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| Learning outcomes | **English - Year 6 (ACARA, 2017b)**  **EN3-7C**: thinks imaginatively, creatively, interpretatively, and critically about information and ideas and identifies connections between texts when responding to and composing texts.   * analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)   **EN3-8D:** identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.   * understand how to move beyond making bare assertions and take account of differing [perspectives](http://syllabus.nesa.nsw.edu.au/glossary/eng/perspective/?ajax) and [points of view](http://syllabus.nesa.nsw.edu.au/glossary/eng/point-of-view/?ajax) (ACELA1502)   **PDHPE - Year 6 (NSW Education Standards Authority, 2017)**  PD3-3: appraises the impact of different relationships on themselves and others (p65)   * select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence **S I** * assess the impact of different relationships on wellbeing  p66) |

**Part B: The inquiry task and lesson plan**

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| **Overarching inquiry Question: How does the way gender is portrayed in our society affect our perceptions and interactions with others?** |

**Task Summary:**

In this unit we will be using the Guided Inquiry process to learn to think critically about the messages we receive in the texts that we read, view and listen to about gender roles and stereotypes in our society. We will consider if these affect our perceptions of ourselves and the people around us and how this may affect how we interact with people in the community. There will be a focus on developing information literacy skills in a collaborative environment, opportunity to explore a variety of information, and develop a question on a particular area of interest for further research. We will be learning about how we can ethically manage and use this information to develop a personal understanding about gender roles and stereotypes that can be shared with our inquiry community in a creative way.

