

# Taking Action: Students as Global Citizens

## Project flow chart

Motivation

Planning

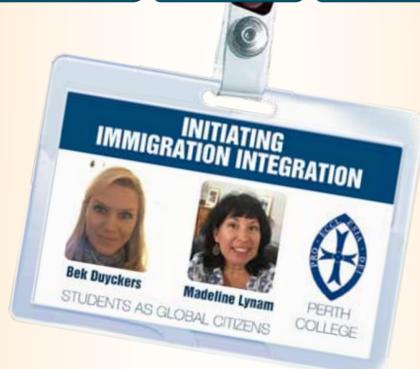
Starting  
PBL  
process

Resources

Planning  
solutions

Publishing  
&  
presenting

Reflection



### 1 MOTIVATION

#### What was your (teacher) motivation for joining the project?

Our motivation for joining the project was to expand professionally by researching and implementing a different type of pedagogy with the Year 6 cohort that allowed our students to identify real world problems and contribute as members of society to create solutions to these problems. We sought to identify the different methods of teaching and learning and resources available to complement learning, as well as to learn from other schools' experiences through their involvement in this project.

### 2 PLANNING

#### How did you (teacher) plan – for immersion, explicit teaching, etc.?

Our teaching and learning process commenced with teacher-directed activities exploring immigration policies throughout Australian history. Following this, the girls identified push and pull factors, categorising them according to social, environmental, economic and political reasons. They identified the positive reasons that pull and negative reasons that push and explored the terms assimilation and integration in society when immigrants enter and make a new start in a new country.

Inquiry-based tasks followed this, where students were able to direct their learning. They conducted interviews with a person who has immigrated to Australia and wrote the information they acquired up as 'Their Story'. Another task students completed was to take on the persona of a person who has immigrated from a country in Asia during the 1900s (Geography curriculum/History curriculum) where they mapped the person's journey, identified the method of travel and how long it would take to get to Australia and wrote a diary, as the person, of their experiences and attempts to integrate or assimilate in their new country. Accompanying this, the girls created a suitcase out of a shoebox which contained items as 'must haves' that they would bring with them to their new country. Each suitcase was presented as a museum exhibit in the classroom with information tags accompanying each item. These were presented to parents at an 'Open Classroom' afternoon in Week 2 of this term.

Following these tasks the girls moved into the student-directed authentic learning task, 'Initiating Immigration Integration'. Authentic learning in this context is real-life learning that encourages students to create useful products that can be shared with their community and their world. The rich process allows students to engage all the senses and create a useful, meaningful, shared outcome. Authentic learning focuses on the quality of process and innovation. Authentic learning ties to Problem Based Learning where a problem or situation is given to students and they must decide how they will go about solving the problem. The girls worked in groups to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as they attempted to solve the problem. The girls were given the following situation:

**Your country has recently received a large influx of immigrants. Some of them have found work and are settling in whilst others have had problems adapting to the new country.**

**Identify the issue/s affecting immigrants and create a digital package that will address these issues, enabling them to live successfully in Australia.**

The girls worked in groups to identify problems and devise solutions to assist immigrants to integrate successfully into Australia.

### 3 STARTING PBL PROCESS

#### Teacher/student negotiation around driving question/problem, student voice and choice

The students were placed into some high end learner groups and some multi-ability groups. This was key in enabling the whole process to carry through to completion. The girls worked together to mind-map the problem given to them. The students were guided through the problem-choosing process by the teacher moving from group to group as a facilitator. The teacher continuously asked questions to help the group discussion process. Once the problems had been devised, the girls used mind maps, again, to come up with solutions to the problem or problems that they were going to focus on.

From that point, each lesson flowed into another. The girls directed their groups, autonomously splitting up the roles and devising management plans about who was doing what and when it would be completed. To document and keep track of each group's progress, one class chose to complete a Global Action Journal. A member of each group was responsible for making sure the journal entry was written each lesson. It included problems they encountered, goals for the next session and discussion points that each individual group had talked about during that lesson.

### 4 RESOURCES

#### Who and what (eg, guest speakers, One World or Taking Action booklets, use of 21st skills, etc.)?

We used a number of resources for immersion, including:

'The Arrival' by Shaun Tan

'Home and Away' by John Marsden

'Mirror' by Jeannie Baker

'What Matters Most?' booklet from the One World Website

'Cultural Connections' – a global Education Teaching Resource via the Childfund website

Weebly, Wix web-builder sites and Piktochart

See resource sheet.

We had a couple of guest speakers from within the school speak to the students about their story of immigrating to Australia.

### 5 PLANNING SOLUTIONS

#### Student innovation, creative problem-solving, etc.

The process has been a challenging but creative one. All three Year 6 classes were involved over a period of 6 weeks and all groups completed all elements of the task. Judging from the discussions we had as a whole group, as a cohort and as small groups, the learning taking place has been so exciting. The students were motivated due to the fact that they were working as competitive teams trying to create the best solutions and present them in the most dynamic manner possible. Creativity amongst each group varied from team to team and allowed for individual differences in learning styles and the pace of learning. Once set up, the learning process ran itself, leaving time for the teacher to be involved with group-to-group conversations and to monitor progress, as well as trying to ask questions that focused the students when discussions became disjointed or lost focus.

### 6 PUBLISHING AND PRESENTING

#### Digital product and showcase presentation

On completion of the Authentic Task, each group placed all their digital pieces into a hard copy folder which included their log-ins to websites and blogs that had been created. After the AISWA presentation, each group shared their problems, solutions and digital package to their class. Each group was given feedback, both oral and written, in the form of peer evaluations. To direct our planning for next year, the girls were asked to reflect on the process of learning and what they achieved in their groups/teams. This information has been valuable in directing our ideas for the new Year 6 cohort.

### 7 REFLECTION

#### Teacher, student and community responses

The excitement about this kind of learning process was felt throughout the Year 6 corridors. Students were overheard talking about problems immigrants were facing and the solutions that they had dreamt about that night! It became an all-encompassing focus which was integrated throughout many of the subject areas. Parents have been overjoyed with the conversations that have spring-boarded around the dining room table, keeping the learning alive even when the students have left school for the day. The school community has been interested in the different approach that has been taken and the depth of thought that has taken place, fuelling the desires of our students to be truly involved with trying to find feasible and original solutions to age-old problems.