disha india
Expedition Design Framework

Expedition Title
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.

Grade level	Timeframe	Date of creation or revision	Educators

The purpose and principles behind the Expedition Design Framework

The Expedition Design Framework is a planning document. It provides a structure for educators to plan, design, review and document expeditions. The idea is to map the expedition flow and keep a track of how it evolves with each planning draft. 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.

The principles behind the design framework

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.

Acknowledgement

This design framework is inspired and guided by Expedition Overview document of the Expeditionary Learning, Outward Bound Expedition Design Framework and Kolb's Theory of Experiential Learning. The present draft of the design framework is also an outcome of the work done by Disha India with schools across the country in the last ten years. We would like to appreciate and acknowledge educators from different schools for using this framework and contributing to its evolution.

Experience as the source of learning

Learning is a process where knowledge is derived from and continuously modified by the experiences that a learner goes through. To learn is not a special province of a single specialized realm of human functioning such as cognition or perception. It involves the integrated functioning of the total being i.e. thinking, feeling, perceiving and doing. For effective learning to happen one needs four different kinds of abilities- concrete experience (CE), reflective observation (RO), abstract conceptualization (AC) and active experimentation (AE). This means, one must be able to engage oneself fully, openly and without bias in the new experiences (CE). He/she should be able to reflect upon and observe his/her experiences from different perspectives (RO). He/she must be able to construct conceptual understanding that integrates his/her observations into logically sound theories (AC) and he/she must be able to use these theories to make decisions and solve real life problems (AE). [Kolb's Theory of Experiential Learning]
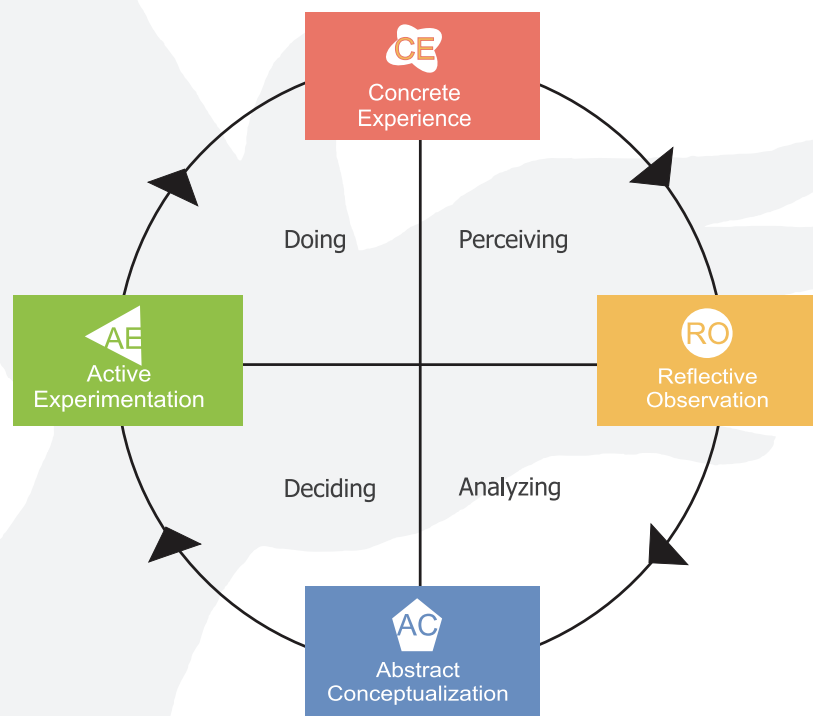
Kolb's Experiential Learning Cycle

Understanding and re-defining the learning process:

a. Learning is a continuous process grounded in the personal experiences of the learner. It involves transaction/interaction between the person and the environment and both get essentially changed during the process of learning.

b. The process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world i.e. the conflict between concrete experience and abstraction and the conflict between observation and action. Learning requires abilities that are polar opposites. When we use both the concrete and abstract modes to experience our experiences and when we both reflect and act on that experience, we expand our capacity to learn.

c. We all have our own preferred learning mode and given the opportunity and space we would prefer to learn through it. But for effective learning one needs to go through the complete learning cycle i.e. all the four learning modes -experiencing, reflecting, analyzing and doing. The goal of school education is to develop all four learning abilities and the learning flexibility to move across the learning cycle as the situation demands.

d. Children have different learning styles and differential learning pace. They have different ways of solving problems. It is important that we acknowledge and respect this diversity in children and thereby, provide them the space in our curriculum and pedagogy to remain and learn differently.

e. Building knowledge is a transformative process, being continuously created and recreated, not an independent entity to be acquired or transmitted. Therefore, learning is the process where knowledge is created through the transformation of experiences. The purpose of education is to help children understand the process of knowledge creation i.e. learning how to learn, which will empower them to be self-learners for life.

f. Learning is a holistic process of adaptation to the world. The goal of education is to not only help children in understanding the process of adaptation but also to empower them to bring about the desired change and create the new world. True empowerment comes with the mastery of personal learning process i.e. learning how to learn.

Expeditions as pedagogy for learning and social transformation

The word expedition is derived from the Latin verb 'expedire', which is complex in its meaning. Its first meaning is "to free something". In an expedition, we leave behind old habits and thinking, and break out for the new.

Expeditions comprise of challenging experiences, both physical and emotional, which lead to new awareness, sensitivity and understanding in the learners. In an expedition, learners set out to explore the unknown as crew and in the process re-discover and re-connect with self and the world around. The important aspect of the expedition is that it has the element of curiosity and creative anxiety at every step. Therefore, it helps the learner experience and understand how he/she navigates the unknown challenge and further develops his/her capacity. How one navigates the unknown is one of the important life skills.

