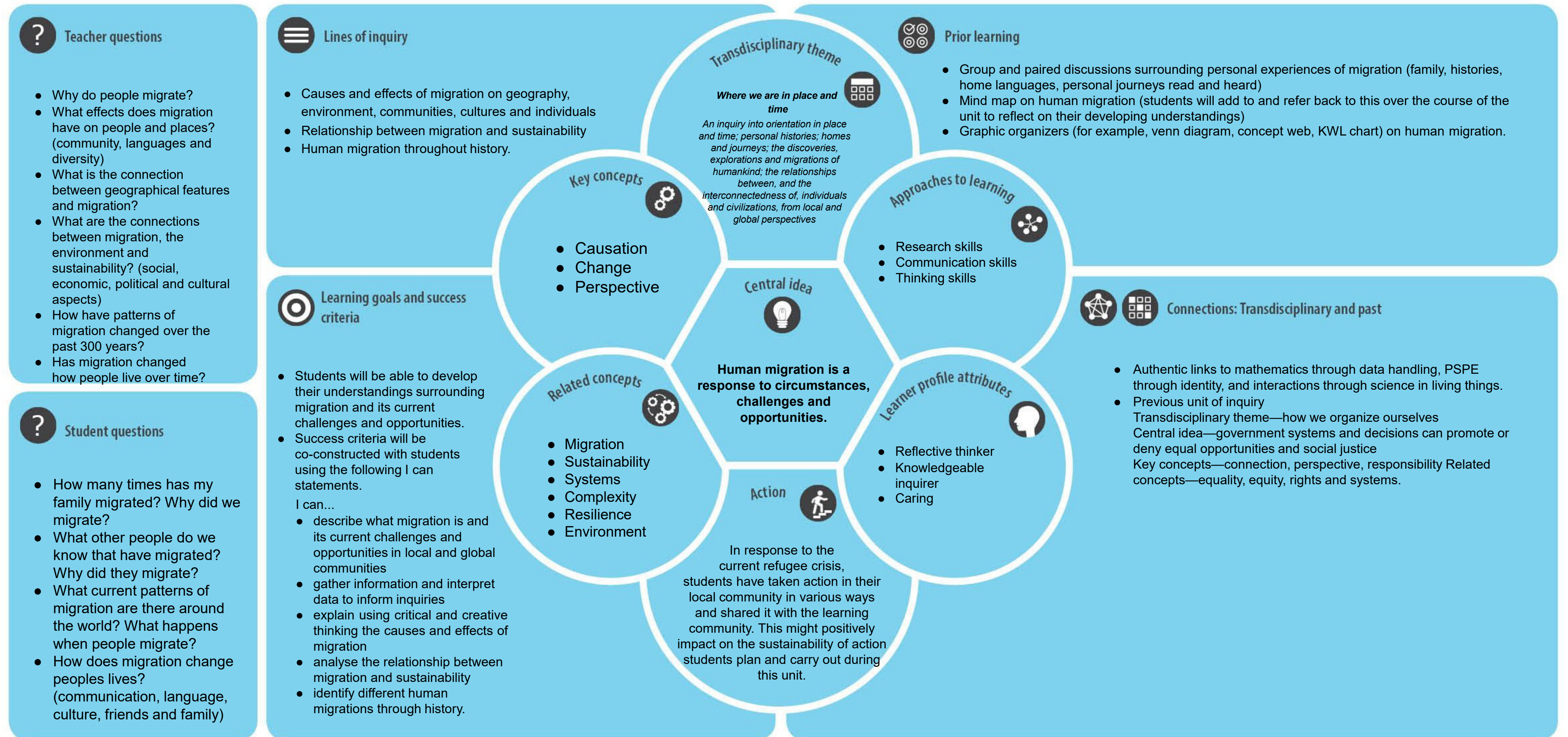


REFLECTING AND PLANNING

Grade/Year level: Grade 5/Year 6
 Collaborative teaching team:

Date:

Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)



Initial reflections that could inform learning and teaching in this unit of inquiry

- Due to the current world refugee crisis and unprecedented human displacement students might connect migration more immediately with mass migration in response to war, conflict and persecution. It will be important to respond to their existing questions and experiences as well as highlight other present and historical reasons for migration (for example, economic, development, climate change and related concepts, such as, systems, resilience and sustainability).
- In response to the current refugee crisis there might also be scope for planning learning experiences connected to internally displaced people, asylum seekers, refugee status, multilingualism, languages, community, country support, the United Nations (UN), and so on.

