Expedition Title –Jungle Expedition

(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 the jungle with all five senses –they will experience different parts of the jungle. They will also explore the interdependence between different parts and also how the conservation of any one part leads to the conservation of the whole ecosystem. Children will do a focused research on different spieces and the function they perform in the jungle ecosystem –based on their research, they will make a guide book on jungle for the junior school children. Children will also interact with villagers and will figure out interdependence between them and jungle. Children will also go on a day long jungle trek, will cook their own meal and overcome physical and emotional challenges on their way –they will experience their fears and will also learn how to overcome them. As part of the expedition, children will be working on courage journal i.e. discovering personal courage and how to act from courage.

Grade level	Timeframe	Date of creation or revision
Grade 5, 6 & Grade 9	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, 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 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.)

- Jungle ecosystem is interconnected.
- Trees, animal, birds and insects are an important part of the jungle ecosystem. Every part/specie of the jungle ecosystem plays an important role/function in conserving it. Conserving any one specie leads to the conservation of all the other species and the jungle.

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 does a jungle look like, feel like, smell like, sound like & taste like?
2. How does jungle as an ecosystem work and sustain itself?
3. What is the relationship between jungle and humans?
4. How can I contribute towards preserving the jungle as an ecosystem being in Delhi?
5. How do I navigate the unknown? What does it take to act with courage?

Focus of the Expedition

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

| Subjects	Concepts/Understanding	Skills	Values
Science	1. Experiencing the jungle with all five senses. 2. Studying different parts/species of the jungle and their interdependence and the function they perform in the ecosystem. 3. Conservation of an ecosystem 4. Forest as a source of water 5. Sustainable development	Observation	Conservation and sustainability
Social science	Different kinds of forests; grasslands Interdependence between villagers and forest; conflict between conservation and development	Asking questions and conducting inquiry Inference	Diversity and interdependence
Self-awarene	Experiencing unknown and developing the capacity to navigate	Planning and designing	Courage

ess and develop ment	the unknown. Experiencing courage and what does it take to act from courage Reflection and sharing		
Crafts manship	Completing illustrations using multiple drafts;	Multiple drafts	Perseverance

The Learning Targets

Learning Targets to be addressed in the Expedition are

Subjects	Learning Targets

Science and Technology	• I can describe the elements of a forest eco system
	   a) Flora & fauna
	   b) Village in/ near a forest - its people and their lifestyle
	   c) Terrain
	
	• I can describe the physical features, behaviour and food habits of my organism.
	• I can explain the interrelationship between my organism and forest

Social Science	• I can observe the village as a whole/ community • I can identify the relationship between the landforms and the lifestyle of people around • I can understand the relationship of man with nature (man destroying nature for his settlement- man adjusting with nature)
Reading	• I can read to understand the relevant facts and data in the given text.
Writing	• I can write an informative piece on my organism with facts supporting my inferences. • I can write an informative piece on my organism using relevant and meaningful vocabulary .
Visual and performing arts	• I can draw a pencil sketch of my organism to look like the real picture
Craftsmanship	• I can rework on my drafts muliple times to meet the expected criteria for high quality work.
Character and culture	• I have experienced myself in challenging situations and I know how to respond to it. • I can be a good team player and support my peers in challenging situations. • I can effectively work in a crew task, giving inputs and respecting others. • I can take risks and try out things that are not easy for me.

The Expedition Design Framework
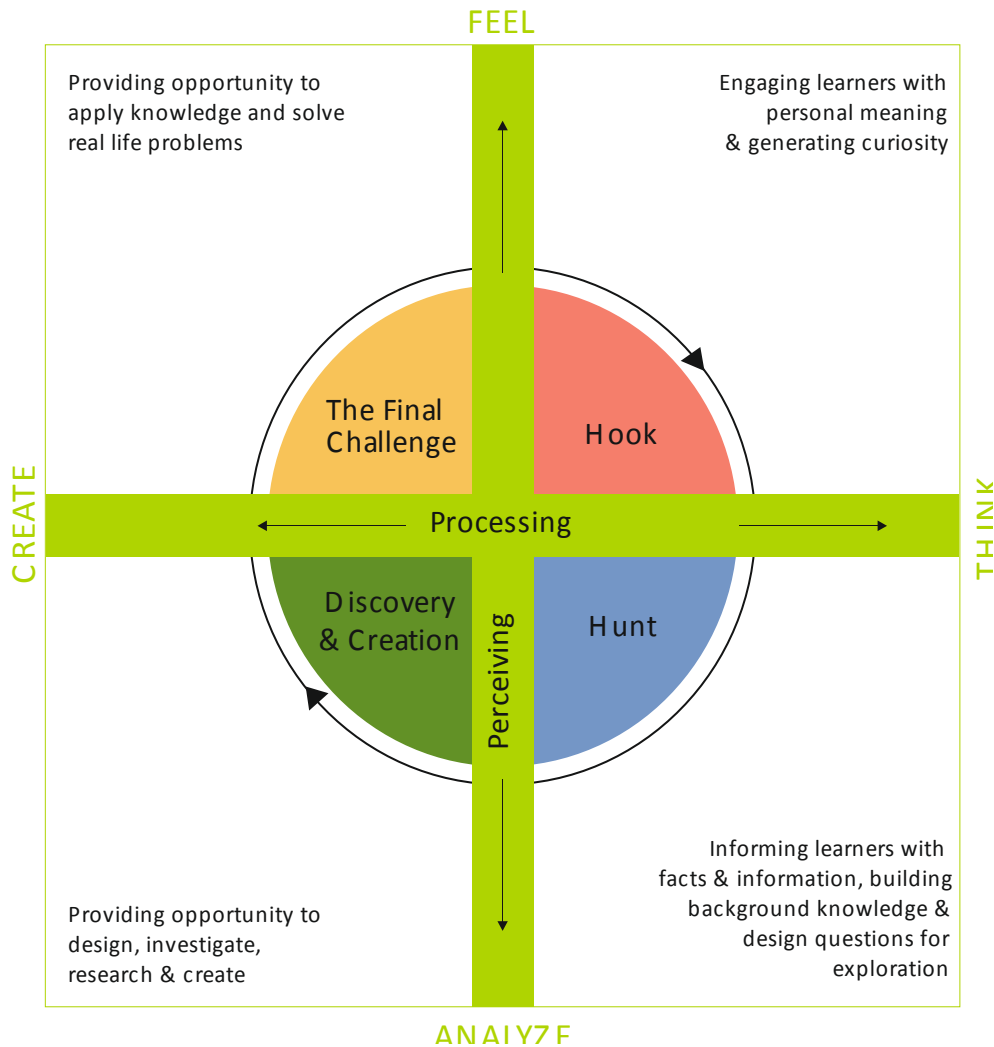
The Hook