Kurt Hahn, the co-founder of Outward Bound, employed challenge, adventure and service not as an end in itself, but as a method of inculcating perseverance, skill, teamwork, leadership, compassion and taking responsibility for common good in the students of Gordonstoun, a school in Scotland that he founded in the 1930s. Through challenging expeditions, he developed among students a sense of moral commitment to the community and empowered them to take personal responsibility for physical fitness, craftsmanship and self-reliance.
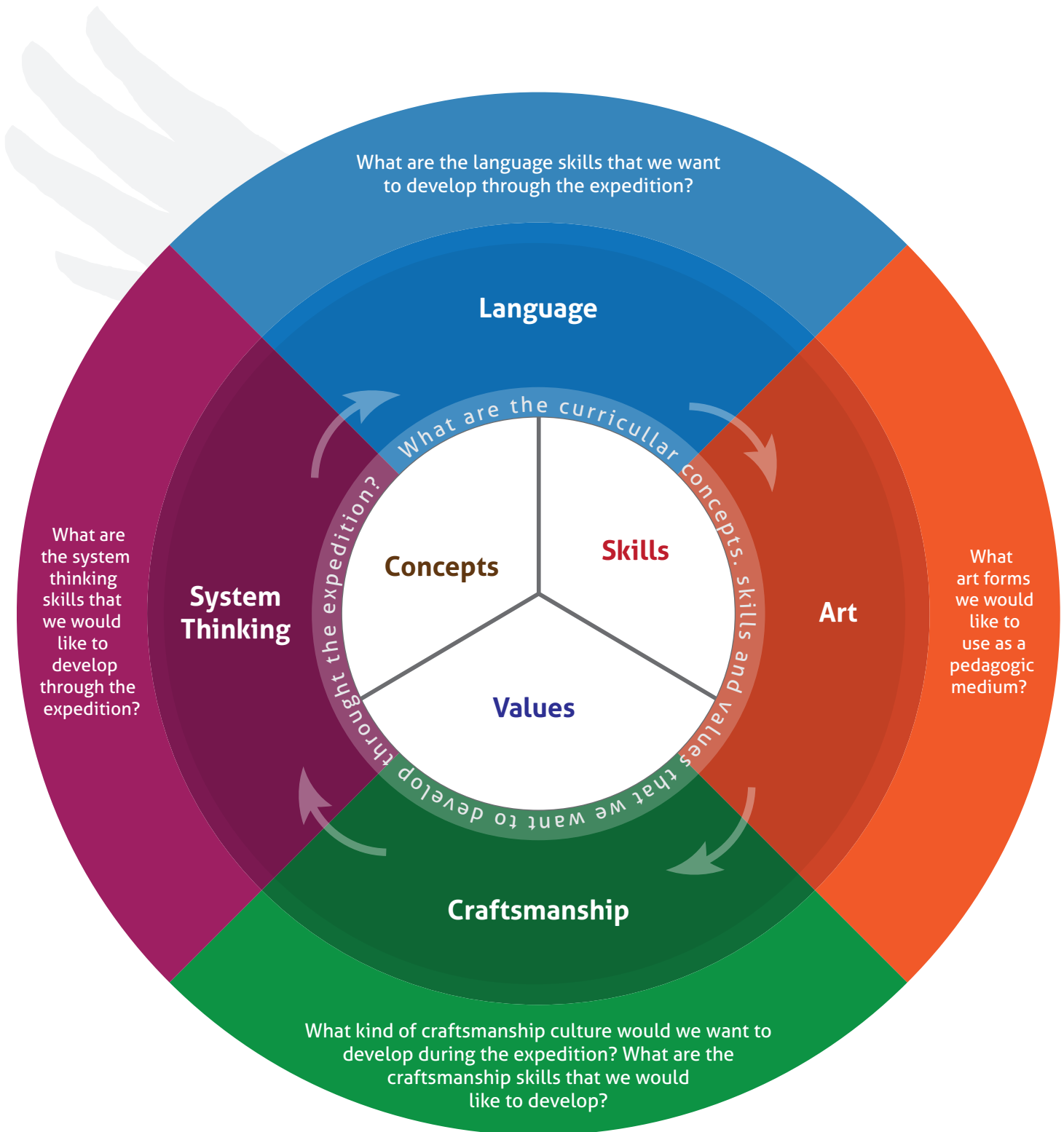
Based on principles and pedagogy of Outward Bound, the expedition has the following elements and strands as part of its design:

1. Skill Building: The first part of the expedition focuses on building skills that children will use during final challenge. The idea is to prepare them for the final expedition.

2. Working in Crews: When we are on an expedition, we explore and navigate in crews. The idea is to build on each other's strengths and create a synergy in the group. Diversity and inclusivity in crews dramatically increases the richness of ideas, ability to solve problems and capacity to act.
    As the expedition unfolds, crews will be expected to take more and more responsibility for navigation and decision-making. This is important, as it will ensure that the skills learnt before the final expedition become tools for success during the expedition.

3. Final Challenge: This expedition will include at least one big challenge like doing a social campaign, climbing a peak, a day- long rafting expedition, making of a trail, working with the community on a specific issue, etc. These challenges push the crew members to find strength that they did not know they had. Learners are nurtured and guided with care and compassion. During the final challenge, the leadership is real and the success is theirs to keep.

4. Reflection and Sharing: Solitude, reflection and silence replenish our energies and opens our mind. It is during the reflection that learners make connections with their experiences during the expedition and life. It is time for constructing new understanding and knowledge but most importantly, to re-invent Self.

5. Service: During service, learners are encouraged to work with communities on real life issues, which gives them an opportunity to practice and reinforce their new understanding built during the expedition. It also helps them to empathize and connect with real life issues of change, equality, justice and denial The important aspect of service is to experience one's true and larger self.

Integrated Curriculum Mapping Grid

This is the space for mapping the final concepts and skills to be addressed in the expedition and the interconnection between them.

What are the language skills that we want to develop through the expedition?

Language

What are the system thinking skills that we would like to develop through the expedition?

