

Sharing the Planet

An inquiry into the 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:

Children worldwide encounter a range of challenges, risks and opportunities

The whole Year 5 team brainstormed the following word cloud to capture the essence and potential direction of the Exhibition:



All teachers are required to read and refer to The Exhibition Guidelines to ensure that they are aware of the role of each person involved in the Exhibition, and to ensure that there is a common understanding across Year 5.

The Central Idea, *Children worldwide encounter a range of challenges, risks and opportunities*, will be an overarching statement for all year 5 students. The transdisciplinary theme, *Sharing the Planet*, will be the focus for determining the direction and development of lines of inquiry for student groups.

Class teachers can choose to:

- ***Unpack the overarching Central Idea with their class and students, and then the students create lines of inquiry to narrow the focus of their group inquiries AND/OR***
- ***Guide students in developing their own group Central Ideas to frame group inquiries***

It was decided, that to ensure students are able to pursue diverse areas of interest and wonderings, no class will adopt its own Central Idea.

The AM-AIS-ING Race has been confirmed for Week 10. However, the team agrees that students can be grouped earlier so that group inquiries can be developed sooner in the process.

A strong connection between class learning and Visual Arts is the use of imagery as a form of visual voice and social commentary for issues surrounding children.

Individual Needs and EAL:

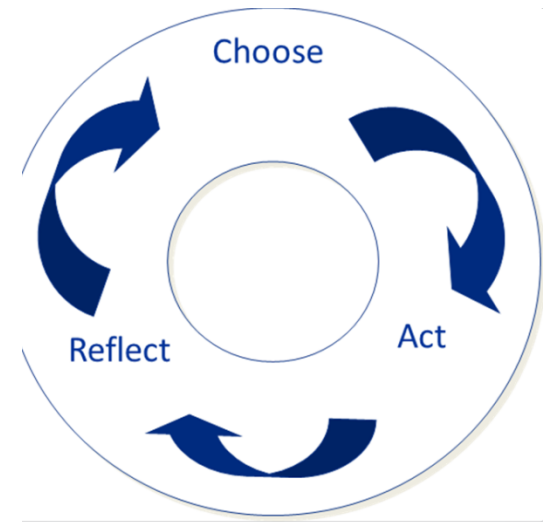
- Learning Support and EAL teachers will not act as mentors, but instead shadow students, offering support to them within their particular groups
- G and T facilitator, Tracey Hand will provide some guidelines and considerations for students who have been identified in the highly abled grouping, to support the maximization of their learning and productivity.

A pathway of learning is to now be mapped against the following weeks:

Term 3 Week 7	Term 3 Week 8	Term 3 Week 9	Term 3 Week 10	Term 4 Week 1	Term 4 Week 2	Term 4 Week 3	Term 4 Week 4	Term 4 Week 5
Provocation/ Tuning In Student Led Conferences	Tuning In/Finding Out Identifying Big Ideas and Issues	Finding Out Narrowing focus for potential groups Groups formed?	United Nations Week – connection: organisations who help others -GROUPS MEET WITH MENTORS 1 st meetings? AMAZING RACE THURSDAY	MENTORS	MENTORS Staff PD Day Hari Raya	MENTORS	MENTORS	EXHIBITION Wednesday 6 Nov Thursday 7 Nov Friday Celebration Teacher Reflection

2012 Reflection Notes – the following point should be addressed to improve the success of the Exhibition

- Rubric to be modified – too detailed (suggestion to use the 5 PYP elements to frame the rubric/ Independence should be on the rubric)
- Improve communication with mentors – two ways (dependency of students –flag to teachers if students are underperforming)
- Students would benefit from working backwards – starting with questions to build lines of inquiry
- When conferencing and in mentor meetings, have notes to record the journey
- Always refer parents to existing communication
- Make sure there is an example for new teachers at the start
- **Action – Further support necessary for students to make connections to action (2013 -Singapore connections)**
- Provocation Wall – build throughout the year
- Evening for parents?



