

KHOJ



The Outbound Learning Expedition

Expedition Design Framework

Expedition Title

The title should generate curiosity and excitement to know more about the expedition both among the children and educators. It should capture the essence of the KHOJ expedition.

Grade level/Age	Place	Date/Duration	Date of creation or revision	Facilitators



The Purpose and Principles behind the KHOJ Expedition Design Framework

The KHOJ Expedition Design Framework is a planning document. It provides a structure for educators to conceptualize, plan, design, review and document the 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 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.
3. Planning is a learning process. It helps us to make our thinking visible, which in turn enables us to review our plans and others to share their thoughts on it. We can review what happened in the KHOJ expedition vis-a-vis what we had planned, which is an important source of learning.

Acknowledgement

This design framework is inspired and guided by Expeditionary Learning principles and framework, Outward Bound Expedition Design Framework and Kolb's Theory of Experiential Learning.

Expedition as pedagogy for learning and development

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.

KHOJ comprise of challenging experiences, both physical and emotional, which lead to new awareness, sensitivity and understanding in the learners. In a KHOJ expedition, learners set out to explore the unknown as crew and in the process rediscover 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 Expedition:** 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.



Connecting Circle for KHOJ

This is the space for brainstorming and making connections among different ideas, thoughts, people and places. The idea is to generate possibilities for the KHOJ. It can be represented in form of an interconnecting circle of ideas and possibilities. The idea is to expand thinking.



KHOJ Expedition Flow

This is the space for mapping the flow of ideas and focus areas to be addressed in the KHOJ and the interconnection between them.



The Big Ideas and Guiding Questions

"Our education has got to be revolutionised. The brain must be educated through the hand. If I were a poet, I could write poetry on the possibilities of the five fingers. Why should you think that the mind is everything and the hands and feet nothing? Those who do not train their hands, who go through the ordinary rut of education, lack 'music' in their life. All their faculties are not trained. Mere book knowledge does not interest the child so as to hold his attention fully. The brain gets weary of mere words, and the child's mind begins to wander. The hand does the thing it ought not to do, the eye sees things it ought not to see, the ear hears things it ought not to hear, and they do not do, see or hear, respectively what they ought to. They are not taught to make the right choice and so their education often proves their ruin. An education which does not teach us to discriminate between good and bad, to assimilate the one and eschew the other is a misnomer."

Mahatma Gandhi

Discussion with teacher trainees, Harijan, 18th February, 1939



Big ideas and guiding questions are the enduring understandings that we would like to develop in children through experiences and learning expeditions. These guide us in designing learning experiences and expeditions for children both inside and outside the classrooms. Our experiential curriculum for schools is guided by these big ideas and guiding questions.

1. Understanding the social, natural and physical systems and developing the capacity to see and understand systems and their interconnectedness

- How does a system work? Parts v/s whole. Understanding the parts and their inter-relationship to figure out the system.
- How does a system change over time? How does a system adapt? The process of adaptation and change.
- Systems are complex, interdependent and are in a continuous state of change and flux. How can I see and experience the systemic change?
- Systemic change is slow and gradual e.g. a frog in a tub can't feel the heat if we start heating the water gradually and it dies eventually; whereas, if we put the frog in a hot water tub, it will jump out with a knee-jerk reaction. How to develop the ability to see slow systemic changes?
- Systems can be understood and interpreted at multiple levels- events, patterns, structure and beliefs/assumptions. How am I connected/part of the system? How can I effect a change? Finding effective leverage for change.
- Seeing things from different levels lead to different understandings. The level at which I am operating determines the leverage I have for action and change. The kind of questions and inquiry I am engaged with determines the leverage I have for action and change.
- No perspective is complete. A combination of perspectives leads to better understanding of systems. How can I develop the capacity to hold and engage with multiple perspectives?