System Thinking

What are the curricullar concepts, skills and values that we want to develop through the expedition?

Concepts

Skills

Values

Art

What art forms we would like to use as a pedagogic medium?

Craftsmanship

What kind of craftsmanship culture would we want to develop during the expedition? What are the craftsmanship skills that we would like to develop?

Brainstorming...

What are the language skills that we want
to develop through the expedition?

Language

What are the curricullar concepts, skills and values that we want to develop through the expedition?

Concepts

Skills

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What kind of craftsmanship culture would we want to
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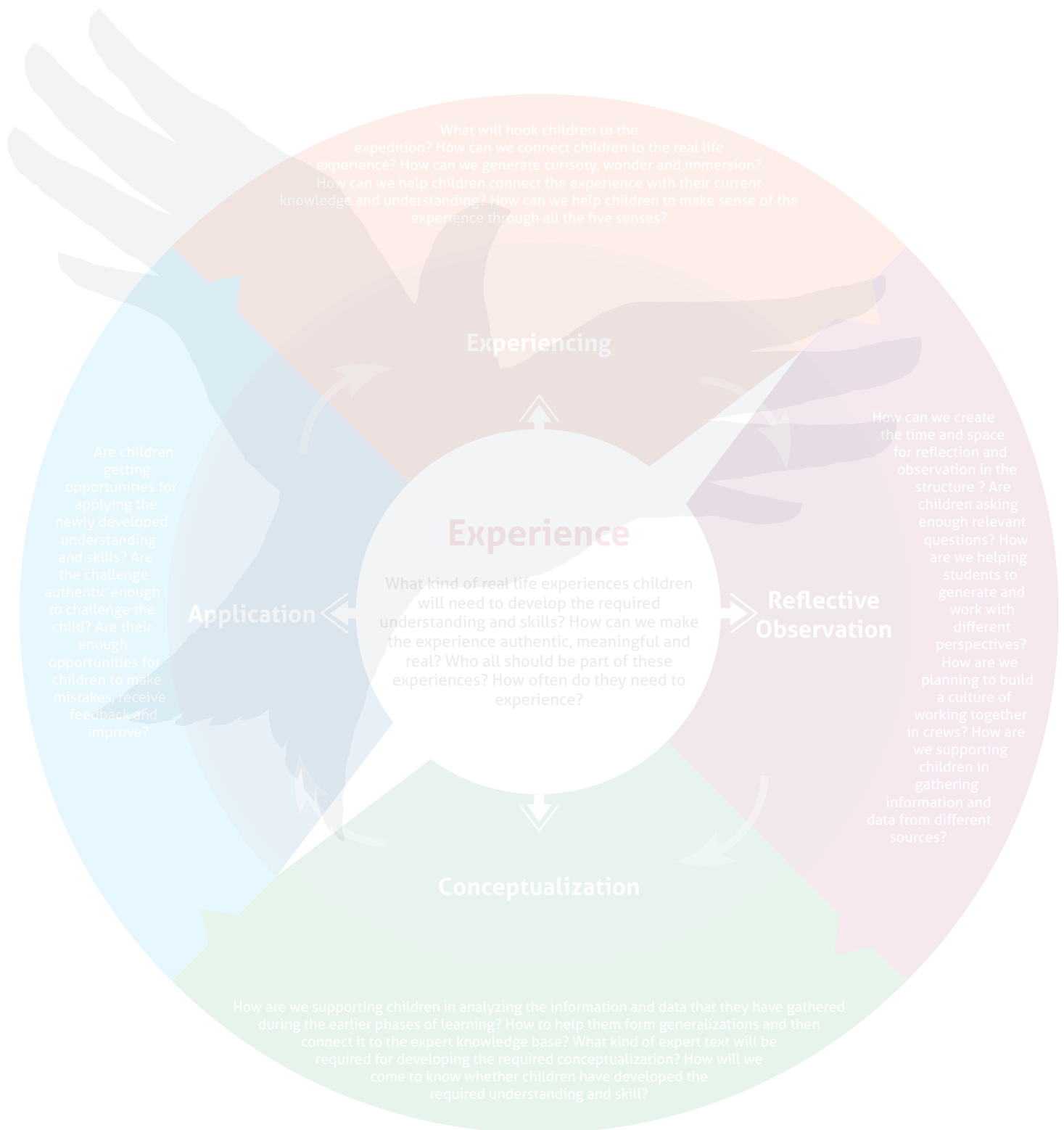craftsmanship skills that we would
like to develop?

Designing around the Experiential Learning Cycle

This is the space for brainstorming, making connections and designing the expedition based on the cycle of experiential learning. The idea is also to generate possibilities and expand thinking...

Experiencing

What will hook children to the expedition? How can we connect children to the real life experience? How can we generate curisoty, wonder and immersion? How can we help children connect the experience with their current knowledge and understanding? How can we help children to make sense of the experience through all the five senses?

Reflective Observation

How can we create the time and space for reflection and observation in the structure ? Are children asking enough relevant questions? How are we helping students to generate and work with different perspectives? How are we planning to build a culture of working together in crews? How are we supporting children in gathering information and data from different sources?

Conceptualization

How are we supporting children in analyzing the information and data that they have gathered during the earlier phases of learning? How to help them form generalizations and then connect it to the expert knowledge base? What kind of expert text will be required for developing the required conceptualization? How will we come to know whether children have developed the required understanding and skill?

Application

Are children getting opportunities for applying the newly developed understanding and skills? Are the challenge authentic enough to challenge the child? Are their enough opportunities for children to make mistakes, receive feedback and improve?

Experience

What kind of real life experiences children will need to develop the required understanding and skills? How can we make the experience authentic, meaningful and real? Who all should be part of these experiences? How often do they need to experience?

Expedition flow...

Experiencing

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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.

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.

