Faith Wilbanks– Director of Humanities, The Kindezi Schools
Lola Onikoyi– Assistant Principal, The Kindezi Schools at Old Fourth Ward
Jewel Strawberry– 5th Grade Social Studies Teacher, The Kindezi Schools at Old Fourth Ward
Faith Wilbanks - Director of Humanities
Lola Onikoyi - Assistant Principal
Jewel Strawberry - 5th Grade Social Studies Teacher
Our Mission: How we ground ourselves in our work

Our mission is to provide every child---regardless of background, need, or identity---a holistic genius-awakening education, built on family-sized classrooms, conscious diversity, and scholarly excellence.
Community Builder

Who is in the room?
Objectives

🚌 Participants will be able to differentiate between a field trip and a field experience.

💚 Participants will gain insight into how The Kindezi Schools awaken the genius in teachers and geniuses in order to facilitate genius-awakening experiences that foster holistic education.

🌍 Participants will be able to evaluate their own field lesson planning in order to ensure that teachers are adequately prepared to facilitate the experience and that students make real-world connections and get maximum exposure to new perspectives and possibilities.
Note Catcher Options
Equity Commitment #1
We believe every child is innately gifted with genius.

Genius awakening experiences for all
We commit to delivering genius-awakening learning experiences every day, in every school, in every classroom, for every child.

This means our *geniuses* receive experiences that align with our graduate profile aims and expose them to new perspectives and possibilities.

Critical Thinker
Empowered Learner
Persistant Problem Solver
Leader
Savvy
Self - Confident & Self - Loving

Our Graduate Profile Aims

I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them.

Dr. Asa Hilliard
What is a field experience?

A field experience is an opportunity to apply knowledge gained in the classroom with practice in the field. It awakens genius and encourages curiosity within staff and geniuses.

A field experience is a catalyst for creating, connecting, and solving problems or wonders.

STOP and JOT!
<table>
<thead>
<tr>
<th>Field Trip</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Random – not aligned with the unit</td>
<td>• Integrates the curriculum</td>
</tr>
<tr>
<td>• Cool experience</td>
<td>• Aligns with the unit</td>
</tr>
<tr>
<td>• Incentive trip</td>
<td>• Allows field research and gaining more information about a topic</td>
</tr>
<tr>
<td>• Less planning</td>
<td>• Engages students in real world experiences and knowledge</td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td>• Following the experience students are able to stamp the experience.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>• <strong>Everyone attends</strong> – no matter what</td>
</tr>
</tbody>
</table>
It's as easy as P.I.E.S!

P Prep and Plan
I Integrate Curriculum
E Exposure
S Stamp the experience
Check for Understanding!

Field Experience = Green

Field Trip = Yellow
Students are notified a week prior to the trip, that they will go see The Nutcracker ballet.

Field Experience = Green

Field Trip = Yellow
Students are notified a week prior to the trip, that they will go see The Nutcracker ballet.
Students are studying rock classification and visit a rock quarry in Georgia. While at the quarry they are taking notes, asking questions, and taking pictures of different type of rocks.

Field Experience = Green

Field Trip = Yellow
Students are studying rock classification and visit a rock quarry in Georgia. While at the quarry they are taking notes, asking questions, and taking pictures of different type of rocks.
Students who met their MAP goals went bowling.

Field Experience = Green

Field Trip = Yellow
Students who met their MAP goals went bowling.
CFU

After studying the roles of government, a local councilwoman comes into the school to take questions from students. Students then give a report to another classroom about the different roles of government.

Field Experience = Green

Field Trip = Yellow
After studying the roles of government, a local councilwoman comes into the school to take questions from students. Students then give a report to another classroom about the different roles of government.
Objectives

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Rock Eagle Project Plan:

**P Prep and Plan** – Staff field experience, family meetings, fundraising

**I Integrate Curriculum** – We integrated experiences that the characters in Percy Jackson had to support background knowledge of the text.

**E Exposure** – Geniuses had a plan in implementing the schedule. Example: voting on classes, shirts, favorite snacks, surveys, etc. Geniuses also gave feedback for next steps.

**S Stamp the Experience** – Geniuses used their knowledge from the experience to access materials and character thoughts, feelings, and motivations in the text. Geniuses also engaged in using the morphology from the trip, and class cabins!
P= Plan and Prep- Rock Eagle Vision and Goals Project

Plan

Objectives:
- Build community within the Kindezi 6th-grade cousins.
- Geniuses will engage in experiences to support their background knowledge of Percy Jackson.
- Geniuses will participate in a tradition that welcomes them to Middle School.

Goals
- 90% of Geniuses will agree that they built community amongst their Kindezi Family
- 90% of Geniuses will connect an event from Percy Jackson to their experience at Rock Eagle (later assess in ELA)
- 100% of participants will participate in a welcome to Middle School tradition.
Open House!
It was a new idea to go overnight, so we needed to build trust and engage ASAP!

Grade Level Chairs!
To maximize staff buy in, GLCs rolled out the staff retreat to Rock Eagle to their teams.