*A successful Exhibition keeps the following statement at the forefront of planning. “Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in **identifying, investigating and offering solutions** to real life issues and problems.” Below is a table displaying the initial whole team planning centred around this statement.*

Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in.....		
Identifying real life issues and problems (how to support students)	Investigating real life issues and problems (How best to learn)	Offering Solutions to real life issues and problems (Plan for the action)
<ul style="list-style-type: none"> • Focus on Case studies • Collecting images for provocation – see, think, wonder • Reflect on their own challenges, risks and opportunities • Draw on life experience –eg. Seeing children in Cambodia • Collect Newspaper articles centred around children/issues • Watch the news/BTN • Tap into primary resources – Kais Kids, 3rd world adoptions • Skype interviews with low decile school • Visit a local school • Identify awareness campaigns (bus shelters) • Non fiction texts • Discussion • Movies – snippets to identify themes/issues • Research of the work of UN/World Vision • Declaration of the Right of a Child – what is the reality? • Brainstorm prior knowledge from Trans theme – descriptor • 3 level sorting of an issue – surface, below, identifying values • Word Splash with provoking words (illiteracy, poverty, mental health, war) • Provocation – remove opportunities • Visit to refuge centre or charity/Salvation Army • Experts forum to highlight different areas of the Trans Theme 	<ul style="list-style-type: none"> • Use of the Inquiry Cycle • Research • Experiments • Guest Speakers • Specialists • Surveys/Interviews • Link up with Organisations • Collect data to draw conclusions – including using country statistics – mortality rates etc • Creating questions and concepts that will help frame their inquiry • Understanding the big picture issues • Excursions • Observations • Artefacts • Finding examples that represent the central idea – images, music • Identify artists who represent a particular issue • CNN 	<ul style="list-style-type: none"> • Making the link from an issue to how it can be represented in the Arts • Students identify their roles in the ‘cycle’ of the problem • Provide students with strategies for problem solving, cooperating and decision –making (P.E) • Fund raising avenues • Raising awareness/Education • Change to own behaviours/choices • Petitions • Letters • Teaching a lesson • Making a pledge that offers change • Having a ‘so what’ element to their inquiry • Recycling, reusing, redistributing resources

The United Nations *Declaration of the Rights of a child* was suggested as a reference to support students in identifying the issues children face world-wide.

Declaration of the Rights of the Child

1 All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.

2 You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

3 You have a right to a name and to be a member of a country.

4 You have a right to special care and protection and to good food, housing and medical services.

5 You have the right to special care if handicapped in any way.

6 You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

7 You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

Your parents have special responsibilities for your education and guidance.

