

Expeditions Field Lesson & Guest Educator Guidance and Samples

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Expeditions Field Lesson Guidance



Spring 2017 second grade Expedition field lesson to the Institute for American Indian Studies in Washington, CT.

Vision

Field Lessons are an integral part of AF Greenfield Expeditions. Unlike traditional “field trips” these forays outside of school walls are an opportunity for scholars to engage in rigorous, intentional field research necessary for completing their project. Strong field lessons include the following components:

- New Ideas: Research & authentic discovery of new knowledge & skills
- New People: Interaction with new people: experts, professionals, community members, and students (other schools, high schools, colleges) who...
 - teaching / guide
 - share stories / engage in interviews
 - give feedback on current drafts of work
- New Places: Exposure to new “insider” views of professional and educational institutions (e.g. backstage at a theatre, mini-college lesson in a lab)

Structure

- Scholars leave their school campus at least once during an Expedition.
 - 1 full-day field lesson (1 or more locations)
 - CT & RI**: 1st Friday = Full day field lesson (approx. 8:30 AM-12:15 PM)
 - NY**: 1st Thursday = Full day field lesson (approx. 9:00 AM – 3:00 PM)
- All teachers and school leaders support the full-day field lessons. Expedition co-teachers and LT members support additional ½ day field lessons.
- Expeditions Teachers research, plan, and coordinate the “what, where, who, when, and why” of field lessons. Team E&E gives feedback on the plan and coordinates the “how” of payment, busing, and feeding scholars.

Seeking Field Lesson Sites: What are you looking for?

- Availability and capacity
- Alignment with our mission and with the specific Expedition's goals
- Experience hosting groups of the size
- Strong communication and response time
- Sample First Call Agenda
 - Build investment in our work (what AF has accomplished – number of schools), what Greenfield is striving for (share examples of previous expeditions), where the organization/museum/individual can play a part.
 - Learn about their existing offerings and discuss ways to craft a series of outreach programs / field lessons that could meet our rigor/engagement/alignment needs
 - Get clarity on scheduling availability, standard costs, alternate pricing for Title 1 schools.
 - Bring back to our Title 1 status, introduce ways we could support them to meet their own fundraising goals (testimony letter for grant application) and expand their visibility (photos, videos, news coverage).

Budget

For 2018-2019, teachers and designers planning Field Lessons and Guest Educators should plan for the following budget for each round. They may also use more money for field lessons and less for guest educators as long as the total budget targets are maintained.

CT/RI		NY	
Materials	\$500.00	Materials	\$500.00
Guest Educators	\$500.00	Guest Educators	\$500.00
Field Lesson Expenses	\$200.00	Field Lesson Expenses	\$250.00
Field Lesson Transport	\$400.00	Field Lesson Transport	\$0.00

BEST PRACTICES

Coordination & Communication with Field Lesson Site

- FINALIZE field lesson sites at least 6 weeks in advance.
- Request that sites send an invoice to Team Greenfield Expeditions in advance; we will pay AFTER each round.
- Visit site for full walk-through at least once before Expeditions.
- Create and align on rain day/snow day back-up plans and communication plan.
- Call/email to confirm 2 weeks out, 5 days out, 1 day out.
- Send invoice and final W9 to Team Greenfield Expeditions Operations Coordinator

Planning

- Set clear learning objectives for the visit. Scholars should be ENGAGED and LEARNING the entire time.
- Break up the activities into clear and manageable chunks of time for scholar learning. (Approx. 30 minutes on each learning activity.)
- Build in time for transitions and a break.
- Create additional note trackers/materials to guide scholar learning throughout the experience.

Preparing Scholars

- Prepare scholars for the field lesson experiences beginning on DAY 1 of the Expedition. They should know where they are going, what they will be learning, and the expectations from the beginning. Reinforce this the day before and immediately before each trip.
- Share bios of any new people you may be meeting in advance; have scholars do pre-thinking of questions if applicable.

Working with Support Teachers & Chaperones

- Designate field lesson “leads” who meet with nurse & manage medical info/supplies.
- Create a written plan that is adult-facing for supporting teachers and parent chaperones.
 - Minute by minute breakdown of STUDENT ACTIONS / ADULT ACTIONS
 - Plan for which adults are responsible for which actions and/or small groups of scholars.
- Scholar:Teacher Ratio = 8:1
- All contact info for adults (teachers & chaperones) entered in phone on the first day of Expedition week.