Focus of the Expedition

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

Subjects	Concepts/Understanding	Skills	Values

Big Ideas
Setting the learning context, direction and focus for expeditions

Big ideas are enduring understandings that we would like to develop in children through learning expeditions during the fourteen years of school education. These understandings will remain with children for years to come and will help them in figuring out more complex problems and systems later in life. Big ideas and guiding questions help educators in designing the learning expeditions and setting the learning targets for the expeditions. Some of the big ideas around which we have designed the expeditions are:

1. Nature our Teacher Expedition

• Nature has an immense capacity to adapt –it sustains and evolve with time.
• To understand how nature works, we need to understand how its parts function and their interrelationships. The idea of how form affects function and how functions shape forms is important in understanding the working of different parts/ specie of the nature and the nature as a system.
• Whenever we are challenged we can look to nature for ideas to solve our problems and create new possibilites. Nature inspires us to innovate and invent.

2. How a Historian Works Expedition

• Knowing our past helps us understand our present better.
• We can construct knowledge about our past through various sources like buildings, artifacts, manuscripts, etc
• History is about possibilities –learnings from past prepare us to create a better future.

3. I am What I Eat Expedition

• 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.

4. Jungle Ecosystem Expedition

• 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.

5. Be the Change Expedition

• The struggle for equality and justice bring about a change in the social, political and economic order in society.
• Equality and justice are the core of a democracy.
• Diversity will flourish in a system, which ensures equality and justice.
• Diversity leads to sustainable development.

6. Desert and Crafts Expedition

• 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.

The Learning Targets

Learning targets are statements of intended learning. Learning targets take the "What will students learn?" of the curriculum to "What exactly will students learn?" They are crafted in student friendly language, are specific to the topic at hand and are directly connected to assessment. Creating and using learning targets with students helps in engaging, supporting and holding students accountable for effective learning.

Benefits of Learning Targets:
When Learning Targets are framed appropriately and communicated to students in student-friendly language:
- Students have a clear vision of where they are headed
- Students can monitor their own progress

This also helps teachers:
- In what Instructional Activities to plan
- In what to Assess

Kinds of Learning Targets:
For framing LTs that are clear and usable, we should determine what kind of LT we are in the process of framing.
- **Knowledge Targets:** are the facts and concepts in each discipline, often stated using verbs such as knows, lists, names, identifies, recalls.
- **Reasoning Targets:** represent application based mental processes such as predicts, infers, classifies, hypothesizes, compares, concludes, summarizes, analyzes, evaluates and generalizes.
- **Performance Skill Targets:** refer to performances that must be demonstrated and observed, heard or seen, to be assessed, such as fluency in reading, serving volleyball, playing a music instrument, weaving, carving stone.
- **Product Targets:** specify and assess concrete products such as tables/graphs, music, a personal wellness plan, a report prepared on the basis of a survey.
- **Disposition Targets:** reflect attitudes about school and learning.

Framing Learning Targets:
The key question is "What is the intended learning?"
Most curricular documents will have broad goals, and then progress into smaller units of learning. Each broad goal has to be broken into smaller, more explicit, very specific and measurable LTs that can be incorporated into daily classroom teaching. For this, a series of questions can be asked:
- What knowledge will students need to demonstrate that the goal has been reached?
- What patterns of reasoning will they need to master to reach the goal?
- What skills are required?
- What product development capabilities must the students acquire?

Example:
The goal is to be able to drive a car that has broken down into LTs below as an example:

Knowledge:
- I can explain laws about driving
- I can describe what different parts of the car do
- I can read traffic signs and I can describe what they mean
- I can describe several ways that drivers can create a danger and list ways to prevent or avoid such dangers

Reasoning:
- I can decide what to do next, based on my understanding of how cars work, what other drivers are doing and road conditions.
- I can figure out when I am safe and when I am in danger. When in danger, I can figure out what to do to reduce my danger.

Skills:
- I can keep the car going in the direction I want by using the steering wheel
- I can shift gears smoothly at the right time
- I can parallel park without hitting anything

Products:
- None

The Learning Targets

Learning Targets to be addressed in the Expedition

Science and Technology	
Social Sciences	
Reading	
Writing	
Math	
Visual and Performing Arts	
System Thinking Skills	
Craftsmanship	
Character and Culture	

The Expedition Design Framework

Service

Hook

Field Experiences

Productive Work Experience

Building Background Knowledge

Working in Crews

Experiencing

Circle Time

Learning Targets

Final Challenge

Application

Experience

Reflective Observation

Crew Building

Authentic End Product/ Performance

Craftsmanship

Thinking Systemically

Active Citizenship

Solo Time

Conceptualization

Own Time

Be the Change

Assessment

Case Studies

Expert Session

Projects

Mini Lessons

Workshops

Skill Building

The Expedition Design Framework

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

BBK
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 and generating curiosity for the expedition.

Working in Crew
They experience the power of diversity and inclusivity – and how it dramatically increases the richness of ideas, ability to solve problems and capacity to act in crew. The idea is to help children learn how working in crew helps them build on each other's strengths and create synergy.

Craftsmanship
Craftsmanship is an ethic – that of striving for perfection through continuous improvements and rework. It requires continuous planning and review, action and reflection. There is no goal or end objective; it is a way of life.

Thinking Systemically
The ability to act depends on our ability to think and our ability to think depends on our ability to see. Therefore, what we see is important. Developing our ability to see things systemically empowers us to act effectively and responsibly.

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

Circle Time
Circle time provides a safe space to share, listen and discuss without any fear or apprehensions of judgement and thus promotes a feeling of togetherness, comradeship and community amongst the classmates. It also provides a platform for sharing their joys, concerns, opinion and perspective and thus teaches them

to respect each others uniqueness. It promotes a culture of open dialogue, trust, respect and bonding.

Case studies
Case studies make learning come alive as they connect the concept to real life. They make broad concepts more specific, engaging and promote discovery. They are the primary source and give opportunity to children to work with original research and are rich literary/numeracy resource too.

