

# NAF Expeditions: Authentic Learning Projects

## Customizable Classroom Lesson Plan



**Learning Format:** Virtual/Remote, Hybrid, and In-Person

**Pathway:** Finance

**| Duration:** Variable

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### Lesson Overview

NAF Expeditions are authentic Learning Projects which empower learners to identify passion projects and inspires them to imagine innovative solutions to real-world issues in partnership with career experts.

### Lesson Objectives

*Learners will:*

Exercise voice and choice in their learning by embarking on a self-selected expedition to demonstrate their content mastery and skills by transferring their knowledge to create a tangible product.

### Teacher Preparation

Familiarize yourself with the concepts of authentic learning projects by reviewing:

- [Framework for High Quality PBL](#)
- [Defining High-Quality PBL: A look at the research](#)
- [Powerful Project-based Learning Instructional Practices](#)

### Mentored-Project Design

A significant consideration is pairing learners with industry mentors to support their expeditions. An excellent place to start is reaching out to the academy advisory board or a local postsecondary partner. The mentors' total time to work with the learners varies; however, it could be as little as an hour or two per month throughout the expedition.

### Whole Group/Class

**Objective:** To introduce students to the concept of industry-mentored authentic learning projects and inspire them to ideate potential challenges in a selected profession and launch their own solutions-based project. Students can select one of the NAF Finance Expeditions or identify a challenge for which they are passionate about finding solutions.

### Icebreaker Discussion & Activity:

- Show the video: [What Problem do you want to solve?](#) By Jaime Cassap.
  - Pair students up to brainstorm “What specific finance or business related problems in your community or school do you believe need solutions?”
  - Have them delineate
    - Potential obstacles or challenges they might face in addressing this problem.
    - The key stakeholders or individuals they may need to involve in order to effectively address the issue.
    - What resources or skills do they currently possess that can contribute to solving the problem?
  - Have students share some of their ideas.
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### Expeditions Introduction

Explain to the students that they will learn about industry-mentored authentic learning projects and how they can ideate potential challenges and launch their own solutions-based project. Provide a definition of industry-mentored authentic learning projects and explain how they differ from traditional classroom projects. This project will be assessed as a major portion of their final grade for the course.

Pull up the list of Finance Expeditions for them to explore. Let them know that they may select one of these or choose a different challenge they would like to explore and solve. Regardless of which project topic they select, they will follow the same processes delineated in the student-facing [Learning Framework: Reflect, Stretch, Innovate and Showcase](#).

### Student Assignment

Have students review the NAF Finance Expeditions on their own and have them select one they would like to work on. These projects can be completed individually or the educators may create student teams.

In addition to the NAF Expeditions, students may select other projects that may resonate with them such as:

- Collaborating with a local nonprofit organization to plan and execute a fundraising event. They will develop fundraising strategies, manage budgets and engage with the community to raise funds for the cause
- Collaborating with a local nonprofit organization to plan and market research for a local business helping them gather insights about customer preferences, competitor analysis, and potential growth opportunities. They will present their findings and recommendations to the business owner.