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| **Phase of Guided Inquiry** | **What students and Learning Team and/or Teacher Librarian (TL) will do.**  **Students products are highlighted.** |
| **Open**   * invitation to inquiry * open minds * stimulate curiosity     Language and images in this column (Maniotes, 2017) | **Number of lessons: 1**  **Starter:** ICom   * Introduce Open with Learning Intention (LI) poster and construct success criteria (SC). Complete each LI poster at start of appropriate phase (Appendix 1) * View video: “If Cinderella were a guy” (Bongo Times, 2017) <https://www.youtube.com/watch?v=8TEinRv6sBM> **.** Discuss and record brainstorming.   **Worktime:** IC – teacher chosen.   * Mind-mapping: what do we know about gender? How have we learned about gender?   **Reflection:** ICom   * Groups share mind maps. * Exit card: What do I believe are the differences between the genders? * Introduce task summary and overview of GI. |
| **Immerse**   * build background knowledge * connect to content * discover interesting ideas   -as a community | **Number of lessons: 3**  **Starter:** ICom   * Immerse LI and SC * View “If you have a daughter, you need to see this” (Timbuktu Labs, 2017) <https://www.youtube.com/watch?v=Z1Jbd4-fPOE> * Model inquiry stance while introducing and modelling inquiry journal. Encourage and record questions and thoughts to focus personal connection to content in the third space (Sheerman, 2013) and build a supportive environment (Kuhlthau, et al, 2012).   **Worktime:**  IC   * Students rotate through stations (Appendix 2) with sources at a variety of reading levels (Torrington, 2013) to build common background knowledge (Kuhlthau, et al, 2012), taking notes on interesting facts. Sources should both acknowledge and discourage stereotypes. * Teachers listen to discussions, review inquiry journals for thinking and provide a supportive environment (Kuhlthau, et al, 2012).   **Reflection:**   * Discuss questions/thoughts with peer from another IC.   ICom   * Discussion of what was a surprise or led to questions and how this thinking contributes to the overarching question. * Exit Card: Complete Skinny Survey 1 (Scheffers, 2008) |
| **Explore**   * explore interesting ideas * look around * dip in | **Number of lessons: 3**  **Starter:** ICom   * Explore LI and SC * Ensure a comfortable environment and set expectations for Explore: relax, read and reflect (Kuhlthau, et al, 2012). Acknowledge that feeling overwhelmed during this phase is normal (FitzGerald, 2011). * TL takes the lead. Model the use of the inquiry log (Appendix 5) and inquiry journals, particularly the stop, think, jot technique (Mahoney, 2010) (Appendix 6), to identify interesting facts from a range of sources.   **Worktime:** IC   * Quality sources are provided by the TL - e.g., digital library, television shows, school collection bibliography, pathfinders – for students to explore using their inquiry journal and log to record their path and thinking. * Team listens to students and monitors inquiry journals to ensure that detailed note-taking doesn’t take place (Kuhlthau, et al, 2012)   **Reflection:** Pairs and ICom   * ExplorePair share protocol (Kuhlthau et al, 2012, p 81). Once complete, community shares thoughts. * Introduce the IL rubric (Appendix 7) and discuss skills. |
| **Identify**   * pause and ponder * identify inquiry question * decide direction | **Number of lessons: 1**  **Starter:** ICom   * Identify LI and SC * Remind students of the overarching question. Model the use of the Chart to Decide Protocol (Kuhlthau, et al, 2012). The team will be leading a parallel inquiry: How do the perceptions of gender roles affect who does housework?   **Worktime:** Individual   * Students use protocol (Appendix 8) to assist in identifying inquiry question. * Team monitors students’ progress and use conferencing to guide thinking by using “pause, paraphrase, and probe” (Maniotes, Harrington and Lambusta, 2016, p21) to assess quality of questioning, proof of synthesising information and engagement of students (Kuhlthau, et al, 2012).   **Reflection:** IC   * Students work in groups of similar themes, share and collaborate to identify question. * Inquiry community: Discuss questions that have been identified and write for display. |
| **Gather**   * gather important information * go broad * go deep | **Number of lessons: 6-8 (more if needed)**  TL leads Gather sessions to:   * develop comprehensive information search skills (going broad) * develop evaluation strategies: identify core sources and drill down (going deep) * guide students to choose sources and information to develop meaningful answers, apply selection criteria, use summaries, original thinking and citations * assist in finding sources by monitoring student journey through logs   (Kuhlthau, et al, 2012).  **Starter:** ICom   * Gather LI and SC * Model a range of search behaviours and recording techniques at the beginning of each Gather session using parallel inquiry. E.g., Go broad: with stop, think, jot and Go Deep: Source Evaluation scaffold (Maniotes, 2015, p31).   **Worktime:**   * Introduce jobs in IC: fact checker, connector, messenger, questioner, note taker, source evaluator. (Maniotes, 2015, p25) * IC**:** Students collaboratively choose a reading for the group from their logs and the circle reads it, taking notes to support their understanding and their job in the inquiry circle. * Team listens to student thinking and monitors notes to ensure that the students are finding relevant big ideas, have the vocabulary to paraphrase and understand when they have enough information (Kuhlthau, et al, 2012)   **Reflection:**   * IC: Students come back to inquiry circle and discuss how the reading is relevant to answering their own question. Review own log and discuss why they have chosen the sources they have. * Skinny Survey 2 (midway through Gather) |
| **Create**   * reflect on learning * go beyond facts to make meaning * create to communicate | **Number of lessons: 3 plus 1 week homework**  **Starter:** ICom.   * Model the use of storyboard technique (Knapp, Zeratsky & Kowitz, 2016; Kulhthau, et al, 2012) identify the story that the students want to tell with the meaningful information they have gathered.   **Worktime:** Individual   * Students use the storyboard chart (Appendix 8) using their inquiry journal and log to develop their creative response to their inquiry question and link it back to the overarching question.   **Reflection:** IC   * Discuss storyboards with group. Give and receive feedback. * Team review students’ thoughts about Create plans, grouping them into similar presentation styles. Model or explicitly teach a range of presentation methods that showcase the parallel inquiry to support students’ needs (Torrington, 2013). During these presentations, model the use of Kulhthau et al’s (2012) Share evaluations (Appendix 11) to prepare them for their roles in Share. * ICom:Discuss how students will share their stories prior to the Share sessions to allow for the most collaborative conditions to share learning (Kuhlthau, et al, 2012). |
| **Share**   * learn from each other * share learning * tell your story | **Number of lessons: 4-5**  **Starter:** ICom   * Remind students that their personal inquiry creations are contributing to our understanding of the overarching question. * Review the evaluation form modelled earlier and the success criteria that has been established for Share.   **Worktime:** ICom   * Each presentation time is as follows:5-minute presentation, 3-minute question and answer session; 2-minutes for the ICom to reflect and complete evaluations on presentation.   **Reflection:**   * Students write reflections of what they have learned from their peers in their inquiry logs   **Before Evaluate: Skinny Survey 3** |
| **Evaluate**   * evaluate achievement of learning goals * reflect on content * reflect on process | **Number of lessons: 1**   * Between Share and Evaluate, the learning team takes time to conference with each student about their end product, presentation, and inquiry journal and log to complete the IL rubric.   **Starter:** ICom   * Explain the importance of self-reflection to aid awareness of the effectiveness of learning and the processes used. Explain that this is not only about they actions but their thoughts and feelings as well (Kuhlthau, et al, 2012). * Individual: Students have time to reflect on their Skinny Surveys completed over the course of the inquiry as well as their inquiry journals. Prompt them to consider difficulties and success throughout journey   **Worktime:** IC   * Students discuss what they have noted when reflected on their learning. Did it change over time? Were there any issues that remained unresolved? Were there any situations that they resolved that they felt particularly proud of? Each circle completes a mind map.   **Reflection:** ICom   * ICs each report back on their self-reflection to the group. * Exit Card: Self-Reflection on Inquiry. Figure 11.2 (Kuhlthau, et al, 2012) |