2. Change over time

- How do things & behaviours change over time?
- Trends & patterns change and emerge over time and are not discrete cause and effect events.
- To understand change we need to go deeper- from events to patterns to underlying structures and further to underlying assumptions/beliefs. The deeper we go, the better we understand and more empowered we are to act. I need to slow down to see and experience the change.
- Change is cyclic in nature. To look at it as a linear cause and effect is not sustainable and complete.
- Change does not occur in isolation. It is a result of multiple interactions and causes which lead to further change at different levels and directions.

3. Understanding the local context/systems empowers children for life

- My family, my neighbourhood, my city, my school etc. How do people spend leisure time in my neighbourhood? How has the structure of family changed in last 20 years in my neighbourhood? The traffic system, the water supply system, the waste management system, the energy supply and consumption. Who is responsible for essential services in my neighbourhood/city? What is my responsibility? My responsibilities as a citizen.
- The natural flora and fauna around me e.g. birds I see in/around my home and school, trees and plants I see in my city etc. How has the natural habitat changed in the last 5 years around my school and city?
- The political system and governance of my town. How does the RWA and Municipal Corporation work? The system of election.
- The market and economy- from where does the vegetables come? From where do we get milk? How do we get newspaper?

4. Interdependence, adaptation and sustainability

- How are things interconnected? How do things influence each other?
- How do these relationships and influences change over time?
- Systems such as nature and society are complex. To understand them we need to map and see the interconnectedness of these systems. How does nature sustain itself?
- How did communities come into being? How and why do communities live together?
- What is my relationship with my environment? How do we depend on each other?
- Experiencing different habitats and the process of adaptation.

5. Form and function and its relationship with adaptation and evolution

- a. How does function affect form? How does form aid function?
- b. Forms have evolved through time and the evolution tells us a story about our world and how it adapts and changes. Why is a beak or a claw shaped the way it is? How does 'where I live' determine 'how I live'?

6. Understanding the 'micro' is essential in understanding the 'larger system'

- a. Small micro units reflect bigger systems.
- b. Family is a microcosm of the society. How do changes in society affect families and vice-versa? We need to study microcosm to understand the system.
- c. Looking at the tree is important when we are trying to understand the forest. Family and neighbourhood help us to learn about our community and the world.
- d. I reflect what my community is and I shape my community.

7. Evolution and Inventions

- a. The theory of evolution. What factors enable the process of evolution? Evolution of humans and society.
- b. Ideas, thoughts and systems have evolved through generations.
- c. What are the different steps that lead to invention and innovation? What does it take to invent and innovate?
- d. Inventions and technology shape the way people interact with each other and the world. These reflect and shape human history.

8. Navigating the Unknown

Through challenge and adventure in unfamiliar settings, we overcome physical, emotional and cognitive limitations, which helps us in seeing and experiencing possibilities and abundance in self and the world around. Engaging and meaningful experiences develop a new understanding which empower us for a creative and productive life. As a result the actions, thoughts and feeling that are invoked are of the highest potential and purity.

- a. How do I navigate the unknown? How do I face challenge?
- b. What makes me who am I? How do I learn? How do I relate? How do I solve problems?
- c. How to act and relate selflessly with pure intent?

9. Creation, craftsmanship and true empowerment

- a. When I create with my hands I feel the true joy. How can we experience the joy of creation?
- b. I do and I understand and hence, I feel confident.
- c. In the humility of work lies true empowerment and hence freedom. With creation I experience true self-sustenance.
- d. What does it take to create? The process of creativity.
- e. Creation under constraints- the idea of doing more with less.
- f. Being resourceful and the joy of being resourceful- this helps in being abundant in our thoughts and action.
- g. Review, Revise and Rework- working on/through multiple drafts. Seeing the strong and weak models of work and learning from others.
- h. Reuse and recycle.