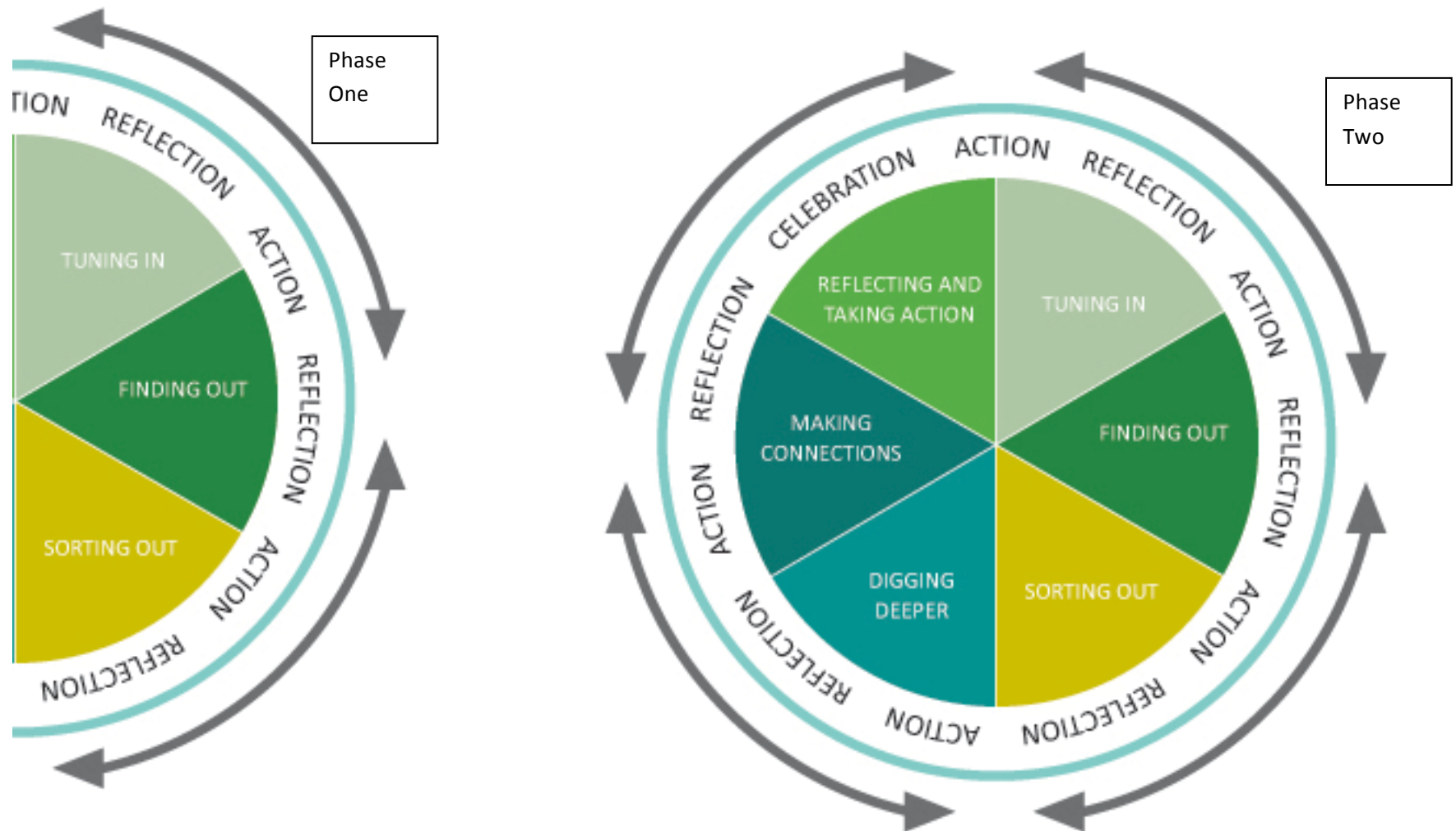
8 You have the right always to be among the first to get help.

9 You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

10 You should be taught peace, understanding, tolerance and friendship among all people.

Throughout the Exhibition, the learning is to be guided by the AIS Inquiry cycle. The following diagram explains how the students will tune in, find out and sort out there understandings of the Trans theme and Central Idea, in order to form inquiry groups that will begin a new inquiry process by focusing on a particular area.



How can subject integration enhance understanding?

- How children respond to challenges & opportunities
- Access to equal opportunity
- Recognising strengths

- Amazing range of different challenges & opportunities to shine + succeed.
- problem solving
 - physical challenges
 - musical
 - mathematical
 - working in groups

