# John Wollaston Anglican Community School

Year 6 Team: Glyn Teape, Zayja Monteleone, Sheree Hancock

Hi Pat and Maree,

Please find attached all our information for the showcase on the 13th November. Thanks for your flexibility again in allowing us to send through this information via email.

A reminder that we will not be able to come into the showcase until 12pm due to our Orientation Morning. We will have a slideshow presentation ready to go for our 15 minute slot – hope this suits.

I am awaiting our school logo – will send that through when I receive it from our admin team. Because we are not there in the morning, would you still like something for our display board and table? If so, we are thinking that we could give you a few of the websites the students created around the concept of sustainability? And maybe a few of our photos up on the display board?

I will also send through a few photos that hopefully will suit for the booklet you create.

Thanks again for all your assistance,

Glyn, Sheree and Zayja

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# Taking action: Students as global citizens

## Teacher checklist

### **Project information**

#### **Australian Curriculum**

* **Which aspects of the Australian Curriculum does your project address? Geography Skills, ICT and Science Investigation Skills**
* **To which of the following does it link?**
	+ **Humanities, English, Technologies**
	+ **Critical thinking, Ethical understanding, Intercultural understanding**

**English – persuasive writing.** Our Year 6 students wrote persuasive letters to members of parliament regarding sustainability and environmental issues. These letters focused on the conventions of pathos, ethos and logos.

**English:** Creating Texts.

**Humanities (including Ethical understanding, Intercultural understanding)** – Poverty, sustainability and human rights were explored through Terms 3 and 4. The “Room to Read” Book Swap that the Year 6’s undertook and lead helped the students to focus on rights, poverty and access to equal opportunities. The PYP Exhibition followed on from this inquiry in Term 4 and many students have begun to investigate global issues further.

**Geography Skills:** Questioning and Researching ; Analysing ; Evaluating and ; Communicating and Reflecting**.**

**ICT (including Critical thinking )–** Jan Clarke showed us how to use Wix and create your very own website. The Year 6 students used WIX to convey information about their new town, how it is sustainable and would reduce society’s use on finite resources. We were able to support students with the technical advice needed to set up a useful and productive website.

**ICT General Capabilities:** Generating ideas, plans and processes ; collaborating, sharing and exchanging and ; generating solutions to challenges and learning area tasks.

#### **PBL approach**

**How does your project follow a Project-Based Learning or Problem-Based Learning (PBL) approach?**

* As we are an IB PYP World School and follow an inquiry-based approach, the PBL slotted naturally into our school context. We model our approach on Kath Murdoch’s phases of inquiry. Our Driving question came as result of introducing the Central Idea to the students. We posed to the students “How do humans use natural resources in a way that reduces damage?” As a result of this question, we set up the Summative Assessment/Challenge for the students, which was to design a sustainable town that does not draw on all of a country’s natural, finite materials. We viewed a video titled “Man destroying Earth” to provoke the children’s thinking around human’s use of natural; resources.
* Of course prior to the town being considered, the students needed to be specifically taught and investigate relevant subject matter in “Finding Out”. This included what finite and infinite resources are ; reading a variety of texts based on sustainability during our guided reading sessions ; what sustainability actually means ; exploring real-life case studies of countries that ROOM to Read supports, specifically looking at whether the country currently uses sustainable practices or not and ; investigating the topic of water sanitation and how countries are able to use the resource of water productively and sustainably.
* After this ‘Finding Out’ stage, the students were then asked to “Sort Out” their information by preparing for the Summative Assessment. This included reflecting on all of the previous sessions by taking notes about sustainability practices in certain countries of the world and how they use their natural resources.
* During the ‘Going Further’ stage, the students created their own water filters using materials that they think would make their own filter productive.
* In culmination, the students were able to respond to the driving question and central idea when creating a town that was sustainable and aimed to use natural resources in an environmentally friendly manner.
* As a result of this, the school took ‘action’ by organising the Ultimate John Wollaston Book Swap, which raised money for the Room to Read Organisation.
* Many students as a result of this Inquiry have begun the PBL approach again by investigating the world issues of sustainability, life on the land and life under the water. They have been looking at these issues through a variety of concept lenses and will be encouraged to take action as a result of their learning.

The Exhibition

We used this unit of inquiry as the platform for our PYP Exhibition. The Exhibition is a culminating project that requires each student to demonstrate engagement with the five essential elements of the PYP programme, these are: knowledge, concepts, skills, attitudes and action. The students engage in a transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real life issues. The inquiry process is structured around the 5 phases of Kath Murdoch’s inquiry model.