DESIGNING AND IMPLEMENTING

Unit of inquiry and /or subject specific inquiry (inside/outside programme of inquiry)

Transdisciplinary theme/Central idea: Where we are in place and time—human migration is a response to human circumstances and challenges

Collaborative teaching team: _____

Grade/Year Level: Grade 5/Year 6

Date: _____

? Teacher and student questions

Teacher:

Share your understandings surrounding refugee status, internally displaced people and asylum seekers.

Why is the word “home” important?

How would we feel if we were displaced or lost our home?

Student:

How do the daily things we do have an impact on migration?

What positive action can we take to support refugees in our local area?

👁️ Designing engaging learning experiences

Beginning learning experiences

- **Gallery walk**—stimulate student interest about the present and historical causes and effects of migration using a gallery walk of stories, photos, quotes, maps, articles, and so on.
- **Listening quietly**—listen to a range of music and songs (migration/journeys/world music, for example, Putumayo presents) while recording interpretations of what is heard through drawing, words and phrases.
- **Comparison chart**—create a comparison chart using the visible thinking routine “sentence-phrase-word” for exploring the terms immigration, migration, exploration, and emigration.
- **Concept maps**—create individual and group concept maps to illustrate current knowledge of migration.
- **Discussion and illustration** of historical, present and possible future geographical and environmental changes that have impacted upon human migration.
- **Collect and explore** a diverse range of text and multimedia resources to ignite interest and questions (for example, appropriate extracts from the documentary *Human Flow* by Ai Weiwei, *The Arrival* by Shaun Tan, *Beegu* by Alexis Deacon, UNICEF photo essays).
- **Photo analysis**—analyse photos from local libraries and digital libraries in areas that have been affected by past and present migration (for example, Argentina, Germany, Greece, Jordan, USA), questioning and extracting inferences from the stories behind the photos. Students will then follow up their inferences through further research into different groups of immigrants.

Further learning experiences

- **Systems thinking**—share/ask students to research and share current news surrounding migration. Collaboratively use the systems thinking tool “the iceberg model” to investigate.
- **Mixed technologies**—use mixed technologies to explore the impact of human migration on the environment in various locations around the world (this could include conducting Skype interviews with experts and indigenous populations, searches on Google Earth, Peters projection map, national geographic photos, and so on).
- **Exploring perspectives on sustainability**—using books/guides (for example, *Material World: A Global Family Portrait* and the Hard Rain Project’s *A citizen’s guide to the Sustainable Development Goals* [wholeearth.unesco.org.uk/english/]) to explore local and global perspectives on sustainability.
 - **Experiential learning/simulation**—journey to a new land as an immigrant, a group walk to another place (considering: items to bring, distance travelled, departure and arrival, impact on arrival, and so on). Reflection on experience from an immigrant’s perspective.
 - **Creative writing**—using a chosen format of creative writing (poetry, journal, letter) reflect on the journey to a new land.
- **Socratic circle**—students participate in a socratic circle seminar with questions or statements that are aimed at provoking in-depth discussion. Questions are co-constructed by students and teachers beforehand and statements (for example, poetry, non-fiction, fiction, interviews, and so on) are gathered by students and teachers for discussion. Example questions: what are some of the reasons people immigrate? Have these reasons changed over time? Have countries and places changed as a result of migration? What are some of the differences that immigrants faced in the past compared with immigrants today?
- **Push and pull factors**—investigate different push (force that drives people away from a place) and pull (force that draws people to immigrate to a place) factors through sorting push and pull factor card sets. Additionally, generate sets of cards in pairs/groups and swap and sort them (this exercise could also be used across year groups to survey responses/collect data/take action, and so on).