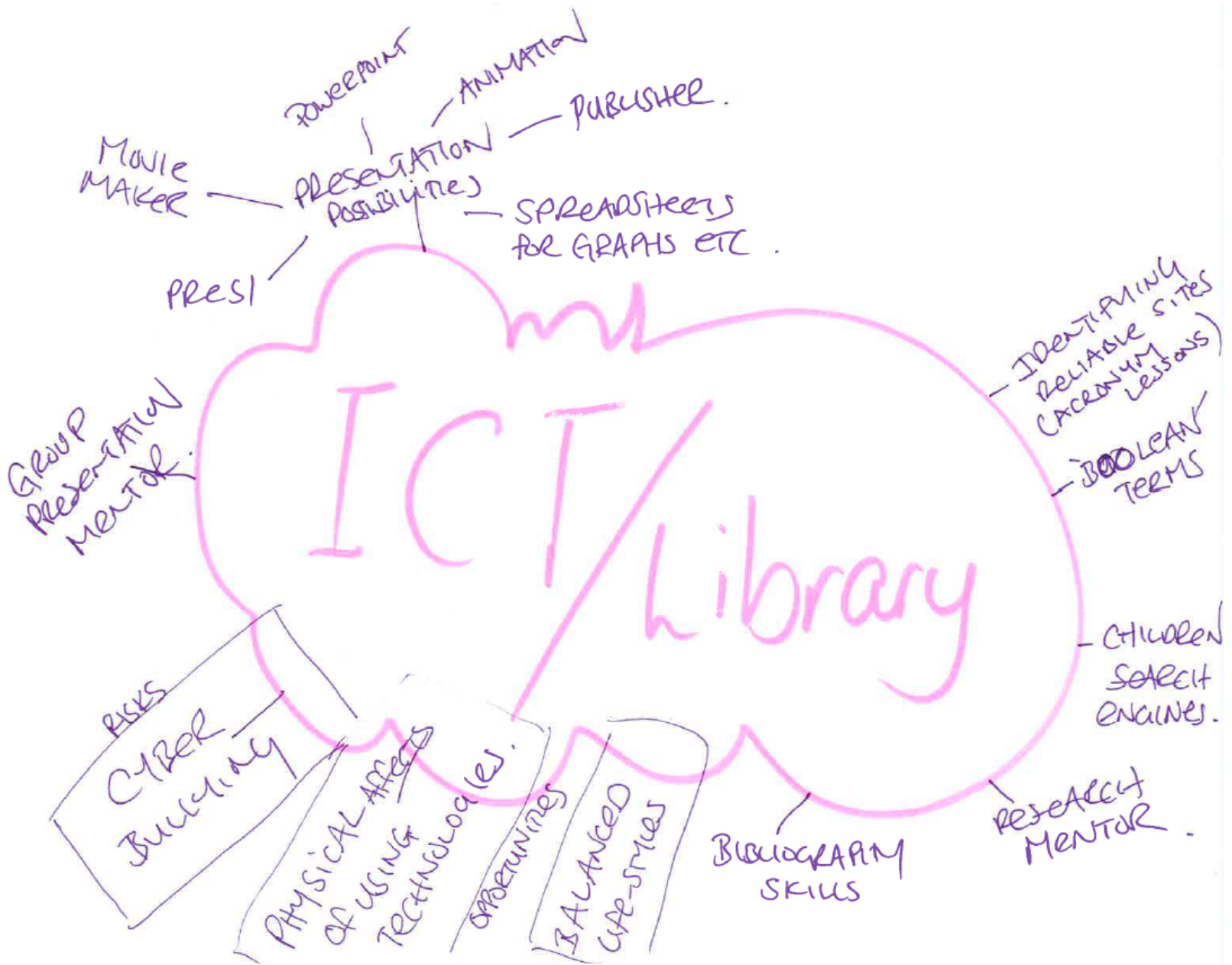


- Adventure challenges
- Working in groups
 - tolerance within group
 - MP Attitudes
 - conflict resolution
 - How they meet each other

- Challenges
- group work
 - problem solving
 - social interaction
 - different intelligence
 - open minded

- opportunities
- show strengths
 - not just physical, but mental + social

- Taking risks within that group
- voicing an idea
- recognising their strengths
- how you work together



* Children are natural music-makers.
Music & games are a constant factor in all cultures.

* Children's music-making is dependent upon ~~issues~~ ^{issues} such as

* & there actually a culture on earth that doesn't?

* opportunity
* cultural factors



↓
What are the similarities/differences across different cultures.

← Children 'play' through music (KODALY)

Make our kids aware of how they are learning ??

↓
Tap into how they instinctively do it, to teach them.

Viewing
- presentations
- video media

providing images

Reading - picture books
- news articles
- making connections
- online research
- identify main idea
- summarising

Language

Analysis of texts & identifying issues

Writing
- letters to experts / emails
- displays
- info reports
- layout
- blogs
- reflections on progress and result.

↓
Speaking + listening
↑
presenting
findings / on exhibition



Non integrated maths
to give kids a break from
Exhibition thinking - hands on /
not computer

Maths

- 3D shapes
- measurement
- tessellated shapes
- perspective drawing

- Graphing

especially pie graph
line graph

- Data collection

- writing surveys
- presenting data
- interpreting data

• Raising Awareness

* Visual voice

Provoking Images
representational of
central idea.

Visual
Arts

Raising
awareness

@visual:
voice

Representation

Art as Social commentary

profit.
propaganda art.

Power of
Imagery
& text

technical &
Practical
Art components

Digital
manipulation.
imagery / Symbolism.
text in art.

* Propoganda Art
message

