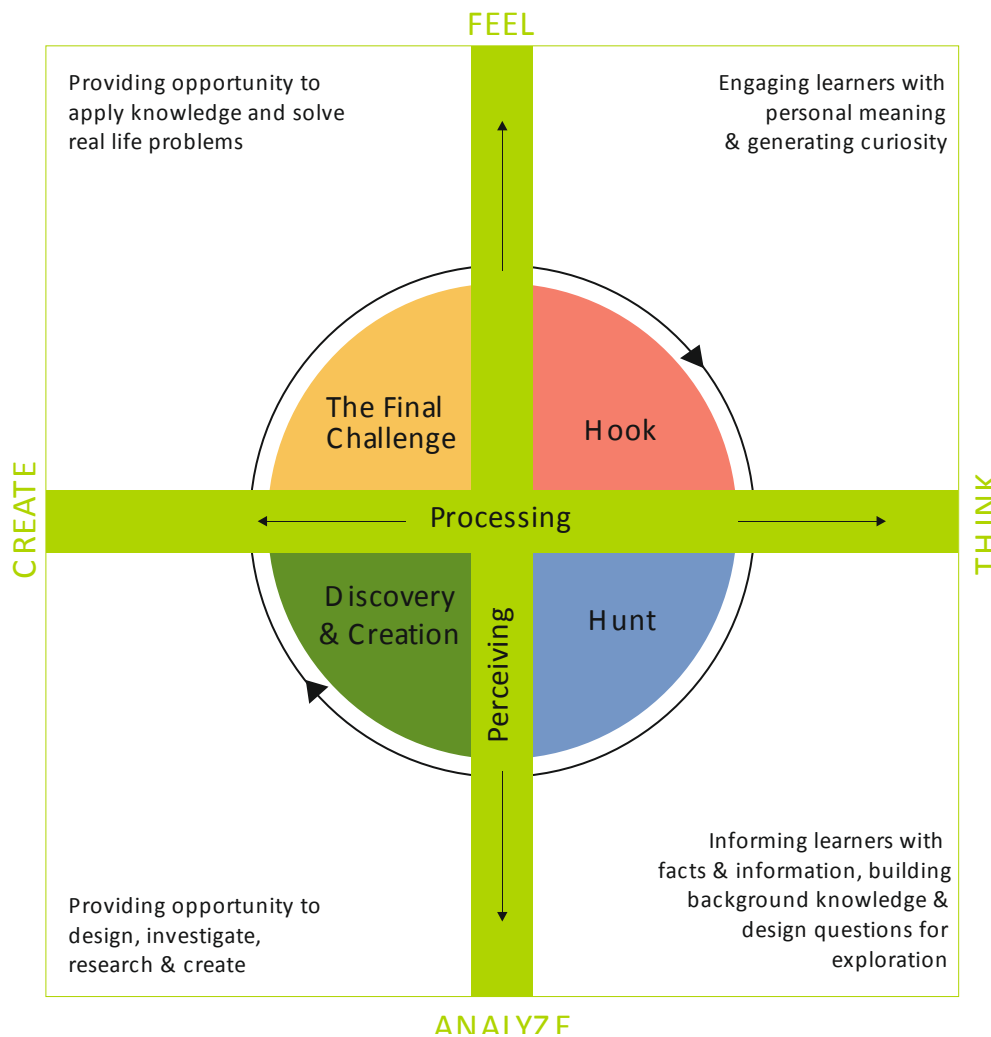
	<p>Challenges faced by artisan</p> <p>Crafts and women –how crafts have empowered women in desert?</p> <p>Crafts and self-reliance</p> <p>Crafts and self-expression</p>		
Language	<p>Reading for comprehension and inferencing the social structures in our society</p> <p>Writing a persuasive formal letter supported by real life facts and data for creating opportunities for artisans and craftsmen</p> <p>Writing biographies of craftsmen</p>	<p>Comprehension</p> <p>Drawing</p> <p>Inference</p> <p>Persuasive Writing</p>	<p>Thinking, feeling and working for the larger good of the society</p>
Craftsmanship & Personal Mastery	<p>Designing and making a craft product</p> <p>Discovering self – strengths, weaknesses, fears & courage</p>	<p>Self & Peer Critique</p> <p>Rigour</p>	<p>Excellence</p> <p>Endurance</p>

The Learning Targets

Learning Targets to be addressed in the Expedition are (to be finalised with teachers)

