Vision Inspiration Projects

Strategic Pathway:
Learning & Innovation in the System
AISC implements innovative learning experiences incorporating the inquiry framework and transdisciplinary skills, and alternative schedules to engage the vision of the AISC learner.

Our goal for the futures plan:
- 2018-2019 Goal: Vision inspiration projects defined and created
- *2019-2020: Passion projects will replace home learning and vision inspiration projects piloted.*
- *2020-2021: Vision inspiration projects implemented.*

AIMS
- *To engage AISC students in the development of the attributes from the Vision for an AISC Learner through a transdisciplinary, multi-age, immersive learning opportunity*

RATIONALE
- *Per the AISC Mission, "Together we inspire a love of learning empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world." These projects offer opportunities for students to apply their academic skills with their communication and transfer skills, and show students that we value learning outside of the four walls of the classroom.*
- *The aims of the Vision Projects are aligned to each of our AISC beliefs.*

Using the existing framework of the Missoula Children's Theatre week, we are hoping to launch "Vision Project Week" for Grades 3-5 students. This means they would be 3.5 days in duration (Monday p.m, Tuesday, Wednesday, Thursday - with most of Friday being a Grade 3-5 showcase from all the projects)
These projects will be planned through a project based learning lens, using the expertise of Suzie Boss when she visits in January, as well as other dedicated and supported planning blocks throughout the year and until next November.
The nature of the projects can be in one curricular area or transdisciplinary with elements of many different areas incorporated into the project.

We are hoping you may offer to be a project leader! If so, please fill out the below table as much as you can.

Name & Suggested Venue	Project Title	How many kids & Teachers needed	Curricular Areas	Vision of a learner attributes focused on	Scope (explanation of project)
Calley G5 classroom Around campus	Schoolyard Habitat Project	30 kids 2 teachers 2 TAs	Science ELA	Empathy Ethical Explorer	In the *Schoolyard Habitat Project* students become engaged learners as they research, design and implement a plan to enhance their school campus by creating insect habitats, providing nesting sites for birds, planting native plants or even removing weeds and invasive plants from the school grounds. Habitat enhancement efforts do not need to be elaborate in design with expensive price tags in order to provide meaningful, tangible results for the students. This project emphasizes simple, low or no-cost student-led actions to make a difference in the community, and the school. Source: PBLU.org See also Ntl Wildlife site: https://www.nwf.org/schoolyard/ *This project will be modified for the Chennai local context and include collaboration with a local naturalist. Students will document species on campus using an online*
Hilary (CIC)	Digital StoryTelling (Bernajean	30 kids 2 teachers 1 TA	ELA	Collaborator Innovator Thinker	The World highest paid YouTube stars earned a

| | Porter) | | | | combined total of $127 million in 2017. This is a huge increase compared to $54.5 million in 2015.
● The highest paid Youtube partner is Daniel Middleton – DanTDM with annual income reaching **$16.5 million for 2017**.
● The youngest YouTube star Ryan ToysReview who is 6 years old who is six years old made $11,000,000 in 2017.

The ancient art of storytelling is being revived. Designing and communicating information requires students to deepen their understanding of content while increasing visual, sound, oral language, creativity, and thinking skills. Making meaning out of an experience deepens the communication for both the author and the viewers. Telling stories together about things that really matter has an extraordinary effect on people. Digital media and digital distribution to the world community is reshaping the power of oral storytelling, enabling us to unfold a highly sensory experience that dances a narrative voice with images, sound, and music into illuminated understandings.

