Expedition Title – Courage to Lead…

(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, educators will experience how to use real life experiences as a source of teaching and learning. They will understand how real and authentic experiences from the local context of children make teaching and learning meaningul, challenging and engaging for them. As a part of the expedition, educators will experience and study the lives of street children –challenges and hardships they go through. They will also study how government and other civil society organizations are taking care of street children. They will design a social campaign for building awareness for child rights for street children. In the process they will experience what it takes to be an active citizen and why active citizenship is important for democracy.

The key learning outcome of the expedition is for educators to experiences and understand how to develop curricular concepts and skills by using real life experiences as a pedagogic medium. They will learn to design a learning expedition and how to facilitate it inside the classroom. They will also experience and understand the different roles that an experiential educators needs to perform for making an experiential learning classroom. Educators will also explore and understand how to lead the change in school by being inside the classroom.

Eduacrors will understand how children learning from experiences i.e. theory of experiential learning. They will also discover and map their personal learning process and learning style.

Grade level	Timeframe	Date of creation or revision
Middle School Educatrors	8 days	

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, implmentation, reviwing and documention.

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 expeditiom 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 Idea 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.)

    a. Real life experiences are the source of true learning.

    b. Aware and active citizens are the essence of a thriving democracy

    c. To bring change, I need to be the change.

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. How to use real life experience as a source of teaching & learning?
2. What does it take to be an experiential educator? How to design and facilitate an expedition based on principles of experiential learning?
3. How to lead change from inside the classroom?
4. How do I learn? How do children learn?
5. What does it take to be an active citizen? How to design an effective campaign for social change?

Focus of the Expedition

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

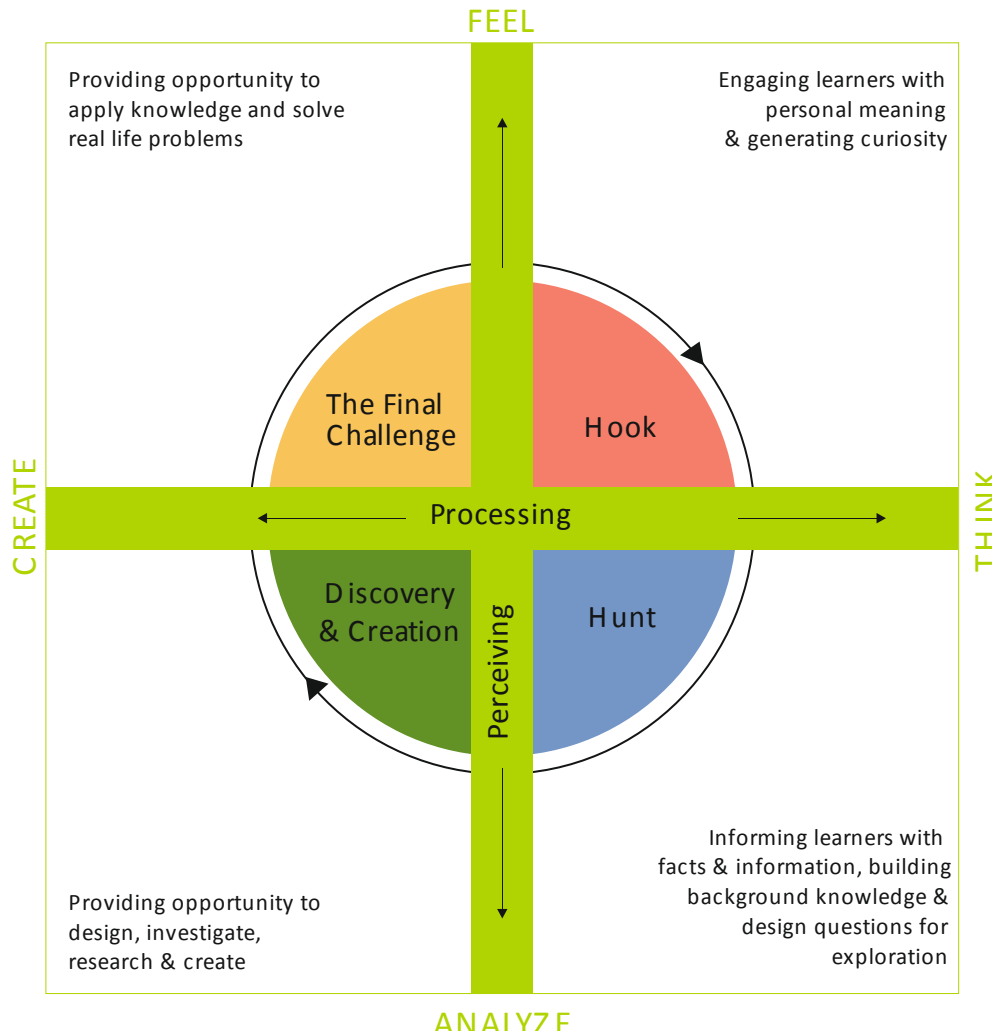| Subjects	Concepts/Understanding	Skills	Values
Science			

Social science	1. Democracy and Government
	  • Where
	  • What
	  • How
	  • Who's responsible?
	