Resources

- Sample [Field Lesson Plan](#)
- [List of past field lessons & contacts-](#) See Spreadsheet Tabs labeled “K-2 Guest Educators & Field Lesson Sites” and “3-6 Guest Educators & Field Lesson Sites”
- Sample Field Trip Prep Lesson

Field Trip Prep Lesson

Lesson Plan: Field Trip Prep Lesson

Objectives:	<ul style="list-style-type: none"> SWBAT articulate how this field lesson will support them in reaching their Expeditions goals. SWBAT identify ways they will live the Compass Habits and proudly represent their school community while on the field lesson.
Materials:	<ul style="list-style-type: none"> Field Trip Prep Deck (Projected by Teacher. Feel free to make a COPY and personalize for your field lesson.)

Component	Mins	Description
Preview of Field Lesson	3	<ul style="list-style-type: none"> T announces what students will be doing on the field lesson, showing some visuals of the most exciting parts. T connects (or prompts Ss to connect) how the field lesson will support the class in reaching their Expeditions goals.
Connection to Compass Habits	5	<p>[T displays Field Trip Prep Deck slide 2, or points to visual already hanging in room]</p> <ul style="list-style-type: none"> Hands: Scholars, what does this image show? (Our Compass Habits!) <i>Yes! The reason we're looking at our Compass Habits right now is because it is extremely important that we show all of our compass habits not only in the school building, but also when we're off campus on field lessons.</i> <i>One reason it's important to show these habits is because our IDENTITY as Achievement First scholars is on display to the world when we're out of the building on a field lesson. Everyone can see our uniforms, so people will think the habits we show today reflect the habits of our whole school community.</i> Think, Pair, Share: Knowing that our Achievement First IDENTITY is on display during field trips, what would you want people who engage with us on the field trip - bus drivers, museum employees, college students - to say about us at the end of the day? (Achievement First students are polite. Achievement First students are hard-working. Achievement First students are curious.) <i>I agree! I'm hearing a lot of describing words that sound like our Habits! To proudly represent our Achievement First community today, we must show teamwork, gratitude, drive, and curiosity.</i>
Brainstorming Field Trip Aligned Actions	10	<p>[T displays Field Trip Prep Deck slide 3]</p> <ul style="list-style-type: none"> In order to set ourselves up to SHOW those important habits on our field lesson, let's think through HOW we can do so for each part of the day. We can think of the HOW as our ALIGNED ACTIONS. T points to example row, and reads the ways students should show TEAMWORK, GRATITUDE, and DRIVE/CURIOSITY during that field trip part. T fills in 2-3 other Field Trip Parts (museum tour, trail hike, theater performance, etc.), and has Ss share out how to show teamwork, gratitude, and drive/curiosity during each part of the day. [Note: exemplar of completed chart is on slide 4 of Field Trip Prep Deck]

		<h2>ALIGNED ACTIONS ON A FIELD TRIP!</h2> <table><tr><th>Field Trip Part</th><th>Teamwork</th><th>Gratitude</th><th>Drive/Curiosity</th></tr><tr><td>Example: Bus</td><td>Keep hands by sides as you board the bus</td><td>Say thank you to the bus driver when you get off</td><td>Tell your neighbor what you want to learn about on the field lesson</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>				Field Trip Part	Teamwork	Gratitude	Drive/Curiosity	Example: Bus	Keep hands by sides as you board the bus	Say thank you to the bus driver when you get off	Tell your neighbor what you want to learn about on the field lesson				
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Practice Aligned Actions	5	T calls up volunteers to act out positive examples of these aligned actions!															
Close-Out	2	<p><i>Scholars, now that we've captured all the possible ALIGNED ACTIONS to proudly represent our Achievement First community today, we need to actually do those important things. I will be on the lookout for scholars showing the important HABITS of TEAMWORK, GRATITUDE, DRIVE, and CURIOSITY. At the end of the day I'll be shouting out scholars who showed those habits.</i></p> <p><i>I'll also expect YOU to be on the lookout for EACH OTHER'S habits as well! When we get back I'll ask teammates to shout out peers who lived out each habit, and what ALIGNED ACTIONS that peer took to show that habit during the field lesson. Get excited, because we have a lot of exciting activities lined up for today, and there's a ton at stake for our LEARNING and for our SCHOOL COMMUNITY.</i></p>															

Sample Detailed Field Lesson Plan

Playmakers: What's in a Word? 10/21

Trip Purpose: Playmaker Scholars are already in rehearsal for their play, Julius Caesar, which they will perform for an audience during the Expeditions Showcase on Friday, October 28. To aid in their preparation, students will rehearse their play on a large stage, tour a university theater, interact with theatre students and professionals, and gain a deeper understanding of advanced theatrical production.