Transdisciplinary theme: sharing the planet

* An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communitities and the relationship within and between them; access to equal opportunitites; peace and conflict resolution

Central idea:

* Rights are the foundation of strong, healthy communities that promote inclusion and well being

Lines of Inquiry:

* Issues in the Global Community
* The connection between rights and thriving societies
* Addressing rights within the local and global environment

**Tuning in**:

* Unit (How the World Works): introducing concepts of sustainability and problems of sanitation and access to clean drinking water
* Room To Read book swap ‘access to equal opportunities’: tuning in to the less fortunate
* Sweaters for Syria ‘peace and conflict’: We had the opportunity to have a Skype conversation with Ranya Alkadamani the force behind Sweaters For Syria. She provided some background into her experiences when taking action on a global issue. The student’s were able to ask her questions and learn more about the plight of those suffering in Syria and those that had escaped to Zaatari Refugee Camp.
* Reach Out Manila guest speakers ‘Communities and the relationships within and between them’: Reverend Dave and Year 11 students spoke to the students about their experience volunteering in Manila
* In Search of Safety Incursion (Red Cross) ‘access to equal opportunities’: Presentation about refugees and asylum seekers in Australia
* All provocations had reflections based around looking through the concept lenses of responsibility, perspective and connection.
* Creating a central idea and lines of inquiry with the students around world issues
* Introducing ‘The Global Goals’ discussing world issues
* Discussion of the rights of the child- broken down into kid speak

**Finding Out:**

* The students created concept questions about a world issue that they chose. The concept questions help to guide their research.
* PYP concepts: Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection
* The students then have to answer their 8 concept questions through research. They must use both primary and secondary sources

**Sorting Out:**

* The students create surveys to find out information from the school community about their topic. It can be related to opinions or perspectives, the students might be trying to relate their topic to the school community (i.e. discrimination – bullying)

**Going Further:**

* Students choose a concept question that interests them most. They then ask themselves whether there is any information missing or any information that they need to build on. From here they then decide what action they might take from all the research they have found.

**Synthesising and Reflecting**

* The students decide what action they are going to take in regards to their global issue. This really varies from student to student and their presentation is completely up to the student. In the past we have had students make models, create brochures, create websites, create activity days, write picture books, make changes to the school diary, design a nature playground for our school, plan vegie patches and write a letter to the parents and friends association about providing more shade in our school, just to name a few.
* This is where they shine as global and active citizens.
* Students reflect on how their action addresses the central idea and lines of inquiry

**What is the problem (global issue) your project addresses?**

* Sustainability, access to equal opportunities and water sanitation.
* Exhibition: allows the students to choose from the 17 global goals for sustainable development

#### **Teaching and learning process**

* **Have you developed and implemented a sustainable teaching and learning process for your project? What does this process look like?**

As a PYP World school we follow the Kath Murdoch Model for Inquiry learning. This is implemented across the school from Pre-K-Year 6. Therefore, the students are used to this process and were able to work through this process in their project.

#### **Digital resource**

**The intention is that the digital resource will be published and shared with other education professionals in Western Australia and the wider global community.**

**What is the digital resource your students will produce?**

The students used the website creator WIX to create websites. These websites conveyed information about a town that they produced and how this town would be sustainable and use resources in a productive manner.

**What is the global issue the digital resource addresses?**

* Sustainability

#### **In preparation for the Showcase of teaching and learning on Friday, 13 November**

**What do you intend to present to the audience in the theatre (15 minute presentation)?**

* We intend to showcase the process we went through from ‘finding out’ all about sustainability in the world through to supporting the students in designing and planning a sustainable town. This sustainable town had to be in a developing country that the Room to Read organisation supports. We would like to then show how this learning has developed through running a ‘Room to Read’ book swap and how certain students have followed on in the PYP Exhibition to further investigate sustainability and basic human rights.

**What do you intend to display in the foyer?**

* Digital Displays of student work.

**What part of the day will your students be participating in?** N/A – only staff will be involved in presentation

#### Support

Do you need any support to complete your project?

* Please contact the appropriate consultant:
	+ Maree Whiteley (Humanities) mwhiteley@ais.wa.edu.au
	+ Pat Kershaw (English) pkershaw@ais.wa.edu.au
	+ Jan Clarke (Technology) jclarke@ais.wa.edu.au

#### School visits

We (Pat or Maree) would like to visit you at your school (all teachers involved in the project together during shared DOTT if possible) to gain an idea of your project presentation for the showcase day on Friday, 13 November. Please see the email for dates on which Maree and Pat are available to visit and let us know which day and time will suit you best.

**Next step…the program!**

**In order to compile the program of presentations, *I will need the following from each school (by Week 2, Term 4)***

**1) Title of your project**

**2) Short blurb – including information about the Year level/s, Curriculum links and pedagogy (ie PBL aspects) that were covered during project.**

**3) School logo image**

**4) Three or four images that reflect the theme/message of your project- ideally with some images of your students (with permission).**

**Please see the attached programs from previous AISWA projects/showcase days to give you an idea of what we’re looking for, particularly the *‘Connecting with Asia’* Program.**

**Blurb: SUSTAINABILITY IN THE 21st CENTURY**

As an IB PYP World School, John Wollaston follows an inquiry approach through all of our teaching and learning. The Year 6 students underwent a “How the World Works” inquiry in Term 3. Our Central Idea was “Sustainable living attempts to reduce society’s impact on natural resources”. Focusing on Geography Skills, ICT skills and Science Investigation Skills of the Australian Curriculum, students planned and designed sustainable towns that would be situated in developing countries. This unit of inquiry was a perfect platform into our PYP Exhibition, which our Year 6 students are currently undertaking. Many students are inquiring into global issues that follow on from out Term 3 inquiry. The Exhibition will demonstrate student centred learning throughout the 5 stages of inquiry, ensuring they are identifying, investigating and offering solutions to real life issues.