Expedition Title –Food and Farming

(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 and understand the importance of healthy, natural and balanced food –and how heatlhy food leads to healthy mind, body and spirit. They will also experience how natural food is grown and the joy of working with hands in the fields. They will work on how to plan and eat a balance diet. They will experience how to cook natural food and also how cooking leads to self-reliance, which is an important life skill. As part of expedition, they will rework on the menu of school cafeteria to make it more balanced and healthy. Students will also study different kind of soils and the crops they are best suited for– and how to make soil fertile for agriculture. They will conduct experiments to study the different properties of soil. Students will also understand the causes of hunger and famines –and how it is not due to lack of food but due to lack of democracy i.e. economic inequalities that exist in our societies. They will also study and understand the mid-day meal scheme of government and also the new food security act. In the end, they will design a campaign on healthy food and living –and also how we can contribute towards the larger cause of healthy and balanced food for all.

Grade level	Timeframe	Date of creation or revision
Grade 6	3 to 4 months	

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.)

- We are what we eat. Natural and balance food leads to a healthy body, mind and spirit.
- Natural farming is a sustainable and viable farming.
- Working with hands build confidence and self-reliance, which are important life skills.
- Hunger is not due to lack of food but it is due to lack of democracy and existing inequalities. Hunger is a political issue.

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 natural food? How does it taste like, smell like, feel like, touch like?
2. What is balance diet? Why is it important to have a balance diet?
3. How food and our food habits have changed overtime? And why?
4. What does it take to grow healhty/natural food?
5. How does it feel to work on a farm? Why is it important to work with hands?
6. How to cook healthy/natural food?
7. Do we grow enough food to feed the entire population of the planet? If yes, why do people still go to sleep hungry? What can I/we do to eliminate hunger?

Focus of the Expedition

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

Subjects	Concepts/Understanding	Skills	Values
Science	Sources of food. Components of food. Balanced diet. Malnutrition Diversity in food. How to grow healthy and natural food? From where we get our food- field to mandi and to our plate. Cleaning of food –different methods like threshing, sorting, winnowing, sieving, etc. How to cook healthy and natural food? How to preserve food? Different types of farming. Different	Sorting, Conducting experiements	Respect for nature, Dignity of labour

	kinds of farm. Farming practices and equipments. Crop production Different kinds of soil and their properties. Soil Profile. Soil and crops. How to build healthy soil? Seeds and why we need to preserve local seeds?		
Social science	How food and food habits have changed overtime and why? The history of farming and the current challenges History of hunger and famines –and why do they occur? The current situation and the challenges. Food security act.	Change over time, Designing a social awarenesss campaign	Empathy and compassion
Language	Reading for comprehension, Writing an informative piece	Presentation	
Art	Folk dance		Importance of leisure time
Crafts-manship & Character	Doing farming and working with hands		Living in harmony with nature