10. Understanding history to understand present

- a. It is important to understand history in order to understand the present. Where do things come from?
- b. Society and culture reflect and shape history.
- c. History is made by ordinary people who do extraordinary acts and are consistent. Events affect and shape individuals to do extraordinary acts.
- d. I am the history of the future.

11. How does Diversity lead to sustainability?

- a. The way I look at things could be different from the way other looks at them. There is no either/or- building the capacity to see and be with multiple perspectives.
- b. Diversity enriches life and helps in sustaining and adapting to challenges.
- c. Diversity leads to interdependence.

12. Service and compassion

- a. There is enough for everybody- thinking and co-creating together. Thinking and living in abundance.
- b. Sharing from what you have. Not postponing it for the future i.e. time when I will have enough than I will share.
- c. Joy of serving.

13. Taking responsibility and being proactive

- a. Not being reactive to events/patterns/behaviors. Act to create new realities/future and possibilities.
- b. I am responsible. I can!
- c. How do I learn? What enables me as a learner? What are my strengths as a learner?
- d. Courage and conviction comes from the quest for truth and from being non-violent. Truth wins- Satyameva jayate.
- e. Thinking big and taking small steps every day. The power of two and exponential growth.

14. Language, arts, mathematics help me in constructing my world

- a. It helps me in forming/conceptualizing my understanding and thoughts. It helps me in articulating my thoughts and expressions.
- b. I connect with others and the world through language. I connect with myself through languages. I describe myself through language and hence define myself.

Big Idea behind KHOJ

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 KHOJ

Guiding questions are generated from the big idea. They give direction, focus and set the boundary for the KHOJ expedition. We should not have more than 2/3 guiding questions. Discovery missions, case studies, adventure activities, service, etc. in the KHOJ expedition should help us in figuring out the guiding questions.

Focus of KHOJ

Focus areas will be the key strands that will run throughout the expedition.

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:

