**A High Rocks Learning Experience**

Curriculum writing at High Rocks will follow this drafting process:

* Collaborating
* Planning
* Teaching
* Observing
* Reflecting
* Revising

***Methodology (definitions)***

*High Rocks lesson plans goals check list.  Education will be:*

**Experiential:** Students learn through the process of doing and reflecting; they have opportunities to have and draw on their own direct experience.

**Transformational:** What students are learning has the power to significantly and concretely change their selves, lives, and communities.

**Project-based**:  Students move through the phases of completing a clear project with a result at the end; to learn to make a movie, you make a movie; to learn about watershed science, you wade into the creek and collect and analyze water samples and bugs; etc.

**Academically rigorous** (especially in writing, creative thinking, critical thinking, logic and reasoning skills): Students should acquire skills that prepare them to succeed in college prep level academics. Students are supported and encouraged, but also given authentic, honest feedback and guidance for improvement.

**Personal and self-reflective**: Students’ own experiences are honored and drawn on, with constant connections being made between the material studied and their own lives.

**Community-building**: Education isn’t just about individual achievement, but a group working together to share their knowledge and skills, support each other’s success, and accomplish projects collectively.

**Physically active, mind-body integration**: Students use their bodies as a tool to learn—education doesn’t just happen sitting in a circle, but also on a walk in the woods, while creating human graphs in the field, or while crafting an art piece. Education also means respecting students’ physical needs and creating a space where learning includes exercise, healthy food, and personal care.

**Deep Learning/spiritual**: Students are asked to reflect not only on facts and concepts, but also on values and meaning.

**Simultaneously a safe learning environment while challenging people to step outside of their comfort zones:**  Education should create an atmosphere of respect and challenge, where no one fears ridicule or being put down, but everyone feels motivated and expected to push themselves beyond what is easy or familiar in terms of both trying new skills and exploring new ways of thinking.

**Involving Youth Voice and Leadership:** Adults and youth work together as co-creators of education, students have a direct voice into the curriculum and academic experience, and power and responsibility to participate actively in defining end carrying out their own education.

***Curriculum Format***

**Title:** Program, Activity, or Category
**Why:** The problem you are solving/the question you are answering/need you are filling
**Goals:** What part of the “why” you want to have made progress on by the end of the lesson.

**References:** This is the “Big Picture” section. What are the ideas or school of thought this activity draws on or builds from? This section contains the ideas or approaches that a teacher should understand in order to implement the activity well. Ideally, this section should basically summarize the actual ideas or philosophy and also include references for further research and reading.

**“Before You Begin” or Skills Required:** What you’ll need to know how to do in order to successfully implement this lesson, including items drawn from the High Rocks training techniques.

**Actual Lesson Plans:** Depending on the activity, this may be more straightforward or more general. For example how to run a UYN lesson on Cuban music might be more specific, while how to run a Girls Group at Camp Steele would be more general.

All lesson plans, whether written as a list in this format or as more general guidance, should address most or all of the following items:

**Before you go:**
1.    Pre-Planning
2.    Partnership Development
3.    Student Recruiting methods and materials:
4.    Materials and Supplies:

**Plan or Agenda:**
1.    Opening
2.    Sections of the lesson
a.    Section topic and goal
b.   Facilitation Strategy
3.    Plan B
a.    If you have extra time
b.   If you run out of time
4.    End product
5.    Evaluation
6.    Closing

7.    Schedule or timeline

**Resources:**
1.    Evaluation for students
2.    Evaluation for facilitator
3.    Relevant websites, research
4.    Powerpoints, articles, etc.
5.    Photos
6.    List of partners, partnership desciptions and contact info

**Tips for promoting youth voice in this lesson:**
Most plans will be framed in terms of ideas, suggestions, and examples; even detailed plans will  ideally include a couple of options for the teacher. For example, the lesson plan might include ideas of two or three different “Openings” that could be used based on the group size, energy, time available, or other factors.

**After You are Done:**
Includes wrap-up things that are necessary for all lessons and units.  This section should include evaluations, thank you letters to volunteers or people who donated things to the program, cleaning up space, etc.

**Case Studies**

Stories of how this has actually gone, including what worked or didn’t, how plans were adapted, etc.

**High Rocks Context:** The history of this activity or lesson at High Rocks.