Workshops & Mini lesson plans
These are used to introduce and explicitly teach concepts, skills and strategies related to learning targets and model practices to achieve excellence.

Skill building
Skill are based on the expertise we want to build in the child for life like problem-solving, critical thinking, collaboration, communication skills, etc. The focus is on applying skills with increasingly more rigorous and sophistication with each passing year.

Productive Work
For Gandhiji, work was productive if it is useful & meaningful in the local context of the child and in doing of which a child can be made to think and the required knowledge, skills and values can be developed through it. The purpose of using productive work as a medium of teaching and learning is to develop the productive/creative capacities of the child i.e. capacity to think, plan, design, relate and act and in the process empower him/her for life and living.

Own Time
As the name suggest it is children's unstructured time to plan, create or do what they wish to do as an individual, crew or a class –something they want to explore deeper, do focused research or experiment something new. It is time to experience the freedom of doing something on their own and hence also learn how to manage freedom.

Assessments
Student continuously assess and improve their work through critique, rubrics, reflection and peer assessment.

Student engaged assessments play a key role in building an overall culture of engagement and achievement. Teacher assessments are nonjudgmental and both for and of learning.

End product/performances
End product/performance with authentic purpose and authentic audience gives meaning to the expedition and connects entire learning to real life.

Solo Time
It is individual time to delve into ones emotional self i.e. to connect with ones emotions and feelings. The capacity to relate with work and peers depends a lot on how one manages his/her feelings and emotions –and to manage emotions one need to be in touch with them. Children generally don't get time and space for getting in touch with their emotions. Solo time during expedition provides the time and space for children to connect with their emotions and understand them – this enhances the capacity to learn and work together.

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

Service
Service learning creates opportunities for children to systemically understand their local context as part of teaching and learning in schools and connect what they study with the real life. This adds meaning and real challenge to the learning in schools on one hand and enables them to see, feel, and connect with their community on the other. More importantly, this helps them to relate and understand their local community better, which in turn equip and empower them to take responsibility for the betterment of their community. Systemic understanding develops the capacity to act and create sustainable change –and children learn to work for the larger good.

The Hook

As the name suggests, 'hook' should be able to create curiosity and excitement in children for the expedition. The idea is to prepare children for the expedition. The hook design 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. A good guideline is to plan backwards from the desired questions of inquiry so as to ensure an effective hook.

Design and flow of the hook

1. What experience are we planning for children to hook them to the big idea of expedition? How will we connect it to their personal experiences and local context? Why you think it will get them excited about the expedition?
2. How are we planning to generate the curiosity and desire to learn among students?
3. What mystery pieces are we planning to use?
4. How will students work together? What protocol will you use?

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. This model 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.

Steps for BBK

1   **Create small student groups (4 is good)**
    Groups record their growing knowledge at each step (Concentric circle diagram or quadrant).

2   **Mystery Piece**
    Choose a relevant brief text, poem, political cartoon, mystery graph, photograph or song. Students look and discuss together- What do they notice? What do they think this is about? etc. Ask at the end for guesses. Tell students the topic. They share in their small groups what they already know. Brief report out of whole group.

3   **Silent Gallery**
    Artfully arrange a variety of artefacts, e.g. photographs, time lines, quotes, titles, brief pieces of text, graphs and charts, cartoons, etc. for the gallery walk. Students walk and take notes on what they notice and wonder. All silent. Then, back with the group, discuss their notes, ideas, questions.

4   **Common Text**
    Everyone reads the same text that is provocative or provides important background information at this point in the process, i.e. may answer questions that have arisen from the previous steps and their small group discussions. Ask students to text code their information.

5   **Expert Texts**
    Have 4 different articles or texts (still brief). Each member of the group reads a different text and becomes an expert on it (a la Jigsaw). The text may be a rich narrative that offers multiple perspectives, e.g. brief biographies, and could also be in different formats of media. Again, students should text code and prepare what they are going to report to their group.

6   **Carousel of Group Charts**
    Each group hangs their chart and everyone carousels around to read. Did groups have similar or different perspectives or gather different information? Each small group ends by adding additional information or questions. Individuals then have a chance to record their own learning and questions. Finish with review of Learning Targets. (Can debrief process if required)

    Expeditionary Learning, USA

Generating Curiosity

An Inquiry Workshop for Students

Goals of the workshop:
- To inspire students' curiosity of a rich topic through inquiry and discovery
- To provoke students to ask deep questions that lead to the heart of an issue
- To motivate students to engage in further research
- To connect inquiry and discovery to standard content and skills

1. **Introduction: Begin with a provocative reading, graph, artifact, painting, photo, etc.**
   - Students write down questions about the "mystery piece." They draw a line after their list of questions.

2. **Collaboration: Form groups of 4.**
   - Students share questions. If they think of new questions, or hear questions they like from others they can add them to their list, and draw another line.
   - Share a few examples of new questions.

3. **Experience to Disciplines: Expand questions across academic disciplines.**
   - Demonstrate the questions that lead to the disciplines.
   - Students use the graphic organizer to generate more questions in the different disciplines. They add new questions and draw a line.

4. **Collect Data: Conduct surveys, research, etc.**
   - Students decide what data to collect related to "the mystery piece."
   - Before they collect the data, they predict what they might expect to find.
   - Students collect data and organize it in graphs or charts.
   - Students make observations (not inferences) about the data.
   - Students raise new questions based on the patterns, trends, or gaps they see in the data. They add questions to list and draw a line.

5. **Readings: Build background knowledge**
   - Distribute a set of readings that highlight different aspects of the mystery piece to each group. Include political cartoons, artwork, short articles or excerpts, time lines, photos, picture books, music, etc.) Each student chooses one piece to study and report to group. Students generate more questions based on these readings, add them to their list, and draw a line.