	2. Struggles for Equality & Justice
	
	3. Are we all equal because we have a democratic government?
	  a. Child Rights for street children
	4. Designing a campaign
		Observation, Designing and Asking questions & conducting inquiry, Making connections	Respecting my & other's freedom to be different, equal and get justice
			
			Active Citizenship

Language	Reading for comprehension; Persuasive writing	Comprehension, Drawing Inference	Recpecting other's perspective even if I disagree with him/her
Art & Craft	**Visual Art** • Theatre Presentation	Campaign – Street Play	Expression, Empathy

The Learning Targets

Learning Targets to be addressed in the Expedition are

Subjects	Learning Targets
Teaching and Learning	I can use real life experience as a source of teaching and learning. I can conceptualize, design and facilitate an expedition based on experiential learning pedagogy. I can visualize and conceptualize how an experiential classroom looks like, feel like and function like. I can explain how children learn from experiences.
Social Science	I can understand child rights and connect them to the real life. I can design and do a social campaign in my local community. I can understand what it takes for equality and justice.
Reading	I can read for the big idea
Writing	I can write a persuasive letter
Visual and performing arts	I can use theatre skills to design a social campaign
Craftsmanship	I can use multiple drafts for composing a letter I can do multiple rehersal and practice for the play
Character and culture	I can explain with evidence how I learn and how flexible I am as a learner and an educator.

The Expedition Design Framework

FEEL

Providing opportunity to apply knowledge and solve real life problems

Engaging learners with personal meaning & generating curiosity

CREATE

THINK

The Final Challenge

Hook

Processing

Discovery & Creation

Hunt

Perceiving

Providing opportunity to design, investigate, research & create

Informing learners with facts & information, building background knowledge & design questions for exploration

ANALYZE

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.)

The hook

Mystery cards…

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
2. Silent Gallery walk
3. Common text – a documentary on lives of street children
4. Expert text on – case studies on different aspects related to street children
5. Finalizing the questions of inquiry

The Launch of the Expedition

Tasks	How
What is the plan for the launch?	
What we need to communicate to children? How?	Expedition overview and the flow
What we need to communicate to parents? How?	
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 –Child rights for street children	Big Ideas/Broader concepts
	1. Are we all equal in a democracy? 2. Struggles for equality and justice in a democracy 3. What it takes to be an active citizen
Key Steps 1. Visiting Umeed Bhavan 2. Interacting with street children 3. Conducting Survey 4. Designing a campaign 5. Doing a campaign 6. Writing a letter to the concerned government offical	**Skills to be developed** 1. Designing and asking questions 2. Conducting inquiry 3. Theatre skills 4. Doing a campaign 5. Reading and writing

Learning targets to be addressed

- I can understand child rights and connect them to the real life.

- I can design and do a social campaign in my local community.

- I can understand what it takes for equality and justice.

- I can read for the big idea

- I can write a persuasive letter

- I can use theatre skills to design a social campaign

- I can use multiple drafts for composing a letter

- I can do multiple rehersal and practice for the play

- I can use multiple drafts for composing a letter

- I can do multiple rehersal and practice for the play

Case study/Documentaries *(For setting the conceptual context for the project)* 1. What is a campaign and why we need to do a campaign? 2. Different types of campaign	**Citybound** 1. Visiting Umeed Bhavan 2. Homes of street children in Connaught place
Experts 1. CWC officer 2. Umeed Bhavan staff and facilitators 3. Theatre experts	**Final product/performance and the audience** *(What skills & knowledge will students need to complete this product/performance?)* **A social awareness campaign** **Audience**: people in Connaught place
Assessment	**Service** Letter to the education minister

Project Two

Project Title -Being an Experiential Educator	Big Ideas/Broader concepts 1. Learning through real life experiences is more meaningful, integrated and holistic 2. Be the change
Key Steps • Learning Style Inventory • Experiential Educator Role Profile • Desingning a learning expedition • Facilitating a learning expedition	**Skills to be developed** 1. Desinging a learning experience 2. Reflection and conceptualization

Learning targets to be addressed

• I can use real life experience as a source of teaching and learning.

• I can conceptualize, design and facilitate an expedition based on experiential learning pedagogy.

• I can visualize and conceptualize how an experiential classroom looks like, feel like and function like.

• I can explain how children learn from experiences.

• I can explain with evidence how I learn and how flexible I am as a learner and an educator.

Case study *(For setting the conceptual context for the project)* • Personal learning cycle and educator's profile	Citybound
Experts Meenu and Parminder	**Final product/performance and the audience** *(What skills & knowledge will students need to complete this product/performance?)* **A learning expedition** **Audience:** students
Assessment • Formative Assessment • Summative Assessment	Review by all the participants Feedback from peer teachers and coordinator Achievement of learning targets by students

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.)

Facilitating a learning expedition in the classroom

The Expedition Culmination

Tasks	
How are we planning to culminate the expedition?	Presentation of the expedition design and feedback of the implementation. Shared Review by all the participants
What do we want to communicate to the school, parents community and the society at large?	
Who all will be part of the culmination? (Audience)	
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