👁️ Ongoing assessment

- **Documenting**—students’ beginning musical interpretations, creative writing and icebergs can be used to document their learning and be added to portfolios as appropriate.
- **Monitoring and documenting**—reflection circles regularly held on their thoughts, feelings and ideas surrounding migration so far (challenges and opportunities in local and global communities); informal observations taken by the teacher in note form throughout discussions to facilitate feedback and next steps.
- **Documenting**—reflect and review concept maps throughout the unit adding new/developing understandings.

👥 Supporting student agency

- Students beginning questions and experiences as well as their developing understandings will inform the planned learning experiences—responsive and adaptive.
- Students will co-construct some of the resources/materials (for example, the comparison charts, the learning wall, the accompanying and ongoing display of the unit of inquiry).
- We will co-construct learning spaces and be responsive to student questions, wonderings and reflections.

📚 Making flexible use of resources

- A wide range of fiction and non-fiction books (including multilingual) to support inquiries into the central idea
- Online resources including migration simulations, such as Google Earth
- Online libraries such global digital library
- Present historical stories, photos, quotes, maps, articles, and so on, surrounding migration
- A range of migration/journeys/world music resources, for example, Putumayo presents
- Iceberg guidelines and tools (for example, from the Northwest Earth Institute or Waters Foundation)
- Prepared sets of push and pull factor cards
- Interview/discussion materials for visits in and visits out to support inquiries, for example, voice recorders, notebooks and clip boards.

🗣️ Student self-assessment and peer feedback

- **Reflection and self-assessment**—students will use a learning journal/annotation to document reflection and self-assess against learning goals and success criteria. One-to-one teacher-student feedback to feedforward sessions to support students.
- **Peer-to-peer feedback** on collaboration and decision-making in a group, for example, verbal feedback on the learner profile, ATL and relevant learning goals and success criteria for the iceberg model and/or push and pull factors.

👤 Ongoing reflections for all teachers

- So far we have been successful in supporting student-initiated action by sharing the action we have taken (or would like to take) on the action part of the learning wall, as well as guiding students on what type of action might be appropriate or giving feedback on action taken. Students can add their thoughts and ideas as we do the exercise using the sticky notes or the writable wall, we also hold reflection circles to see how we are progressing.
- We have responded to students’ emerging questions about the meaning of “home” and the effects of migration on people by involving parents in our socratic circle. This has supported students in gaining deeper understandings about communication, integration and culture.

👤 Additional subject specific reflections

- In mathematics we have used bar and line graphs in data handling to support the students in co-constructing their own graphs.
- In PSPE and science we have theoretically and physically investigated and illustrated geographical and environmental changes and effects that have impacted (and have been impacted) by migration.
- In language we have revisited different creative writing styles, and read and explored migration stories from around the world.
- In music we have investigated music’s impact on communities, language and culture (for example, migrating musical forms and musicians, music as a shared language, community music making and world music). We have composed, performed and reflected upon our own and each other’s journey/migration music, exploring rhythm and rhyme.

REFLECTING

Transdisciplinary theme/Central idea: Where we are in place and time—human migration is a response to human circumstances and challenges

Collaborative teaching team:

Grade/Year Level: Grade 5/Year 6

Date:



Teacher reflections

- We have successfully supported students in their developing understandings surrounding the central idea by using a range of strategies (such as, check-ins, reflection circles, peer support, parent, expert and learning community visits, rubrics, self and peer assessment and student learning journals).
- The learning experiences that were particularly successful in supporting the development of the learner profile and approaches to learning were the iceberg model (this exercise encouraged students to challenge assumptions and use critical and creative thinking skills to delve deeper into current issues surrounding migration) and the socratic circle (which gave the space for students to demonstrate being open-minded communicators and to use their thinking and social skills to express themselves sensitively and responsively).
- Evidence of transfer of learning—many students connected environmental changes (climate change causing flooding, land degradation, and so on) in subject-specific inquiries in science with the relationship between migration and sustainability and the key and related concepts of causation and sustainability.
- Collaboration for this unit and the previous unit has been really strong. As a collaborative team we planned subject-specific inquiries and supportive and extending learning experiences across subjects to support transdisciplinary learning. For example, our simulation was a cross-team effort: mathematics—data handling (for example, line graphs for distance travelled); science—identifying parts of systems (for example, political, organizational efforts, water/food access, human activity and climate change), and cause and effect relationships; PSPE—coping with change and adversity (for example, challenges in communication, other people's stories and cultural identity) and interdependence and care for local and global environments (cause and impact of interconnected environmental changes and personal and collective responsibility); music—journey/migration/world music and investigating music's impact on communities, language and culture.
- We discovered that we needed to be really agile and responsive, so during this unit we adjusted and added learning experiences to reflect evolving inquiries. Using the iceberg systems thinking tool was very helpful in exploring complexity surrounding current migration. We would like to use the iceberg model again and perhaps more systems thinking tools in the future to support exploring complex local and global issues (multiple perspectives, deepening understanding of cause and effect, decisions, impact and action, and so on).
- We would like to organize specific times across the school (perhaps in assemblies or across year groups) to share our learning more purposefully. Timetables restricted this and we think this impacted on students' enthusiasm surrounding their sharing of their inquiries.