6. **Focus Questions: Focus on meaning and relevance**
   - Students review their list of questions and choose five that they are especially interested in.
   - Teachers collects questions and creates list of the top five questions. (There will be duplicates, but do not repeat the questions.)

7. **Categorize: Prepare for research**
   - Hand out list of questions to the groups. Ask groups to organize questions into categories. Five is a good number. Each group posts their five categories. Negotiate to 8-10 categories for the whole class.
   - Once you have identified 8-10 categories, and placed appropriate questions in each, students are asked to choose their top three categories for the focus of their research. Then teacher assigns (balanced) groups of 2 or 3 to each category. All students usually get their first or second choice.

8. **Define Product:**
   - Give clear and specific directions for what is expected for the final product. Refer to standards in defining product characteristics.
   - Show models if available. Provide rubric to define levels of performance.
   - Establish timetable for due dates.
   - Provide opportunities for ongoing critique and discussion of student work.

Expeditionary Learning Schools-USA

Building Background Knowledge (BBK)

The hunt provides students with experiences and material which lets them seek facts, knowledge and inquiry questions about the expedition. Some important steps in designing an effective hunt are:

a) KWL (Knowledge-Wonder-Learn) chart to ascertain the current understanding of the child.
b) Gallery walk/ sharing information through interesting text, case-studies/ visual, tactile material, etc.
c) Designing discussion frameworks that help children in articulating and refining their inquiry questions.
d) Design an Inquiry Workshop

BBK 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.

Design and flow of BBK

1. How are we planning to build multiple perspectives among students for the expedition?
2. What common text and expert texts are we planning to use?
3. How are we planning to capture the current knowledge of students of the main concepts of the expedition?
4. How will students work together during BBK? What protocol will you use?

Crew Building

Education should generate energy for life and this can be accomplished by experiencing a shared sense of responsibility in a journey towards an exciting goal. Therefore, it is important that children experience and take shared ownership of their learning in an expedition. The responsibility for learning should be co-owned by teacher and children and not be driven by teacher alone. This will make learning exciting for children.

Expeditions happen in crews. Working in crews help learners build trust and respect among themselves, and this is then extended to the community as a whole. It is here that children sow the seeds of shared commitment and inculcate a sense of responsibility for self, others and the society at large. Working on real life problems in an expedition sets the authentic context for children to work in crews because real life issues are complex and can't be solved alone. Working in crews during the school helps children understand the value of interdependence and respect, which prepare children for fair, just and equal society. It also lays the foundation for peace and tolerance in the society at large.

Acknowledging individual differences in a crew profoundly increases the collective potential to learn and act. The company of a supportive crew helps each member to overcome his/her own limitations and in the process encourages him/her to perform much better than he/she ever thought possible. Children like to learn from and with each other. What they need is a caring and safe environment to learn- an environment where they can make mistakes, where failure is not a stigma and where there is no fear of judgment.

The culture of care is essential for learning. To care we need to be sensitive and for that we need to be engaged in life. Compassion is about love and wisdom i.e. wisdom of relating with others with the intention of universal responsibility and welfare. To understand and experience compassion one needs to feel for others with a sense of responsibility for their welfare. Therefore, working in crews during an expedition gives opportunity to children to experience and demonstrate care and compassion.

How we relate with others is an important life skill. One of the important design principles that enable crews to take shared responsibility of their learning and the outcome is by making the learning process visible to them. It is important that children are able to see and understand their learning process and take responsibility for it.

> 1. How are we planning to build crews?
> 2. What protocols are we planning to use during the expedition for the effective crew work?

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Craftsmanship

When children learn through productive work (for e.g. local crafts) they develop a relationship with work and life itself. How one relates with work is very important. Does one see it as a duty to be performed, or a medium to express one's innate potential and uniqueness?

Is it a means to satisfy personal desires and wants or a mean to contribute towards the development of the whole community? This relationship with 'doing' builds and shapes character. What we do in life and especially how we do it shapes our character. Craftsmanship is an ethic – that of striving for perfection through continuous improvements and rework. It requires continuous planning and review, action and reflection. There is no goal or end objective; it is a way of life. As Ron Berger in his book 'Ethic of Excellence' says, "If you are going to do something, I believe, you should do it well. You should sweat over it and make sure it is strong and accurate and beautiful and you should be proud of it." This is excellence and it is not limited to work and action – it includes excellence in thought, spirit and character.

In any productive work there is no higher compliment fellow workers give to each other than this – that guy is a craftsman. This one word says it all. It connotes someone who has integrity and knowledge, who is dedicated to his work and who is proud of what he does and who he is. Someone who thinks carefully and does things well i.e. craftsmanship in thoughts and action. Craftsmanship is excellence manifested in thoughts, action and character. Some of the habits of craftsmanship and excellence are continuous planning, designing, reviewing, working with/through multiple drafts, learning from mistakes, continuous improvement, perseverance, managing tools, resources and the work space, doing more with less, etc.

1. What are the craftsmanship skills that we will focus on during the expedition?
2. How will we set the context and expectation for high quality work and craftsmanship?
3. How will students know what quality looks like, and how will you support them in producing quality work?
4. What are some of the strong samples of work that we would like children to see and understand?
5. How will we encourage (by design) students create quality work?
6. How will we focus on building the culture of care, compassion and craftsmanship?

The Launch of the Expedition

How are we planning to involve students in designing and planning of the expedition? How will we encourage (by design) students to take charge of their learning?	
What we need to communicate to the children? How?	
What we need to communicate to the parents? How?	
Who is responsible for what?	
When? (Timeline)	

Projects

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 while designing their discovery or while working on presenting their findings.