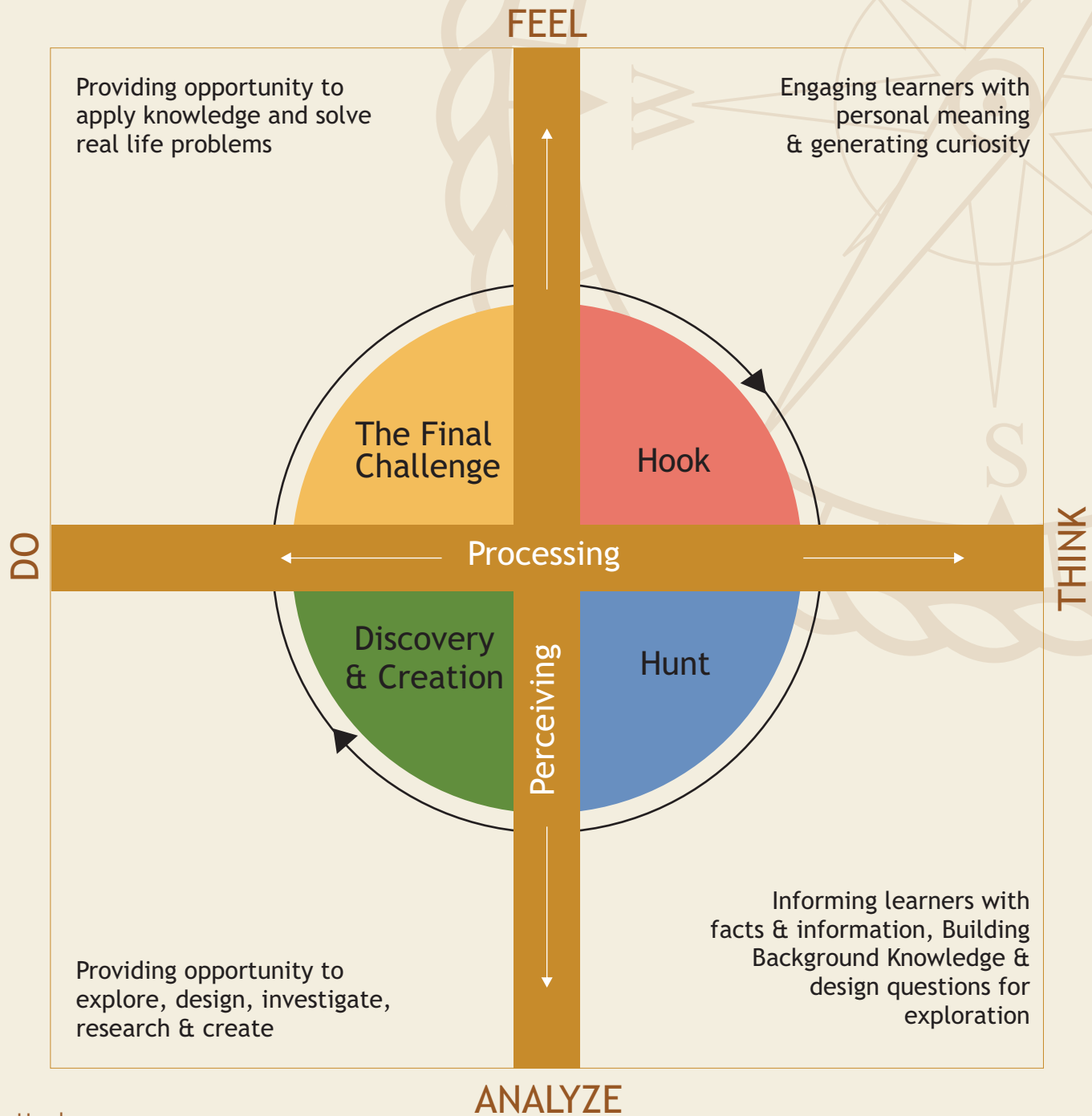
- None

Learning Targets for KHOJ

The main strands/focus areas that are to be addressed during the KHOJ expedition.

Strands	Learning Targets
Systemic Study	
Case Study	
Conceptual understanding (Curriculum based)	
Wilderness Survival and Craftmanship (Life skills)	
Service	
Values	

The KHOJ Expedition Design Framework



The Hook

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

The Hunt

Critical discussions that let the child seek out important facts, knowledge and more importantly the questions that she wants to inquire further. It is about building the background knowledge for the KHOJ expedition.

Discovery & Creation

Discovery missions provide opportunities to explore, design, investigate, research & create in the real life context of the child that will build the required understanding and skills.

The Final Challenge

An integrated experience that lets the child apply the new found knowledge and understanding to solve real life problem, create and build awareness.

The Hook

As the name itself suggests, the ‘hook’ should be able to create the curiosity and excitement in children for the KHOJ expedition. The idea is to prepare children for the KHOJ. 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.

Building Background Knowledge (BBK)

Building Background Knowledge is a protocol through which students become interested in exploring 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. Then they get back with the group, discuss their notes, ideas and 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 collect questions and create 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.

Discovery & Creation

Discovery missions provide children with opportunities to explore, investigate, question, experience and make connection with the real world. The emphasis is on providing real life experiences to children that will arouse curiosity for the unknown. This is where children explore, question and build concrete understanding. When children discover something that moves or excites them, they are inspired to further research, reflect and learn more. Children should have a balance of working individually and in crews.

Discovery Mission - 1

For the KHOJ expedition, we can have 2 to 3 discovery missions depending upon the focus areas and skills that we aim to develop. In KHOJ the discovery missions would comprise of exploring the local habitat, history, culture, stories, biodiversity, wilderness, adventure and service. Each discovery mission will have crew sharing and reflection as a main component to help children learn from each other and also deepen their experience.

Title and the Flow

Learning targets to be addressed

Guides/Experts

Case study

(For setting the conceptual context for the discovery mission. This can be done in the pre KHOJ preparation.)