Trip Agenda:

7:45-8:35	Pre-Trip Activity
8:35-9:00	Load bus and travel to SCSU
9:00-9:45	Tour of Facility
9:45-10:45	Meet Faculty/Professional Artists
10:45-11:30	Student Master Class/Rehearsal
11:30-12:00	Lunch Break – Outside (Rain plan: Lobby of Lyman Center)

12:00-1:00	Rehearse on Mainstage
1:00-3:00	Video of Shakespeare performance on big screen in Main Stage
3:00-3:15	Return to school
3:15-3:45	Post-Trip debrief

Location Info:

- **Location Name:** Southern Connecticut State University - Lyman Center for the Performing Arts - [CAMPUS](#) [MAP](#)
- **Location Address:** 501 Crescent Street, New Haven, CT 06515
- **Key Contact Name:** Rebecca Goodheart
- **Key Contact Phone #:** 240-626-9388 - cell / 203-392-8882 - office
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Lunch Plan

- Kids are eating: Boxed lunches
- Adults are eating: Boxed lunches
- We are eating @ 11:30 @ Lyman Center for Performing Arts (Outdoor or Lobby)

What Kids Need to Bring on Trip: Their scripts!

Chaperone & Volunteer Info

- **Chaperone Arrival Time: 8:15 - Report to University of Maryland**
- **How can I best support scholar learning?**
 - Listen closely to group instructions; repeat them as necessary when working with small groups.
 - Ask questions of students when appropriate.
 - Participate in drama activities with enthusiasm if invited!
- **What are the norms of being a chaperone or volunteer?**
 - Arrive on time
 - Defer to AF lead teachers and Expedition teachers for directions.
 - Guide student behavior without giving deductions or demerits.
 - Listen carefully to all instructions.
 - Model appropriate behavior.
 - Refrain from using your cell phone for personal calls.
 - Do not share photos or personal information of students.
 - Do not share food with students.
 - Do not administer medicine to any student other than your own child.

DAY 4: FRIDAY

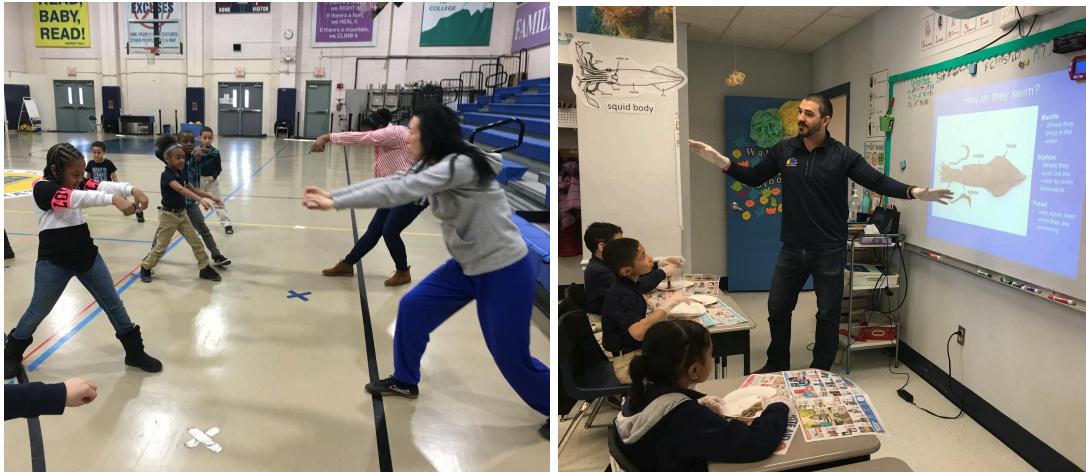
Overall Focus/Skills: FIELD Lessons at SCSU Lyman Ctr for Performing Arts!

Students will perform their play on a large stage and have an experience of a university theater and advanced theatrical production.