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.)

1. Documentary on jungle as an ecosystem –and the importance of the role/function that each specie/part plays in the ecosystem

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 – on different parts of the jungle
2. Silent Gallery should be on –jungle, animals, trees, conservation, interdependence
3. Common text –interdependence and ecosystem
4. Expert text on –project tiger, why we need to save tigers, interdependence between people and tigers
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 and parents
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 jungle	Big Ideas/Broader concepts 1. Jungle as ecosystem 2. Form and function of different spieces 3. Adaptation 4. Sustainable development
Key Steps 1. Experiencing jungle with all five senses 2. Research on different species and the function they perform in the ecosystem 3. How to read jungle -studying pugmarks and other signs 4. Exploring the interdependence between people and jungle 5. Illustrations 6. Interact with experts 7. Movies and documentaries 8. How can we conserve jungle	Skills to be developed 1. Observation 2. Illustration 3. Drawing Inference

Learning targets to be addressed
- I can describe the elements of a forest eco system
  - Flora & fauna
  - Village in/ near a forest - its people and their lifestyle
  - Terrain

- I can describe the physical features, behaviour and food habits of my organism.
- I can explain the interrelationship between my organism and forest
- I can observe the village as a whole/ community
- I can identify the relationship between the landforms and the lifestyle of people around
- I can understand the relationship of man with nature (man destroying nature for his settlement- man adjusting with nature)
- I can read to understand the relevant facts and data in the given text.
- I can write an informative piece on my organism with facts supporting my inferences.

- I can write an informative piece on my organism using relevant and meaningful vocabulary .
- I can draw a pencil sketch of my organism to look like the real picture
- I can rework on my drafts muliple times to meet the expected criteria for high quality work.

Case study *(For setting the conceptual context for the project)* 1. Why we need to save tigers	Outbound KHOJ expedition to jungle
Experts 1. Ashish 2. Local village guides/elders	Final product/performance and the audience *(What skills & knowledge will students need to complete this product/performance?)* Field book on animals, trees, birds, etc and on jungle conservation –it will have illustration and a brief information on different species Audience : grade 2 students
Assessment Formative Assessment	Service Spreading awareness about saving the forest amongst the local villagers and donating the book to to the local camps

Project two (Especially for grade 9)

Project Title Personal Mastery	Big Ideas/Broader concepts 1. uncovering fears and how to overcome them 2. personal values and vision 3. experiencing courage
Key Steps 1. Jungle treks 2. Adventure activities 3. Solo time 4. Reflection time 5. Service	Skills to be developed • Personal reflection and journal writing

Learning targets to be addressed
- I have experienced myself in challenging situations and I know how to respond to it.
- I can be a good team player and support my peers in challenging situations.
- I can effectively work in a crew task, giving inputs and respecting others.
- I can take risks and try out things that are not easy for me.

Case study *(For setting the conceptual context for the project)*	Outbound Jungle trek

• What does it take to act from courage	
Experts	**Final product/performance and the audience** *(What skills & knowledge will students need to complete this product/performance?)* Reflecting and writing the courage journal and sharing it with the crew members (for 9th graders)
Assessment Summative Assessment	**Service** Working with the forest department or villager on jungle conservation

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.)

1. Complete the guide book on jungle for garde 2 students
2. What does it take to act with courage – students will make habit cards on courage (for grade 9)

The Expedition Culmination

Tasks	
How are we planning to culminate the expedition?	Gallery walk in the school
What do we want to communicate to the school, parents community and the society at large?	Why we need to conserve jungle…
Who all will be part of the culmination? (Audience)	Children, teachers, parents and community members
Who all we want to acknowledge and appreciate?	All experts, facilitators and local people of the village.
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