While the technical aspect of digital storytelling may be the "hook" for students, technology is secondary for student learning during the process of developing a digital story. Effective digital stories combine extensive research, ideation, critical thinking, organizing, writing, editing, and media literacy. Digital storytelling provides a compelling need to read and listen carefully and to write and edit effectively. |

					To help increase the quality of student stories, I will use Bernajean Porter's, *Take Six: Elements of Digital Storytelling*. For example, Showing not Telling is a quality long expected in good writing pieces, and this same element also creates exceptionally good stories as well. (More from Bernajean [here](#)) In this project, students will learn the difference between a digital story and storytelling. They will choose a topic and define their purpose, write an effective script and create a storyboard, record narration, and explore how to assemble all of the elements (text, images, narration, music and/or video clips). Finally, students will create the final version of their digital "storytelling" and publish it online. *Creative Educator*
Jack Pool & Kovalam beach	Surfing Lessons and Beach Clean-Up	15 students 2 teachers 1 Lifeguard	Physical Education Social Studies	Leaders Explorers Resilient	In this project, students will make connections to their Aquatics Unit in Physical Education by using their prior knowledge on swimming strokes and applying it to paddling on a surfboard. The students would also make a connections to a number of Social Studies Units: *Making a Difference (Grade 4), Advocacy for Change (Grade 5),* and *The Interdependence of Parts in an Ecosystem (Grade 3).* These connections would be made by presenting a need for environmental care, sustainability, and responsible individual actions. The #Take3forthesea project will be emphasized as an

					example to bring about social change through collective and individual actions. The students will also learn how to organize, plan, and conduct a beach-cleaning to show that both daily habits and large projects both play a part in social change.
Jen C	Robotics	20 - 30 kids 1 teacher + me 1 or 2 TAs	Science Tech Engineering Math	Collaborators Innovators	Work together in small groups (2 - 3 students) to devise/create a robot that would improve people's lives or improve the community. How can we as a design team create a robot that will improve the lives of people in our community?
Mary Kelly	Ideas: Community Photojournalist Invention Convention AISC Cartoonists (cartoon/graphic novel writing and illustrating)	20 students 1 teacher (art?) 1 assistant			Invention Convention: Design and build prototypes that provide innovative solutions. Pitch prototypes. AISC Cartoonists: Follow the writing process to create cartoons and graphic short stories. Learn about the elements of graphic novels. Learn from well-known authors/illustrators. Publish.
Sarah	Theater Production	20-25 2 teachers	Music	Composers Performers	Taking a special story, folk tale or book to the ultimate experiential project: Students will choose a story or book, learn to look where

| | | 1 TA | | | music should be added (could through a song or soundscape). Then they decided the instruments to use, the tone colors to add and compose the score. The students will produce, compose, play and act. Texts could include Indian or African folktales, fables, or a story. Students will discover simple costuming. |
| Keeley Dee | Cooking in the Kitchen at School (in ES) | 20 students 2 teachers 1 TA | World Language and Culture Math Social Studies | Leaders Collaborators Explorers Resilient | Students will learn how to cook/bake authentic French and Spanish dishes. They will read recipes and measure ingredients, and learn about the cultural significance of the chosen foods.

Differentiation: French and Spanish (and English) recipes will be available for students to choose from. Students will be able to challenge themselves to understand recipes in different languages. |

Anita - IDEA #1	How Skateboarding is changing the lives of GIRLS in India.	• 15 Students •1 teacher - or more ???? --Maybe integrate with Science, Social Studies, PE or Design Studio teacher? • 1 Assistant - maybe (?)	Science, Social Studies / Cultural India Studies / Art / Design Studio	Leaders Innovators Thinkers Ethical Empathetic Reflective	I have access to an friend who is working with the brand, "Vans" in Los Angeles. Together, they are promoting female skateboarding in India as a way for females to become role models and change lives for the better. Not only would these students learn about this progressive movement in India, but they would also learn about the process of designing skateboards for visual effect and consumer marketing. Depending on budget, students would either design and paint a real skateboard deck (or make their own complete skateboard), or they would construct cardboard skateboards and display their work along with information about this new form of female empowerment in India. I could possible schedule a guest speaker to come and talk to the group about the well known female Indian skateboarders.
------------------- --- Anita - IDEA #2	-------------------- Learning Geometric Math concepts through Islamic Design	--------------- *15 Students •1 teacher - or more ???? --Maybe integrate	------------- Math, Social Studies / Cultural India Studies (Mughal Period in Northern India's	------------------ Innovators Explorers Thinkers Empathetic Resilient Reflective	-- I have access to an friend/published author/professional artist who is an expert at Islamic Design. He is available for worldwide workshops teaching students how to understand and design mathematically these beautiful motifs that are a part of India's history. Students could learn about this period of India history and apply the easily recognizable motifs to individual projects or a school/public use project, such as a mural design, architectural design or utilize 3D printers in the Design Studio.

