**Class/grade**: Gr 6 **Age group**: 11-12 year olds

**School**: Northbridge (NISC) **School code**: 003902

**Teacher(s)**:Mark and Dave

**Date**: **5 Nov – 19 Dec 2012**



PYP planner

Planning the inquiry

**1. What is our purpose?**

***To inquire into the following:***

* ***transdisciplinary theme***

**Sharing the planet**

*An inquiry into*

* *rights and responsibilities in the struggle to share finite resources with other people and with other living things;*
* *communities and the relationships within and between them;*
* *access to equal opportunities;*
* *peace and conflict resolution*.
* ***central idea***

**Distribution of wealth affects communities and individuals’ access to equal opportunities.**

***Summative assessment task(s):***

*What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?*

***Self Reflection*** – “*I used to think . . . but now I think . .* .” to show attitudes at the beginning and end of the unit. Are the students more caring and empathetic to those less fortunate? Are they more principled in how they use power in their relationships with others?

***Task:*** A group of altruistic people, who campaign for equal opportunities, have raised onemillion dollars and would like to donate it to a good cause in Cambodia. Students need to propose a plan and create a presentation for how the money can be spent to ensure disadvantaged Cambodians have access to equal opportunities. They will need to identify the area (egeducation, health, employment) the money will address as well as how it can help empower the group/community it is designed for.

***Learner Profile and Attitudes to develop throughout the unit***

Caring – caring about others, are empathetic in understanding what it is like to have no access to opportunities.

Principled – they understand power relationships but act with integrity in their division making and interactions with others

Thinkers – they consider their own attitudes and actions to those who are less fortunate. They exercise initiative in applying thinking skills creatively and critically to recognise and approach complex problems.

Empathy – being able to feel what others feel, leading to action

Integrity – demonstrating a considered sense of fairness

Commitment – following through with a plan

**2. What do we want to learn?**

*What are the* ***key concepts*** *(form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry*?

*Form:* What is it like to have/not have equal opportunities? What areas should people have access to/equal opportunities? (health, education, employment, shelter, mobility)

*Causation:* How is wealth distributed? What causes power / How do people get power?

*Reflection:* How do we know people have equal access?

*Related Concepts: Wealth, power*

*What* ***lines of inquiry*** *will define the scope of the inquiry into the central idea*?

* Relationship between wealth and power
* The impact of the distribution of wealth on communities and individuals
* Equitable access to resources and opportunities

*What* ***teacher questions/provocations*** *will drive these inquiries?*

Why are some people poor?

What limits peoples access top opportunities?

PE – Why do we swim at Northbridge? Why do we need to have lifesaving skills?

What are the opportunities around Phnom Penh for swimming? Who has the acess?

Provocation – Million dollar question

Money distribution – fake money allocated in an unfair way and students having easier access to facilities/water with the higher amounts of money allocated

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**4. How best might we learn?**

*What are the* ***learning experiences*** *suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?*

***Student connection***

***What opportunities are open to us?***

*Where will you go to college? What happens if you get really sick? How do you get to school?*

***What opportunities are open to people of different demographics?***

*The students brainstorm a list of various occupations that people in PP have. They then will find photos/pictures of the opportunities they have for education, shelter, health, food, mobility, entertainment/shopping, employment. Students will represent these on a cutout of a person, with different body parts for diferent areas. (tuktuk drivers, orphan, farmer, beggar, policeman, government minister, doctor, businessman, local NGO worker, international NGO worker, NISC teacher, Mayor ) when finished – display them along a continua from limited opportunities 🡪 lots of opportunities.*

***What are the local/national issues?***

*Students look through local newspapers to find examples of inequality in access to opportunities/resources. They then group the articles to find the underlying issues. Investigate these issues further.*

*What are the global issues? What do other countries do?*

***Field trip***

*Students visited two NGOs that deal with marginalized groups. One group, Friends deals with street children and the issue of poverty, and the other Ngo, HAGAR deals with woman at risk and human trafficking. Students had an opportunity to interact with Ngo staff and ask questions related to our unit of inquiry.*

*PE – City tour visiting several locations that could be used for swimming/ opportunities available for swimming*

*What opportunities will occur for* ***transdisciplinary skills*** *development and for the development of the attributes of the learner profile?*

Communication Skills- Viewing documentaries to highlight lack of opportunity because of power and corruption.

Self Management Skills- Codes of behavior were modeled and practiced during field trips where students had to listen to presentations and respond with questions.

Research skills- collecting data- Students used a variety of primary sources to collect information about NGOs.

Planning the inquiry

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

*What are the possible ways of assessing students’* ***prior knowledge and skills****? What evidence will we look for?*

Attitudes towards others – people in Cambodia for Sale, in the local community, in the school commmunity.

