

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?

We are an IB PYP (International Baccalaureate Primary Years Program) World School and already undertake units of inquiry with global issues as a focus. Being Year 6 teachers, our added focus for the year is the PYP Exhibition. This is the students' final unit of inquiry and is a culmination of all their years of being immersed in the PYP. We were keen to develop our pedagogical approach when facilitating projects and units of inquiry with global issues as a focus. We felt that being a part of the Taking Action Project would assist with this. We were also keen to network with other schools and learn from both the presenters and our colleagues from other schools.

2 PLANNING

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

Being an IB PYP World school, we consider provocations as a part of all of our units of inquiry. We follow the Kath Murdoch Inquiry cycle where the provocations naturally fit into the 'Tuning in' stage. Therefore, we ensured that during collaborative planning, we discussed the provocations and immersion stage. This collaborative planning then naturally flowed into the other stages of the inquiry where we discussed how we would follow on from the students' interests and questions. Some explicit teaching was needed as a part of the process, for example, explicitly teaching students how to formulate research questions and explicitly teaching science-related content (finite and infinite resources). Constant facilitating and conferencing with the students was required as we supported them to answer their research questions and develop 'going further' questions and also helped them to consider the action they would like to take as a result of all their research. Throughout the process, we encouraged the students to continue to consider the action they wanted to take as a result of their findings.

3 STARTING PBL PROCESS

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

Within the PYP Exhibition, we asked the students to consider the Transdisciplinary Theme of 'Sharing the Planet'. The Transdisciplinary theme is an overarching statement that guides teachers and students to develop a central idea for a Unit of Inquiry. The students had an opportunity to discuss what issues and concepts the 'Sharing the Planet' theme raised and the students developed their own Central Ideas based around this theme. We used the sentence starter 'We understand that...' to help the students to generate ideas. The Central Ideas had to be non-value laden, transferable around the world and contain conceptual words. All teachers met for collaborative planning to discuss the variety of central ideas and generated one from all the different student ideas. We asked the students to access the global goals website to generate world issues they were interested in exploring and researching. This formed the impetus for the Exhibition and allowed the students to generate research questions around this issue. The students were able to conduct surveys within the primary school to find out what the local community knew and thought about their chosen global issue. As a result of this, the students were asked to 'go further' in their research and develop a new question to investigate and answer. The students were then given a choice as to what 'action' they would like to take as a result of their inquiry.

4 RESOURCES

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

- Room To Read Organisation
- Red Cross Speakers – displacement, refugees,
- Ranya Alkadamani – Sweaters for Syria
- Annual Manila Pilgrimage (to support poverty-stricken people in Manila) – Anglican Schools Commission
- Wix.com

5 PLANNING SOLUTIONS

Student innovation, creative problem-solving, etc.

The 'action' part of our Exhibition was incredible and highlighted that our students had a lot of initiative. One student, who was inquiring into world poverty, decided to have a \$2 day at school. Students participated in a 'mock' lunch where they had to see what little food they would get for \$2, which of course, is what a lot of the world's population have to live on for a day. Another student created obstacle courses for the Primary School to participate in blindfolded to discover what living with a vision impairment would really be like. Students produced posters for the High School Health Department, educating secondary students on how much sugar was contained in juices and energy drinks. A group of students also organised donations to be made to Fair Game, to support children in remote West Australian communities.

6 PUBLISHING AND PRESENTING

Digital product and showcase presentation

The students generated QR codes that showcased a persuasive argument they had written. The persuasive argument was based around the student's chosen global issue and the children were asked to convince people as to why this global issue needs to be taken more seriously by the people of the world.

During the 'How the World Works' sustainability Unit of Inquiry, the children generated websites using wix.com to convey an imaginary town they had created that employed sustainable practices. Their town had to be in one of the countries that the Room to Read Organisation supports.

The PYP Exhibition was a showcase over two days where the students were at stands, with display boards, to talk about their work with parents, community members, staff, special guests and students.

7 REFLECTION

Teacher, student and community responses

The response to the PYP Exhibition was overwhelming and exhilarating for the students. The opportunity to showcase all of their work to the entire school community was motivating for them. The opportunity to actually talk about the global issues they researched and to convince and persuade people about what they could actually do to help with this issue made the whole project meaningful and relevant. This 'action' part of the project gave everyone a buzz as the students could actually see that what they were doing was making a difference.