		with Math, Social Studies or Design Studio teacher?	history) / Art / Design Studio		
Preethi School campus AND Neighbourhood areas to shoot	AISC's take on Culture Appreciation.	*20 Students *2 Teachers and Communications Coordinators	Indian Studies Social Studies Technology Creative Arts	Explorers Collaborators Thinkers Resilient Reflective Leaders Empathy Ethical	*Our Students will work together to create Documentary/Docudrama along the lines of Chennai and its various charms. The learning opportunities in this project are diverse, it includes: research on Chennai, writing a script, interviewing residents, acting, directing, editing and filming a Documentary. This end product will be shared with our community to create cultural appreciation and understanding.*
Library	Literary Food Truck Festival		Library Reading Cooking	Versatile Reflective Explorers Thinkers Innovators	http://www.nowsparkcreativity.com/2018/10/how-to-host-literary-food-truck-festival.html Students capture their understanding of books through food. They create menus based on the book (food that represents the story, characters, etc. somehow) and then create a food truck to showcase their learning and understanding. "If you ask students to build an Oreo cookie sculpture based on the theme of your book, great! Then find a way to have them show their intentions. How does that cookie spire connect to the dystopian

					theme of *The Hunger Games*? What does that pile of crushed cookies at the base represent? What quotations from the book will help make the bridge?" This teaches students how to make a claim and provide evidence. "The basis of this assignment is for students to create a food truck based on a character or a novel. Let's say Ponyboy from *The Outsiders* was going to become an entrepreneur and create a food truck. What would he serve? Where would he park his truck? Who would work there? What would his truck look like? What would his menu be like? What would be his goal in starting the company? The key is for students to answer every one of these questions through the lens of their reading." "Or let's say a group of students was going to start a food truck based on *Macbeth*. How could they represent the novel through their choices? As they created a menu, a design, a marketing plan, etc., they would need to think about how each detail reflected the play." "Let students, individually or in groups, create food trucks based on different characters or the novel as a whole."
Alex -ECR Speedway -Mystery Room Chennai (Escape	Spirit of a Racer	15 students 2 teachers 50% boys 50% girls	Vision of a learner ELA- (Information n and NF text)	All	Students will explore the delicate human balance between collaboration and competition through a variety of engaging interactive learning experiences such as go-kart racing, escape room challenges, pool and track races. By learning about successes and failures of diverse and dynamic *racers*, students will take a deep dive into the attributes of AISC's Vision of a Learner. Students will explore the characteristics of glorified racers from the

challenge) -AISC Campus (Track, pool, gym)					past and present. Some of these famous racers will include Michael Phelps, Dale Earnhardt, Danica Patrick and Amelia Earhart. Inquiring into ways famous racers crafted their talents as resilient and versatile leaders in their field of passion will be at the heart of this project. Planning Doc
Jane Not exactly sure yet (fitness, yoga, movement, gymnastics or interdisciplinary to include dance and science/social studies)	TBA	TBA			
Julia BBT	What's the News?	15 students	Speaking and Presenting Skills ELA (information gathering)	Leaders Collaborators Thinkers Versatile Resilient Reflective	Students will spend a week being part of a broadcast journalist team in order to inform the greater Elementary community of *things* happening around campus. They will ultimately produce a short video news broadcast.

Linda					

Notes:

- Missoula tryouts include Missoula as choice 1, 2, 3
  - How will we choose which students do which?
  - How will we choose which adults do which?
- Project week included in the permission slip for start of the year form
- Ask Discover India notes from Ryan - advisory notes, timeline
- Time-sensitive goal: Work backwards from May 15 approx to be able to share details about the project with teachers
- With Suzie, consider asking her for pros/cons from an external point of view
- What might a planning template look like?
- What resources might be available to help us consider the intensity of the experience, and maintain student interest? IE, what's the arc of the experience for planners? Line of inquiry, etc.
- Idea/question: documenting our learning through the week
- In what capacity will collaborating teachers (as opposed to lead teachers) contribute to the planning? What might be the options here? Roles and responsibilities for each - editing/revising teachers?
- Team-building arc
- Draft schedule for the week including team-building, breaks, reflection time, individual time and collab time, etc.