		Main Actions / Teacher & Student	Chaperone Actions
Pre-Trip Activity	7:45-8:35 (50)	<ul style="list-style-type: none"> - Check-in (10) <ul style="list-style-type: none"> • Students and teachers sit in a circle and answer the question "How are you doing today?" - Shakespeare Trivia (10) <ul style="list-style-type: none"> • Teachers lead students through rounds of trivia. Students work in small teams to respond. - Line-Through (15) <ul style="list-style-type: none"> • Sitting in a circle, students recall their lines for the play without using their script. - Set Expectations for trip (15) <ul style="list-style-type: none"> • Teachers share agenda and objectives for the day. • Students brainstorm expectations. • Teachers confirm expectations. • Teachers introduce chaperones and assign groups/seating arrangements. 	<ul style="list-style-type: none"> - Arrive at 8:15 - Identify your group and introduce yourself
Travel	8:35-9:00 (25)	Leave for SCSU	<ul style="list-style-type: none"> - Sit strategically - Guide transitions
Tour	9:00-9:45 (45)	Tour of Facility <ul style="list-style-type: none"> • Rebecca Goodheart leads tour • Students ask questions when given opportunities. <ul style="list-style-type: none"> - Big Theater - Scene Shop - Costume Shop - Dressing Rooms - Black Box Theater 	<ul style="list-style-type: none"> - Ensure behavioral expectations are met. - Prompt questions when necessary.
Meet Professional Artists	9:45-10:45 (60)	Meet Faculty/Professional Artists <ul style="list-style-type: none"> • Faculty are stationed throughout room; student groups rotate and speak with each. <ul style="list-style-type: none"> - Kaia Rarick – Actor/Choreographer - Mike Skinner – Tech/Sound - John Sullivan – Costume - Izmir Ickbal – Set Design - Raphael Massie – Actor 	<ul style="list-style-type: none"> - Follow one group through rotation of meet-and-greets

Master Class	10:45-11:30 (45)	Student Master Class/Rehearsal <ul style="list-style-type: none"> • Drama Majors will work scenes in master class format. • Students will watch and take notes. 	<ul style="list-style-type: none"> - Observe and document - Sit strategically to ensure behavioral expectations are met.
Lunch	11:30-12:00 (30)	Lunch Break – Outside	<ul style="list-style-type: none"> - Pass out lunches - Ensure physical safety - Help with cleanup
Rehearsal	12:00-1:00 (60)	Rehearse on Mainstage <ul style="list-style-type: none"> - WARM-UPS: <ul style="list-style-type: none"> - Director's Coming - Voice Games - REVIEW: <ul style="list-style-type: none"> - Review Group Scenes - REHEARSE: <ul style="list-style-type: none"> - Work through Show 	<ul style="list-style-type: none"> - Observe and document - Participate when appropriate
Video	1:00-3:00 (120)	Video of Shakespeare Performance on Big Screen in Main Stage (intermission w/snack)	<ul style="list-style-type: none"> - Sit strategically to ensure behavioral expectations are met. - Help pass out snacks during intermission. - Escort students to the bathroom. (Stand outside.)
Travel	3:00- 3:15 (15)	Return to School	
Post-Trip Debrief	3:15-3:45 (45)	Reflection <ul style="list-style-type: none"> - Adult shout-outs and grows - Individual journaling - Group-Share out 	<ul style="list-style-type: none"> - Share glows and grows from the day

Expeditions Guest Educator Guidance



Guest educators drive authenticity and expertise in an Expedition. They also present opportunities for students to show their curiosity about a career or content area, and receive feedback from an expert in the field. Guest educators are more likely to fit within the Explore/Engage daily block, but there will be times when it's more appropriate for a guest educator to join for the Explain/Apply portion, so they can give feedback to students on their products or performances.

When to Host Guest Educators

A guest educator can be a valuable asset to Expeditions programming. Designers are encouraged to have multiple guest educator visits over the course of the Expedition. That being said, certain factors will limit how many days it would be possible for guest educators to come, including:

- Budget - many guest educators from museums, nature centers, and other educational institutions charge upwards of \$150 per visit.
- Scheduling - professionals often have restrictive schedules, so they may only be able to come on certain days or times.
- Content - consider how many days a guest educator's programming will stay engaging to students. Also consider which days will be most relevant for a given guest educator to come.

How to Find Potential Guest Educators

Not all individuals interested in visiting an Expeditions classroom will be a strong guest educator. It is important that designers are intentional about who they connect with about serving as a guest educator, and how they decide who to eventually hire. Strong guest educators come from a variety of places, including the below. More important than the prestige of the institution or the quality of the expert's work, however, is your conversation with them beforehand on what they plan to do with students. If your gut tells you that students will not be wowed by this individual, or if this individual will cannot be relied on to deliver the program you need, then chances are the Expeditions time can be better spent with someone else.