*What are the possible ways of assessing* ***student learning*** *in the context of the* ***lines of inquiry****? What evidence will we look for?*

Social Studies

* Identifies resources that a community needs access to
* identify the economic factors (access to jobs, education, health and housing) that influence the ways in which we can meet our needs and wants.
* explain the effect of economic and environmental factors on the distribution of resources.
* compare and contrast the access to opportunities of people from different backgrounds.

***PSPE***

***Interactions***

Conceptual Understanding - People are interdependent with and have a custodial responsibility towards the environment and with others in their community.

work towards a consensus,understanding the need tonegotiate and compromise

**5. What resources need to be gathered?**

*What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?*

IF the world were a village.Cambodia for sale, Water, landless, advertising for persuasive writing focus.[\\10.1.1.12\Documentaries\P&Time grade 6](file:///%5C%5C10.1.1.12%5CDocumentaries%5CP%26Time%20grade%206)

*How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?*

Metahouse – documentaries, Sihanoukville (GST)

Cambodian Children’s Art Project, Cambodia Living Arts.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

*Assess the outcome of the inquiry by providing evidence of students’* ***understanding of the central idea****. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.*

The students were largely impacted by the unit and reflected about their roles and how they felt about the disparity of wealth distribution in Cambodia. There was a notable number of the Cambodian students that displayed empathy in their reflections and actions throughout the unit.

Some of the reasons they identified or the causes of poverty were: Loss of work, inadequate future planning, debt, limited influence or power, and a lack of opportunities to earn money.

*How you could* ***improve on the assessment task(s)*** *so that you would have a more accurate picture of each student’s understanding of the central idea.*

The delivery of proposals was a good reflection of the students understanding of the central idea. Perhaps having more time for this stage next time would be better. And not have the short final stage.

*What was the evidence that connections were made between the central idea and the* ***transdisciplinary theme****?*

* *communities and the relationships within and between them;*
* *access to equal opportunities*

Visits to a variety of NGO’s and seeing how they interact amongst their own community (inhouse) and also the wider community. Students were able to ask questions to Friends, Hagar, Let’s create- to find out about the community that they serve and interact with.

Field trip for PE – both community and equal opportunities. Students were able to observe and decide which community swimming locations were available for different community members.

**7. To what extent did we include the elements of the PYP?**

What were the **learning experiences** that enabled students to:

* *develop an understanding of the* ***concepts*** *identified in “What do we want to learn?”*
* *Form:* What is it like to have/not have equal opportunities? What areas should people have access to/equal opportunities? (health, education, employment, shelter, mobility)
* *Causation:* How is wealth distributed? What causes power / How do people get power?
* *Reflection:* How do we know people have equal access?
* *Related Concepts: Wealth, power*
* *demonstrate the learning and application of particular* ***transdisciplinary skills****?*

Viewing- understanding the ways in which images and language interact to convey ideas. Watching documentaries such as land for sale…

Presenting- communication information and ideas through a variety of visual media. Had to present a plan to start an Ngo and pitch potential investors for available funds.

Organization- Planning and carrying out activities effectively.

Social skills- Group decision making. Listening to others, discussing ideas, asking questions, working towards and obtaining consensus. Planning meal choices and activities before and after our GST.

French – research/communication/thinking skills- newspaper articles. Students needed to understand the articles using skills learnt in 1st unit. Viewing Slumdog Millionaire to understand wealth and power and connect with articles that were read.

Communication skills – vocab. Related to daily routine. Describing the routines from the movie viewing and newspaper articles

Thinking skills – connecting with the life of others/articles with their own life

Khmer – Interviews with different community members to find out about the wealth. Compare and present to other students in a formal feedback situation

Communication – Informal and formal letters to friends and family. Formal letter to school/government

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Reflecting on the inquiry

 **9. Teacher notes**

Khmer – Richie, Sarina, Barret, Alex – not writing letters as yet.

PE Field Trip – Whilst on bus, use of questioning to provoke thinking needed to be enhanced.

The PE field trip could be used with different sports focuses.

Regarding the Summative assessment: The delivery of proposals was a good reflection of the students understanding of the central idea. Perhaps having more time for this stage next time would be better. And not have the short final stage.

**8. What student-initiated inquiries arose from the learning?**

*Record a range of* ***student-initiated inquiries*** *and student questions and highlight any that were incorporated into the teaching and learning*.

Khmer – How is the standard of living different between the different levels of wealth.

(Chihok, Sambath)

Barret – Drew an artistic representation displaying the government and banks in a power struggle.

Student questions:

How do poor people get opportunities?

Why are opportunities not equal?

Why does money affect the economy and society so much?

How does wealth affect the community?

Do poor people like to live where they live?

Why don’t the rich people share their money with the poor?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

Why are some people poor?

What limits peoples’ access top opportunities?

**What student-initiated actions arose from the learning?**

*Record* ***student-initiated actions*** *taken by individuals or groups showing their ability to reflect, to choose and to act.*

Students were advocates who raised awareness by sharing information they received while viewing documentaries. Some of them communicated this with their parents and others with their peers.

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