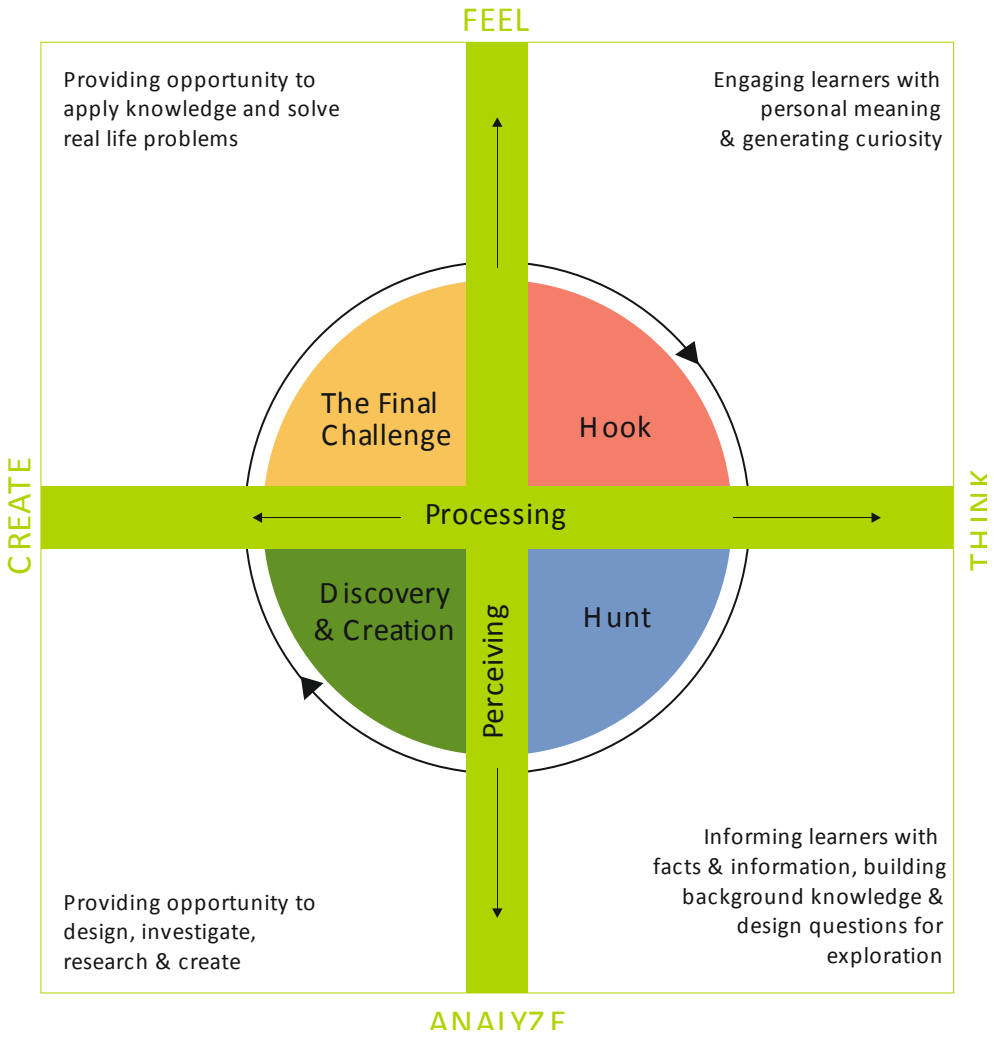
The Learning Targets

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

Subjects	Learning Targets
Science and Technology	• I can identify the various components present in food by performing investigations. • I can list the sources and functions of the various components of food. • I can explain the importance of a balanced diet for a healthy body. • I can identify the properties of soil by conducting appropriate investigations. • I can explain the different aspects of natural farming in terms of their processes and advantages.
Reading	• I can identify the difference between what a text says explicitly and what it implies using evidences from the text. • I can cite evidences from the text to support my analysis. • I can draw logical inferences and conclusions using my previous knowledge and contextual clues given in the text.
Writing	• I can write a well-researched informative piece using organization and academic vocabulary.
Visual and performing arts	
Craftsmanship	Systems Thinking • I can identify the important elements in the given time period that are changing over time. • I can infer reasons for change based on patterns and trends emerging over a specified period of time.
Character and culture	• I can seek and give constructive feedback to improve my work as well as that of others. • I can be inclusive by giving all my crew

	members an equal opportunity to participate. • I can demonstrate respect by listening attentively to the person who is speaking.

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. On healthy and natural food (may be 'eating right' documentary)
2. Children preparing a meal in school

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 pieces – on food; tasting/smelling/ touching natural food and unnatural food – and feeling the difference.
2. Silent Gallery should be on –on food, farming, farmers, hunger/famine, etc
3. Common text –on why natural and balanced diet and also a documentary –poision in our plate.
4. Expert text on –food and components of food, food diversity, natural farming, hunger, local seeds, soil
5. Finalizing the questions of inquiry

The Launch of the Expedition

Tasks	How
What is the plan for the launch?	Sharing the expedition overivew 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