- **Museums and Science Centers** - Browse the websites of regional institutions for school-based outreach programs. Many of these institutions have entire education teams dedicated to designing school-based programs. Some of these programs are laid out on a menu on the institution's website, and you have to select which ones we want for which Expeditions days. Other institutions are more open to craft a personalized school-based program for a day of Expeditions. Either way, you'll want to look through the institution's website and speak to a member of their Education team to get a sense of the best programming for your Expedition. **Note:** many museums and science centers are willing to send their educators to us, even if they are far away. There might be an additional traveling charge, but sometimes that is worth it, given the uniqueness and quality of the program.
- **Local Art, Dance, Language, or Music Schools** - These options rarely post information on their websites about programming they could put on at a school. You'll have to do some Googling and cold calling to see if they would be available and interested in coming into our school to lead one or more lessons. Tell them about the overview for the Expedition, and ask what lessons or programming they could offer that would work well for what students are learning. Create a lesson plan based on the discussion, and have the art/language/music/dance teacher confirm that the lesson plan matches what they will be doing.
- **Local Professionals** - These individuals are often the hardest to seek out and the most challenging to work with, but rewarding nonetheless. Most professionals generally do not have teaching experience, so it would not make sense to have them teach a lesson. Instead, they would be valuable to present their own work to students, and to answer questions about their education, training, and career. They can also serve as authentic sources of feedback for student work (before the Showcase). To find a local professional, it is often easiest to attend events where they might be, and make connections face-to-face. If you are leading a photojournalism Expedition, for example, attend a local art show, and gauge whether any photographers there would be interested in talking about their work to local students. Get their contact information and follow up with them about times, dates, and what they will be presenting or doing during class.
- **Other Achievement First Staff** - Lots of people who work for Achievement First have the careers students will be learning about! Teaching about social media? We have an Associate Director of Marketing and Communications who does just that! Is construction your focus? Our facilities team has tons of projects they'd be excited to talk with your scholars about. Keep in mind that while all Achievement First staff care deeply about our students and mission, not everyone has the capacity to serve as a guest educator. Search the ManyMinds Employee Directory to get in touch with the right people, but be frank about what the commitment will look like in terms of preparation and execution.

The Guest Educator Block

Forty-five minutes is generally a solid amount of time for a guest educator to be present on a given Expeditions day. The classroom programs of many museums and science centers usually last from 40 to 45 minutes. Art, dance, language, and music lessons also last about that amount of time. Here is the recommended structure for a guest educator Engage/Explore block:

Part	Minutes	Description
Introduction	10	<ul style="list-style-type: none">• AF Expeditions teacher previews core activity for the block and connects lesson back to Expedition Essential Question and what students already learned about the Expedition career field• Guest educator shares their quick bio, including education, career path, and current work
Activity	30	<ul style="list-style-type: none">• Guest educator demonstrates activity at level of excellence (dissecting a squid, reading weather instruments, sketching a squash, doing a tai chi form, etc.)• Guest educator guides students through doing the activity whole-class, in groups, or individually• AF Expeditions frequently jumps in to clarify instructions and maintain high behavioral expectations• Guest educator and AF Expeditions teacher continuously give feedback to students, addressing whole-class misconceptions, and show-calling exemplary performance/work
Closing	5	<ul style="list-style-type: none">• AF Expeditions teacher leads class into meta-moment routine, having students reflect on most exciting and challenging parts of the exercise, and what insights they gained about the career• AF Expeditions teacher has students ask the guest educator questions about their work, career, education, and skills

Teaching with Guest Educators

Guest Educators are content experts. They should be impressing students with their rich content knowledge, astounding demonstrations, and complicated activities. Guest educators bring materials that will WOW kids and make the career students are studying come to life. That being said, guest educators rarely manage classrooms the way to which Achievement First students are accustomed. It is the responsibility of the Expedition designer to script what expectations will be critical for Expeditions AF teachers to articulate and maintain. The classroom's culture will continue to be the responsibility of the AF Expeditions teacher. This will mean that parts of the lesson will be directed toward the guest educator, and parts will apply to the AF teacher. It will be critical for the AF Expeditions teacher to keep close communication with the guest educator during each lesson, so they can adapt to what the guest educator needs, and provide any feedback accordingly.