Subjects	Learning Targets
Science	<ul style="list-style-type: none"> • I can give reasons on why the desert vegetation is thorny and scanty. • I can explain with reason why the particular crops grow in desert only. • I can give reasons on why the desert is hot during the day and cold at night with scanty rainfall during monsoons.
Social Science	<ul style="list-style-type: none"> • I can explain the interdependence between desert, camel, crafts and women. • I can describe the importance of crafts in the economic independence of women in the desert. • I can evaluate the challenges faced by the people in the desert especially women. • I can evaluate the gender roles in the desert villages.
Reading	<ul style="list-style-type: none"> • I can read to understand the big idea behind the text.
Writing	<ul style="list-style-type: none"> • I can write a formal letter following the in the required format and language. • I can write a descriptive piece portraying an accurate picture with words of person life.
Visual and performing arts	<ul style="list-style-type: none"> • I can create a design for my embroidery work for my bag keeping in mind the colour, fabric, size and shape of the bag. • I can embroider a design on handbag using cross-stitch
Craftsmanship	<ul style="list-style-type: none"> • I can critique my work based on the targets set by me and my peers • I can rework on my piece multiple times till I meet the set standard.
Character and culture	<ul style="list-style-type: none"> • I can seek and give constructive feedback to improve my work as well as that of others. • I can focus on the task at hand. • I can help my crew members keeping in mind my areas of strength.

The Expedition Design Framework



The Hook

A compelling experience from the local context of the child that engages and sparks curiosity in children for the exploration.

The Hunt (Building Background Knowledge)

Critical discussions that let the child seek out important facts, knowledge and more importantly the questions that she wants to inquire further. It is about building the background knowledge for the expedition.

Projects (Discovery & Creation)

Hands on exploratory projects with opportunities to design, investigate, research & create in the local context of the child that will build the required understanding and skills.

The Final Challenge

An integrated experience that lets the child apply the new found knowledge and understanding to real life problem solving or creation.

The Hook

(As the name itself suggests, the 'hook' should be able to create the curiosity and excitement in children for the expedition. The idea is to prepare children for the expedition. The hook should be crisp and engaging for the students. It is imperative that educators have the desired inquiry questions in mind while they design the hook. Often a hook, which by itself is extremely exciting and engaging, can be fruitless if it doesn't lead the children to the desired questions of inquiry and exploration.)

- **Designing an experience at National Crafts Museum**

Building Background Knowledge (BBK)

(Building Background Knowledge is a protocol through which students become interested to explore the different topics of the expedition, build background knowledge and use this background knowledge to become better and more informed about the expedition. The design of the BBK enables students to quickly engage with the topic and raise questions to further deepen their understanding. The hunt should be short and focused and should help in expanding students' perspective of the big idea by exposing them to diverse aspects, views and theories behind the expedition. This model of building background knowledge adapts easily to content in many disciplines and the design of the workshop ensures that all students read, think and contribute. It is particularly useful in introducing the expedition because it fosters curiosity.)

BBK Design

1. Mystery piece – comparing crafts products with machine made –and feeling the difference and why
2. Silent Gallery should be on –on crafts, artisans, challenges, role of women, different organizations working for artisans, desert as a habitat
3. Common text –on crafts and women –and their self-reliance through crafts
4. Expert text on –craftsmanship, challenges faced by artisans, why we need to sustain crafts, different kinds of crafts
5. Finalizing the questions of inquiry

The Launch of the Expedition

Tasks	How
What is the plan for the launch?	Sharing the expedition overview with children
What we need to communicate to children? How?	Expedition overview and the flow
What we need to communicate to parents? How?	Expedition overview and the flow
Who is responsible for what?	

Projects (Discovery & Creation)

(It consist of hands on exploratory projects with opportunities to design, investigate, research and create. This is where students do their core inquiry and creation. The aim is to find answers through investigations, experiments, tinkering, research etc. Ideally the students should have a balance of working individually and in groups. Emphasis should be on creating authentic, original and quality work whether it is creating an end product or while working on presenting their findings. For an expedition, we can have 2 to 3 projects depending upon the key concepts and skills that we aim to develop. Each project will have a case study that helps children in building the conceptual understanding of the big idea and key concepts behind the project and making connections across ideas/concepts. The idea is to build a real and engaging context for the project. It also makes the learning targets realistic and tangible.)