Project-1	
Project Title and the Project Flow (Key Steps)	
Big ideas /Broader Concepts that we want to develop through the project • How will we have a balance between conceptual development and skill building?	
Learning targets to be addressed • How will we provide students with a vision of the long-term target(s) in a way that involves them? • How will we encourage (by design) students to take charge of their learning? • How will we make the learning the visible to students? • What evidences they will need to look for? • How will student track their learning?	
Assessment plan for each learning target • How will we assess whether we have achieved the learning targets for the project? • How we plan to share the assessment plan with students so that they are clear about what is expected from them by the end of the project?	
Real life experiences (field Visits/ working with experts/ hands-on creation) • What are the real-life experiences for children? • How will we help them to get immerse in the experience? • How are we planning to build on the experiences? • What protocol will you use?	

Project-1

Case study

- Which case study are we doing?
- How it will help children to develop the required conceptual understanding?
- What protocol will you use?

Workshops and Mini lessons

- What are the workshops and mini-lessons are we planning to do for concept and skill development?
- How will we come to know whether the required concept/skills have been developed or not?
- What protocol will you use?

Real life experts

- Who will be experts for the project?
- How are we designing their engagement with students?

Final product/performance

- What will be the end product/performance of the project?
- What knowledge and skills will students need to complete this product/performance?
- What is the purpose for the end product/ performance?
- Who are the audience?
- How will we share the end product/performance with students?
- What quality and craftsmanship we expect from them?
- How will students know what quality looks like, and how will you support them in producing quality work?
- How will we focus on building the culture of care, compassion and craftsmanship?
- How will students work/practice together during project?
- What protocol will you use?

Project-2

Project Title and the Project Flow (Key Steps)	
Big ideas /Broader Concepts that we want to develop through the project • How will we have a balance between conceptual development and skill building?	
Learning targets to be addressed • How will we provide students with a vision of the long-term target(s) in a way that involves them? • How will we encourage (by design) students to take charge of their learning? • How will we make the learning the visible to students? • What evidences they will need to look for? • How will student track their learning?	
Assessment plan for each learning target • How will we assess whether we have achieved the learning targets for the project? • How we plan to share the assessment plan with students so that they are clear about what is expected from them by the end of the project?	
Real life experiences (field Visits/ working with experts/ hands-on creation) • What are the real-life experiences for children? • How will we help them to get immerse in the experience? • How are we planning to build on the experiences? • What protocol will you use?	

Project-2

Case study

• Which case study are we doing?
• How it will help children to develop the required conceptual understanding?
• What protocol will you use?

Workshops and Mini lessons

• What are the workshops and mini-lessons are we planning to do for concept and skill development?
• How will we come to know whether the required concept/skills have been developed or not?
• What protocol will you use?

Real life experts

• Who will be experts for the project?
• How are we designing their engagement with students?

Final product/performance

• What will be the end product/performance of the project?
• What knowledge and skills will students need to complete this product/performance?
• What is the purpose for the end product/ performance?
• Who are the audience?
• How will we share the end product/performance with students?
• What quality and craftsmanship we expect from them?
• How will students know what quality looks like, and how will you support them in producing quality work?
• How will we focus on building the culture of care, compassion and craftsmanship?
• How will students work/practice together during project?
• What protocol will you use?

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. It will also act as a summative assessment.

Design and flow of the final challenge and time-line...

1. What is the final challenge that we are planning to assess students for the key concepts and skills?
2. How will you assess the required knowledge and skills in children?
3. How authentic it is? Is it a real application of the knowledge and skills? Will children be working on solving the real life problem/challenge?
4. Who are the key stakeholders?
5. Are you planning to involve real life experts in the assessment of final challenge?
6. How will students synthesize their understanding?
7. How will students present their learning?
8. How will we assess the effectiveness of the final challenge? Have we been able to assess the required knowledge and skills through the final challenge?
9. Was it engaging and exciting for students?
10. How will you make the learning visible to students?

S.No.	Key Steps	Focus of each step	Time duration and time-line

Service

Fourteen years of school education rarely give opportunity to a child to understand and connect with his/her local context. He/she finds it difficult to make connection between curricula concepts and his/her real life.

Service learning creates opportunities for children to systemically understand their local context as part of teaching and learning in schools and connect what they study with the real life. This adds meaning and real challenge to the learning in schools on one hand and enables them to see, feel, and connect with their community on the other. More importantly, this helps them to relate and understand their local community better, which in turn equip and empower them to take responsibility for the betterment of their community. Systemic understanding develops the capacity to act and create sustainable change –and children learn to work for the larger good.

The underlying principles of Service Learning:
1. Local context provides meaningful and challenging context for learning and application.
2. Developing systemic understanding of how local systems works prepare children for life through life.
3. Systemic understanding and action in the local community empowers children to be proactive citizens.