Student reflections

- Students were very interested and engaged when refugee visitors from the local community came to share their experiences and life stories. Inquiries arose surrounding: the types of support refugees receive in different countries around the world; education access and opportunities; homesickness and repatriation; the different organizations, charities and funds who support refugees.
- Some student inquiries developed and grew into larger inquiries that became their focus point for research and discovery, others fed into group inquiry by adjusting and adding to learning experiences. For example, we arranged visits from UNHCR and Oxfam to talk about their support of refugees as well as ask for their guidance in planning and taking appropriate action, we collected and analysed data from UNESCO statistics department and the *Global Education Monitoring Report*, Sustainable Development Goal 4 surrounding access to quality education, we sent a group video letter to the Director General of the UN asking for further action in response to the refugee crisis.
- Throughout this unit we collaborated across class teachers/specialists and the rest of the learning community to make sure we were responsive in supporting student-initiated inquiries and action. For example, supporting students in organizing an advocacy afternoon, altering learning spaces in response to changing needs for independent and group work, planning subject-specific inquiries and learning experiences to support and extend understandings (for example, sustainable development in social studies, data handling in mathematics).
- We are really pleased that the learning community supported our students in taking collective action (for example, setting up an ongoing partnership with a local refugee organization, surveying the local community surrounding personal migration histories and sharing this through a PYP blog about International-mindedness).
- The learning wall became a really active space for student reflections about their learning (students added photos, sticky notes, artifacts and more—for example, one student posted a question about how our learning community could develop activities to help refugees feel welcome when arriving, another reflected on the importance of telling refugee stories first hand and from different voices). These reflections could then be transferred and elaborated on as appropriate in personal learning journals.



Assessment reflections

- Graphic organizers, concept webs, the learning wall and rubrics were effective in informing us about developing student understandings and reaching learning goals.
- Reflection circles brought our groups together each time and were really helpful in strengthening collaboration, respectful dialogue, deepening understanding surrounding the central idea and in supporting the development and demonstration of the learner profile and international-mindedness (for example, multiple perspectives, intercultural understanding and responsible action).
- Weekly group reflections against the learning goals and success criteria of the unit (reflection circle conversations with sticky notes put up on the learning wall) enabled the students to share their experiences, questions and wonderings and facilitated responsive learning experiences. They were also free to put up reflections throughout the week, which further supported student agency.
- Ongoing monitoring and documenting through using learning journals helped students reflect on their personal learning goals as well as the learning goals and success criteria of the unit (always on display next to the learning wall).
- One-to-one feedback to feedforward every week supported students in adjusting their learning towards success—next time we need more bodies in the classroom to support this happening.
- Peer feedback—students being prepared with the language of success criteria really helped them be purposeful and specific with their feedback to each other. We also (with the students) partnered peers according to interests and expertise so that they could comfortably support and guide one another.
- Evidence we gathered—ranges from completed inquiries in chosen formats with accompanying rubrics and student interviews to informal notes taken during observation. Next time, to make our observations more effective, we would like to make sure we have more team members around to be able to ask pertinent questions as well as record more responsive and immediate observations through taking pictures and/or capturing conversations more naturally.