- Bolded items are common activities

Monday Starts
Keynote
Connecting & Culture

Who is available? 24 from homerooms for 13 projects
Grade 3 HR x 4
Grade 3 EAL x 2
Grade 3 TA x 2
Grade 4 HR x 4
Grade 4 EAL x 2
Grade 4 TA x 2
Grade 5 HR x 4
Grade 5 EAL x 2
Grade 5 TA x 2
Additional People
Priya Venugopal
Clinton
Dilip

Scheduling
Makerspace
Kitchen

Studio Spaces

Library closed or modified schedule

Home spaces for teams and movement for the team - possibly out of classroom?

Year 2: Consider HS Discovery week to free up space

Timeline

Student information
- Grade 5 Focus group on interest, names and feedback protocol
    - Focusing Four protocol?
- Final Choices at Learning Celebration
- Questioning protocol in HR
- Student choice 1, 2, 3 with a rationale
    - Student requirements
    - Sign-up Mela
    - Preference to 5th graders
    - Counseling convo included in placement plan

Parent information
- Parent Coffee
- Parents at Info Mela Friday PM
- Sign ups goes out on Edmodo
- Parent Coffee round 2,

Support available
- Skype with Suzie
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In advance:
- Choice? Apply?
- Who would be a good collaborator for you from your homeroom?
- Why do you want to be a part of this team?
- Why are you a good fit?
- Reflect and share what strengths they are bringing to the team
- Trouble-shooting packet

- Give exit ticket at the beginning of the day so that students can get ready to reflect on it
- Make a note to Missoula about this new format - supporters of Missoula could help facilitate downtime for the Missoula people
- Consider having students interview with the project manager/complete an interview from their first and second choices to elevate the status of the projects as compared to the

Vision Projects Week Framework DRAFT

AIMS
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BOLD: Common Resources and Activities
Italic: Teacher Thinking

Timing	Monday Getting Started	Tuesday Building Knowledge	Wednesday Develop and Critique	Thursday Develop and Revise	Friday Celebrate and Reflect
Morning Meeting	Missoula Tryouts Morning Meeting in Classrooms	**Morning Meeting** *Exit Ticket and Outcomes*	**Morning Meeting** *Exit Ticket and Outcomes*	**Morning Meeting** *Exit Ticket and Outcomes*	**Morning Meeting** *Exit Ticket and Outcomes*
Morning Session 1	Missoula Tryouts Keynotes & Misc	Driving Question & Need to Know	**Ideation** *Teacher subtext: Monitoring Team Dynamics*	"Messy Middle"	Finishing touches Missoula Dress Rehearsal
Break					
Morning Session 2	**Connecting and culture - slogan, chant, banner**	Build Knowledge Might be in two groups/stations	Development	"Messy Middle"	Missoula Performance
Morning Session 3		Building Knowledge	Development		Missoula Performance

<u>Lunch</u>			*Project Leader Check-in and Troubleshoot*		
<u>Afternoon Session 1</u>	Entry Event	**Collaboration Norms**	**Energizer** *For the slump*	Prep for Share Out	**Project Team Celebration and Reflection**
<u>Afternoon Session 2</u>	Debrief	Focus Groups Form Smaller Team Building, "Strengths Finder"	**Critique**	Prep for Share Out	**Homeroom Share Out**
<u>End of Day</u>	**Exit Slip**	**Exit Slip**	**Exit Slip**	**Exit Slip**	**Exit Slip**
<u>Teacher Reflection</u>	***Teacher Reflection***	***Teacher Reflection***	***Teacher Reflection***	***Teacher Reflection***	Happy Hour