Project One

Project Title Experiencing craftsmanship and craft	Big Ideas/Broader concepts <ol style="list-style-type: none"> 1. What is craftsmanship 2. Why working with hands is important and how it leads to self-reliance and self-expression
Key Steps <ol style="list-style-type: none"> 1. Doing craft. Designing and making a craft product. 2. Working with real artisans 3. Interviewing artisans and understanding their life and challenges 4. Visiting their place of work 5. Photographs of the artisans 	Skills to be developed <ol style="list-style-type: none"> 1. craftsmanship 2. designing questions and conducting interviews/inquiry 3. photography
Learning targets to be addressed <ul style="list-style-type: none"> • I can give reasons on why the desert vegetation is thorny and scanty. • I can explain with reason why the particular crops grow in desert only. • I can give reasons on why the desert is hot during the day and cold at night with scanty rainfall during monsoons. • I can explain the interdependence between desert, camel, crafts and women. • I can describe the importance of crafts in the economic independence of women in the desert. • I can evaluate the challenges faced by the people in the desert especially women. • I can evaluate the gender roles in the desert villages. • I can read to understand the big idea behind the text. • I can write a formal letter following the in the required format and language. • I can write a descriptive piece portraying an accurate picture with words of the artisan's life. • I can create a design for my embroidery work for my bag keeping in mind the colour, fabric, size and shape of the bag. • I can embroider a design on handbag using cross-stitch • I can critique my work based on the targets set by me and my peers • I can rework on my piece multiple times till I meet the set standard. • I can seek and give constructive feedback to improve my work as well as that of others. 	

<ul style="list-style-type: none"> • I can focus on the task at hand. • I can help my crew members keeping in mind my areas of strength. 	
<p>Case study <i>(For setting the conceptual context for the project)</i></p> <ol style="list-style-type: none"> 1. Why crafts are important and why we need to sustain them? 2. The work done by URMUL trust in conserving and supporting crafts 	<p>Outbound KHOJ expedition to bikaner</p>
<p>Experts</p> <ol style="list-style-type: none"> 1. Real artisans 2. Experts from URMUL 	<p>Final product/performance and the audience <i>(What skills & knowledge will students need to complete this product/performance?)</i> A craft product which children will design and make during the KHOJ. Each child will make one craft product.</p> <p>Audience: for self, parents, family members, friend</p>
<p>Assessment</p> <p>Formative Assessment Projects (Discovery & Creation)</p> <p><i>(It consist of hands on exploratory projects with opportunities to design, investigate, research and create. This is where students do their core inquiry and creation. The aim is to find answers through investigations, experiments, tinkering, research etc. Ideally the students should have a balance of working individually and in groups. Emphasis should be on creating authentic, original and quality work whether it is creating an end product or while working on presenting their findings. For an expedition, we can have 2 to 3 projects depending upon the key concepts and skills that we aim to develop. Each project will have a case study that helps children in building the conceptual understanding of the big idea and key concepts behind the project and making connections across ideas/concepts. The idea is to build a real and engaging context for the project. It also makes the learning targets realistic and tangible.)</i></p> <ul style="list-style-type: none"> • 	<p>Service</p> <p>Writing biographies of the artisans and creating their profiles which they can use for marketing their skills and crafts.</p>

Project Two

Project Title Desert as an habitat	Big Ideas/Broader concepts <ol style="list-style-type: none"> 1. Extreme weather of desert 2. Flora and fauna of desert
Key Steps Experiencing sand dunes and camels Solo time and reflections Personal journal writing Endurance run Visiting the border and how jawans live in an extreme harsh climate.	Skills to be developed Reflections
Learning targets to be addressed <ul style="list-style-type: none"> • I can give reasons on why the desert vegetation is thorny and scanty. • I can explain with reason why the particular crops grow in desert only. • I can give reasons on why the desert is hot during the day and cold at night with scanty rainfall during monsoons. • I can seek and give constructive feedback to improve my work as well as that of others. • I can focus on the task at hand. • I can help my crew members keeping in mind my areas of strength. 	
Case study <i>(For setting the conceptual context for the project)</i> <ol style="list-style-type: none"> 1. Life in a desert 	Outbound
Experts <ol style="list-style-type: none"> 1. locals 	Final product/performance and the audience <i>(What skills & knowledge will students need to complete this product/performance?)</i> Endurance run on sand dunes Audience:

The Final Challenge

(The final challenge should provide an opportunity to children to apply their new found knowledge and understanding in solving real life problems or creating new possibilities leading to performances of understanding.)

Putting the biographies of artisans together in a brochure –and introducing them to different crafts organizations in delhi...it will be good if students can help them in getting visibility and market for their craft products...it can even be done online. We can send some brochures to the artisans

The Expedition Culmination

Tasks	
How are we planning to culminate the expedition?	Letter to the minister of rural development Biographies of the artisans – publish and donate to craft museums and stores
What do we want to communicate to the school, parents community and the society at large?	Artisans need a platform to present their work and be heard...
Who all will be part of the culmination? (Audience)	Child's local community, artisans from desert and school community
Who all we want to acknowledge and appreciate?	
Who is responsible for what?	
When? (Timeline)	

Expedition Planning Grid

Months	Week 1	Week 2	Week 3	Week 4

“It’s not the plan that is important, it’s the planning.”

Dr. Gramme Edwards