Family Communication!
We had three family meetings leading up to the experience. Staff also had many one on one conversations to ensure that all families felt comfortable with the overnight experience.
“Think like a sixth grader...”
I= Integrate- Why Rock Eagle?

- Build Comradery
- Real World Connections
- Greek Mythology
- Background Knowledge to better understand the text
- Camp Experiences
- Tradition of welcoming Geniuses to Middle School
E = Exposure
S= Stamp the Experience

- Came back and took a “Greek God” test.
- From the responses, geniuses were put into cabins.
- Geniuses used their experience from Rock Eagle to Create cabin rules, games, and a banner.
- Used the common Greek and Latin affixes to support vocabulary.
Center For Civil and Human Rights
National Center for Civil and Human Rights—Project Plan

P Prep and Plan—Staff field experience

I Integrate Curriculum—The module we explored before taking the field experience investigated “What does it take to be an engaged citizen?”

E Exposure—Geniuses and staff were exposed to historic parts of Atlanta, sidewalk safety, public transit, and more

S Stamp the Experience—Geniuses used their knowledge from the experience as inspiration to highlight an activist of their choice
Think like a 5th Grader.

As we walked, we thought about the pace of our geniuses, good places to pause, take pictures, and how to engage geniuses with walking through the city.

Once we got to the museum, we took notes and looked for logistic supports such as bathrooms, water fountains, and how we would split up our groups.
I = Integrate Curriculum

CURRENT INQUIRY
Rights and Responsibilities Updated v2.1

INQUIRY QUESTION
How can we contribute to a healthy democracy?

MODULE 5 INVESTIGATION
What does it take to be an engaged citizen?

Description
Students explore examples of civic engagement, and consider the knowledge, skills, and attitudes that citizens demonstrate as they participate in democracy. Students conclude this module by reviewing the key learning from the Inquiry to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

LEAVE ROOM FOR OVERLAP
In this module, students investigate ways in which citizens participate in democracy, and the civic competencies that help them to do so effectively and responsibly. They explore different forms of civic participation in order to draw conclusions about the key knowledge, skills, and attitudes that citizens demonstrate when they engage in these ways. This requires that students draw upon prior learning and make evidence-based inference. Resist the urge to categorize student responses as strictly belonging to one of these categories; there is some natural
We had lunch at the park, and used the park as part of the experience.

We walked to our local Public Transportation System!
Unit 2 Final Inquiry Product—Activate your Activism

We have reached the end of Unit 2 and it is time to launch our inquiry product. This unit focused on Rights and Responsibilities. Our inquiry question was—How can we contribute to a healthy democracy? We unpacked our democracy touching on subjects like: The Constitution, Bill of Rights, Voting, Citizens & Citizenship, and the Power that People have. We took a visit to the National Center for Civil and Human Rights where geniuses felt empowered and awoken by the many activists who were highlighted throughout the museum.

Our final inquiry product will be researching and presenting your favorite activist!
In pairs, Geniuses will create a presentation online sharing their favorite activist. During class this week and at the start of next, we will work on researching and putting together a presentation to shine and highlight their favorite activist.

Definition(s):
Activist—
a person who campaigns to bring about political or social change
one who advocates
S= Stamp the Experience

Angela Davis
By: Addison Carroll and Sheridan Miller

Good Citizenship
She fought for her people’s safety and security. Davis set the bar high for everywhere. She is a good citizen because she spread awareness about civil homophobia, the US prison system and the struggles people have to endure.

Davis helped her community do better and be better.

Good You Can Do
- Make your voice heard
- Eat less animal products
- Cut back on flying in airplanes
- Walk or bike instead of driving
- Reduce your energy usage
- Respect and protect nature
- Stop littering
- Start recycling
- Start composting

Greta Thunberg
By Stella O Korra

By: Stella O Korra
Objectives

前列的公共交通车标识 表示 参与者将能够区分实地考察和实地体验。

心形的红色和绿色双勾标识 表示 参与者将获得如何在Kindezi学校中唤醒教师和这些学校的天才，以及如何通过激发天才觉醒的体验来促进整体教育。

地球标识 表示 参与者将能够评估他们自己的实地教学计划，以确保教师能够充分准备应对这一体验，同时确保学生能够建立现实世界的联系并获得最大化的接触新视角和可能性。
Your Turn and Next Steps

1. Think of an upcoming field trip.
2. How can you engage your students in the content prior to the trip?
3. When planning your scope and sequence for next year, integrate field experiences into the curriculum.
4. Pre-Planning experiences will lower the lift off staff and support with 100% of your students attending.
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Connect With Us

Follow @TheKindeziSchool and @KindeziLit on Twitter and IG

Keep in touch!

Faith-  fwilbanks@kindezi.org
Lola-  lonikoyi@kindezi.org
Jewel-  jstrawberry@kindezi.org
A Field Experience for your time in Atlanta

I attended the Field Experience Session at GCSA!

CamiCakes cupcakes

$2.00 Tuesday ATL Women’s History Pi Day Field Experience!