<table>
<tr><td>Project Title
Food and its components</td><td>Big Ideas/Broader concepts
1. Components of food
2. Sources of food
3. Mal nutrition</td></tr>
<tr><td>Key Steps
1. What do I eat? How healthy is the food that I eat?
2. Maintaining the diet journal
3. what are the different components of food?
4. How food and food habits have changed overtime? And how it is impacting our lives?
5. What is a Balanced diet?
6. Malnutrition
7. Reviewing the school lunch menu</td><td>Skills to be developed
1. Recording
2. Drawing inference</td></tr>
<tr><td colspan="2">Learning targets to be addressed
• I can identify the various components present in food by performing investigations.
• I can list the sources and functions of the various components of food.
• I can explain the importance of a balanced diet for a healthy body.</td></tr>
<tr><td>Case study (For setting the conceptual context for the project)
1. On the changing food habits and life styles –and its impact
2. What is balanced diet? and why?</td><td>Outbound /Citybound
Organic and healthy café/restuatrant (may be we can also visit mirambiaka’s caferteria)</td></tr>
<tr><td>Experts</td><td>Final product/performance and the audience (What skills & knowledge will students need to complete this product/performance?)
Revieiwing the diet journal and drawing learnings from it.</td></tr>
</table>

	Also review the school menu and draw inference on how healthy is our food in school? Audience: class/ school community
Assessment Formative Assessment	**Service**

Project Two

<table>
<tr><td>Project Title
Natural food and farming</td><td>Big Ideas/Broader concepts
1. What is natural food? How it looks like, feel like, taste like, etc?
2. Cooking healthy and natural food
3. How do we grow healthy and natural food? Basic practices and processes of farming
4. How do food reaches our plate? Farm to mandi and to our plates
5. Living a healthy life. Why food is important for heatlhy and joyful living.</td></tr>
<tr><td>Key Steps
1. Experiencing a healthy living at the farm
2. Eating natural and balanced food
3. Working at the farm –how do we grow natural food
4. Developing the understanding of natural food
5. Cooking natural and healthy food
6. Maintaining the diet journal
7. Understanding and experiencing the process of how food reaches our plate.</td><td>Skills to be developed
1. Cooking
2. Farming</td></tr>
<tr><td colspan="2">Learning targets to be addressed
• I can explain the different aspects of natural farming in terms of their processes and advantages.</td></tr>
<tr><td>Case study (For setting the conceptual context for the project)
1. What is natural food? And how it is different?
2. Why natural farming? How is natural farming different from conventional farming?
3. Satmavye Jayat documentary</td><td>Outbound/citybound
KHOJ expedition to a Natural Farm in Fazilika</td></tr>
<tr><td>Experts
1. Natural Farmers</td><td>Final product/performance and the audience (What skills & knowledge will students need to complete this product/performance?)
reworking on the menu of the school</td></tr>
</table>

	cafeteria based on the principles of natural and balanced diet Audience: school community
Assessment Formative Assessment	**Service –**Design a campaign on healthy living and eating in the local community

Project three

Project Title Soil	**Big Ideas/Broader concepts** **1.** different kinds of soil and their properties **2.** soil profile **3.** soil and crops **4.** soil building
Key Steps Studying soil profile Why soil is important in farming? How to make soil rich in nutrients? Studying different types of soil and their properties Different soils and the crops that they are best suited for… How to build healthy soil Conserving soil	**Skills to be developed** 1. conducting experiments
Learning targets to be addressed • I can identify the properties of soil by conducting appropriate investigations.	
Case study *(For setting the conceptual context for the project)* 1. Different types of soil 2. How to make soil fertile for agriculture	**Outbound** KHOJ expedition to a Natural Farm in Fazilika
Experts **1.** Natural Farmers	**Final product/performance and the audience** *(What skills & knowledge will students need to complete this product/performance?)* Making green manure for school gardens using the green waste from the school kitchen **Audience**: school community
Assessment Formative Assessment	**Service** Inviting small natural farmers for the Mela to provide them direct market.

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.)

Reworking on the food Pyrmaid based on the principles of natural food and farming…

Or

Do we grow enough food to feed the entire population of the planet? If yes, Why do people still go to sleep hungry? What can we do to eliminate hunger?

Steps

1. Case study on hunger and famine
2. Mid-day meal case study
3. Food security act

Essay writing /Ice berg on the problem of hunger and famines – putting them on the blog for parents or making a presentation to the district commisioner on making sure that all citizens of gurgaon have heatlhy food to eat.

The Expedition Culmination

Tasks	
How are we planning to culminate the expedition?	Natural Food Mela
What do we want to communicate to the school, parents community and the society at large?	Learning and experiences of children
Who all will be part of the culmination? (Audience)	Parents, community members and local natural farmers
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