Final product/performance and the audience

(What skills & knowledge will students need to complete this product/performance? Does it provide opportunity for service?)

Discovery Mission - 2

Title and the Flow

Learning targets to be addressed

Guides/Experts

Case study

(For setting the conceptual context for the discovery mission.
This can be done in the pre KHOJ preparation.)

Final product/performance and the audience

(What skills & knowledge will students need to complete this product/performance? Does it provide opportunity for service?)

Discovery Mission - 3

Title and the Flow

Learning targets to be addressed

Guides/Experts

Case study

(For setting the conceptual context for the discovery mission.
This can be done in the pre KHOJ preparation.)

Final product/performance and the audience

(What skills & knowledge will students need to complete this product/performance? Does it provide opportunity for service?)

The Final Challenge

The final challenge should provide an opportunity to children to apply their new found knowledge, skills and understanding in solving real life problems, create new possibilities and build awareness.

KHOJ Design

Days	Pre-Breakfast Session	Morning Session	After Lunch Session	Evening Session
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				

KHOJ Design

Days	Pre-Breakfast Session	Morning Session	After Lunch Session	Evening Session
Day 7				
Day 8				
Day 9				
Day 10				
Day 11				
Day 12				

Pre KHOJ Work

What we need to do?	Who's responsible?

Post KHOJ Work

What we need to do?	Who's responsible?

The Launch

What is the plan for the launch?	
What all will we need to communicate to the children? How?	
What all we need to communicate to parents? How?	
Who is responsible for what?	
When? (Timeline)	

The Culmination

How are we planning to culminate the KHOJ expedition?	
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?	
What all will we need for the culmination? (Resources and logistic requirement)	
When? (Timeline)	

KHOJ Expedition Planning Grid

Weeks	Day 1	Day 2	Day 3	Day 4
1				
2				
3				
4				



Facilitators Checklist

The checklist includes the planning requirement that the facilitator needs to check for the Khoj before we embark on the expedition

What To Do?	What will we need/ Who is responsible?	When?	Done
1. Train Reservation			
2. Share the Final design with the camp			
3. Finalize the Menu			
4. Meet ODIs for Adventure Activities			
5. List of Equipment/ Supplies to be taken to camp			
6. Medical Arrangements and meeting the nurse			
7. Share the Design with teachers			
8. Study Material/ Journal to be shared			

Communication Plan



Key communication	Do we need to rework on the content?	How to send?	Who will send it?	When?
1. Brochure				
2. Registration Form (Collection)				
3. First Circular (What is KHOJ?)				
4. Second Circular (Details of where the expedition will take place?)				
5. Things to Carry				
6. Medical Form				
7. Indemnity Bond				
8. Student's Reflection Form				
9. Teacher's Reflection Form (Review meeting)				
10. Parent Reflection Form				
11. Photographs and uploading them on the internet				

Notes

Notes



“It’s not the plan that is important, it’s the planning.”


Dr. Gramme Edwards



Disha India Centre for Experiential Learning is an educational initiative towards redefining learning and education and thereby leading to the fundamental re-invention of classrooms and schools. The idea is to use real-life experiences, expeditions and productive work as a pedagogic medium for developing content understanding, skills in children and character. Simultaneously, Disha India's work involves designing experiential curriculum and pedagogy, designing expeditions for children and educators in local communities and wilderness. Disha India is committed in preparing educators to lead and sustain the culture of learning and excellence in schools. To know more about Disha India, visit www.dishaindiaeducation.org

Disha India Education Foundation is a non-profit social organization registered under section 25 of companies act, 1956.



Disha India Education Foundation
Acharya Tulsi Global Meditation Centre,
Sector- 62, Opp. The Heritage School
Gurgaon - 122 003
M: +91 9650957389 | T: +124 3243724
E-mail: reach@dishaindiaeducation.org
www.dishaindiaeducation.org
 Khoj-The Outbound learning Expedition