

AF Greenfield Enrichment Expeditions

Backwards Planner

*adapted from High Tech High

If you complete this digitally, be sure to make a copy before typing on the document.

Add your name to the title and share it with other colleagues connected to the project.

Please reference this EXEMPLAR before beginning your plans!

Enrichment Expedition Title:

MM/YY Expedition Title

Teacher(s):

[Planning Backwards](#)

[PROJECT CALENDAR](#)

[DAILY STRUCTURE](#)

[FULL FIELD LESSON](#)

[SHOWCASE](#)

Planning Backwards

1. THE FINAL PRODUCT & SHOWCASE

PRODUCT/PERFORMANCE: What will students *do, write, create, perform, or build* during this Expedition?

Envision the final product. What 4-5 elements (**Criteria for Success**) would we see in a truly quality final product?

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SHOWCASE STRUCTURE: How will students exhibit their work in 30 minutes?

2. MILESTONES

If the goal is a **truly high-quality final product**, what are the **indispensable steps** in the process that you need to plan for intentionally? *Prototyping? Drafting? Critique? Refinement? Rehearsal?* What are the important milestones along the way to the final draft? Think about:

- DELIVERABLES: deadlines for drafts and specific product components
- CRITIQUE: opportunities to receive meaningful feedback (from you, from peers, from an outside audience, from an adult expert)
- REFLECTION: regular opportunities to reflect on and document their progress

DAY	Main Activities & Deliverables
1	
2	
3	
4 (Field Lesson)	
5	
6	
7	
8	
9 (Showcase)	

3. PORTFOLIO CREATION

What key outputs from the Expedition could scholars document in their portfolio and share at Dream Teams?

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4. How will students develop [21st CENTURY LEARNING COMPETENCIES](#) as they work on this project?

SKILLS	Where we will see evidence of this?
Creativity	
Collaboration	
Critical Thinking	
Communication	-

5. What **adult professionals, college scholars, and/or additional teaching artists** could you bring in as guest speakers or to launch the project, give context, act as resources, and/or give feedback during your critique process and/or presentation? If you are bringing in a teaching artist (10 hrs max), when will they visit, how will they be utilized?

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6. What meaningful, rigorous [field experience](#) you could design for the students in each region? Could they see a college or professional rehearsal, performance, or exhibit?

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PROJECT CALENDAR

Repeatedly Do Daily Plan	
Materials / Set-up / Prep	<i>Printed materials should be hyperlinked here</i> <i>Videos used should be hyperlinked here</i>

TIME (180 min)	AGENDA (Adapt from FOI)
	Entrance
	○
	○
	○
	○
	○
	REFLECTION PROTOCOL
	Dismissal

FIELD LESSON CT & RI SCHEDULE (DAY 4 - FRIDAY)	
8:00-8:30	Field Lesson Prep
8:30-9:00	Staggered Departures
9:00-12:00	Field Lessons
12:00-12:15	Return to School (by 12:15)
12:15-12:50	Lunch in homerooms (TBD)
12:50-1:00	Dismissal

FIELD LESSON NY SCHEDULE (DAY 3 - THURSDAY)	
9:00-9:30	Field Lesson Prep
9:30-10:00	Staggered Departures
10:00-2:45	Travel and Field Lesson - Include Lunch
2:45 - 3:00	Return to School (by 3:00)
3:00	Transition back to classes (TBD)

TIME	TEACHER ACTIONS	STUDENT ACTIONS	CHAPERONE ACTIONS
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-

SHOWCASE	
Materials / Set-up / Prep	<i>Printed materials should be hyperlinked here Videos used should be hyperlinked here</i>

TIME	SECTION	CO- TEACHER ACTIONS
8:00-9:15	Final Prep / Dress Rehearsal	
9:15-9:45	Audience Expectations	
9:45-10:00	Warm-up/Pump Up	
10:00-10:10	Transition to Showcase Space	
10:15-11:15	Showcase!	
11:15-12:00	Debrief/Celebrate	

	<ul style="list-style-type: none">- REFLECTION PROTOCOL- Take student surveys	
12:00-12:40	Lunch in Homerooms	
12:40-1:00	Dismissal	