Active citizenship is about building understanding of how my city/town works, how it has evolved over time, its uniqueness and constraints –and in the process figuring out how I/we can contribute to the wellbeing and sustainable development of my city/town. This empowers child for life. Once a child learns how to figure out a dynamic system like city/village/town in his/her early years, it develops his/her capacity to understand more complex systems later on in his/her life –capacity to see and act systemically is an important life skill. It leads to sustainable change and development.
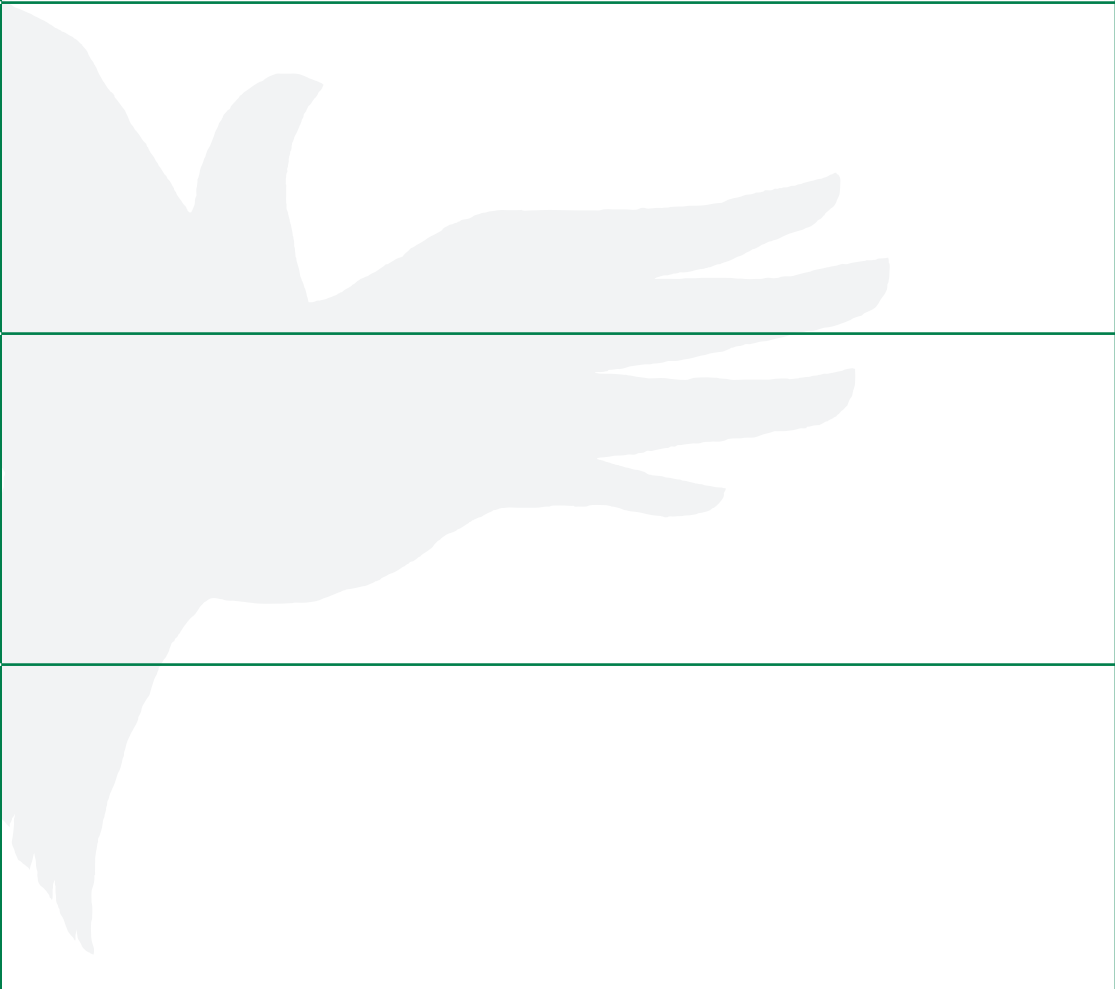
Service learning builds a bond between the child, learning and the society. It leads to social and sustainable transformation.

Design and flow of the service project and time-line...

1. How are we planning to contribute to the local community? What will be the experience for children? What will be they working for?
2. How it will be meaningful and engaging for students?
3. Is there an authentic need for the service? How will we identify the need for service?
4. Who are the audience for the service? How it will benefit them?
5. Is it one time task? Or are we planning to continue it even after the expedition?
6. How it will help children experience the power of 'be the change' in their local community? How it will help them experience and learn what it takes to be an active citizen?
7. What steps will we take to make change visible and concrete for students? Also how are we planning to involve them in the design and planning of the project?
8. How will we encourage (by design) students to take charge of the change in their community?
9. How will student assess/track their learning? And how will they present it?
10. How will we assess the effectiveness of the service project?
11. How will we measure the change that happened as a result of the service project? What evidences children will need to look for?

S.No.	Key Steps	Focus	Time duration and time-line

The Expedition Culmination

How do we plan to share children's learning? How we plan to share the learning process and the overall journey?	
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)	

Daily Instructional Plan

Learning Targets and Assessments

Long-term Targets	Supporting Targets • Knowledge • Skill • Craftsmanship • Culture and Character	Assessments
Daily Learning Target	**Supporting Targets**	**Assessments**

Design and flow of the class

1. How will the opening of my class generate curiosity and excitement among children?
2. How am I planning to do a quick recap what you did in the previous class?
3. How will I reiterate the Long Term Learning Targets and Supporting Target?
4. How will I plan a smooth flow from earlier class to this one?
5. How am I planning to address the daily learning target? How I will assess whether I have achieved it or not?
6. How will students work/practice together during learning? What protocol will I use?
7. How will children apply their learning in class – previous and today's? Will they get enough opportunity to build on their earlier knowledge and skills?
8. Which part of the lesson would we give children as self-learning module?
9. How will we make the learning visible?
10. How will you assess the effectiveness of the class?
11. How will I focus on craftsmanship and culture during the learning process in the class?

Lesson	Protocol/Practices	Resources

Lesson	Protocol/Practices	Resources

Assessment

1. How will we assess the effectiveness of the class?
2. How will you make the learning visible to students? What evidences they will need to look for?
3. How will student track their learning for today?

Steps	Resources Required

Home Assignment

What part of the lesson are we planning to give children as home assignment?

Closure

1. How are we planning the closure?
2. How will we leave the child more knowledgeable, curious and excited for the next class?

Steps	Resources Required

Notes

Notes

Notes

Notes

Disha India Education foundation is an educational initiative striving towards re-defining education and learning and thereby facilitating the re- invention of schools and the education system at large. The idea is to design and develop an experiential curriculum and pedagogy that uses real-life experiences from the child's local context as a pedagogic medium for developing knowledge, skills and character.

Disha India's work involves designing and developing of the experiential curriculum and pedagogy, whole school design and development, educational leadership development, teachers' capacity building and designing learning expeditions for children.

Disha India came into existence in year 2006.

disha india
EDUCATION FOUNDATION

सा विद्या या विमुक्तये | Education is that which liberates