**Introductory Lesson Plan (Session plan model: Kulhthau, et al (2012) Figure 1.2)**

**Learning Intention:** We are learning to open our minds and stimulate our curiosity by being invited to inquire.

**Location:** Year 6 common area

**Team:** Year 6 teachers, TL, teacher aide

This Open session uses a video to consider the impact of how males and females are portrayed in fairytales influence our thoughts about gender role.

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| **Starter**  **Time 15 minutes**  **Inquiry community** | Gather ICom.  Introduce the Open phase by displaying the Learning intention and Open symbol. Guide the students to think about what we might see, hear and feel if we achieve the learning intention and record these as success criteria.  View video: If Cinderella were a guy <https://www.youtube.com/watch?v=8TEinRv6sBM>(Bongo Times, 2017). Display the question: We wouldn’t read it to our sons. Why read it to our daughters?  Model inquiry stance, making connections (Kuhlthau, et al, 2012) and diverse thinking (Torrington, 2013) through discussion and brainstorming session about the community’s thoughts regarding the video.   * Is there anything about this clip that surprises you? * Do we see stories like this? Are there examples? * Why do you think it states that we wouldn’t read this to boys? What point are they trying to make? * Do you think this is a true point? Why/why not? * What kind of stories are read to young boys and girls? |
| **Worktime**  **Time: 15-20 minutes**  **Inquiry Circles.** | Organise students into ICs of 4-6, ensuring that there is enough diversity to develop a range of thinking.  Ask them to construct a mind map (personal preferences on organisation are allowed) to record their ideas for the following:   * What do we know about gender? * How have we learned about gender? * What would we like to know?   While students are in their circles, the team circulates, joining groups to encourage discussion and draw out ideas (Kuhlthau, et al, 2012). |
| **Reflection**  **Time: 20 minutes**  **Inquiry community** | Students return to the ICom and share their mind maps. The learning team engages in active listening, mirroring ideas and pointing out connections between the groups’ ideas and continuing to encourage diverse thinking as part of the inquiry stance (Kuhlthau, et al, 2012).  Exit card: What do I believe are the differences between the genders?  Introduce task summary and discuss.  Display the LI posters (Appendix 1). Explain how GI is a process that involves actions, thoughts and emotions (Kuhlthau, et al, 2012) and that we shall be working as an inquiry community in which we are all learning together to making connections between what we know and what we need to know in the curriculum – the third space. |

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| **OPEN**  Learning Intention:  We are learning to open our minds and stimulate our curiosity.    Success Criteria: | **IMMERSE**  Learning Intention:  We are learning to work together as a community to build background knowledge, connect to content, and discover interesting ideas.    Success Criteria: | **EXPLORE**  Learning Intention:  We are learning to explore interesting ideas by dipping in to a variety of sources.    Success Criteria: | **IDENTIFY**  Learning Intention:  We are learning to think about what we have found interesting and meaningful to help us identify our inquiry question and decide our direction.    Success Criteria: |

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| **GATHER**  Learning Intention:  We are learning to gather important and meaningful information to answer our inquiry question by going brad and going deep.    Success Criteria: | **CREATE**  Learning Intention:  We are learning to reflect on what we have learned and go beyond facts to develop meaningful ideas which we will communicate in a creative way.    Success Criteria: | **SHARE**  Learning Intention:  We are learning to share our learning in our inquiry community to tell our stories and learn from each other.    Success Criteria: | **EVALUATE**  Learning Intention:  We are learning to evaluate the achievement of our learning goals and reflect on the content and the processes we engaged in.  Success Criteria: |

Appendix 2: Immerse Stations

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| Station Concept |
| * images from familiar movies * nursery rhymes * marketing campaigns aimed at each gender * sporting demographics * images from a variety of cultures * picture books and known novels * information about people in occupation that go against cultural gender stereotypes eg men in fashion businesses, women labourers. |

Appendix 4: **Skinny Survey. Adapted from Scheffers (2008)**

**Skinny Survey 1 Timing: End of Immerse**

1. Why might someone’s gender affect how they are seen or expected to act?
2. What difficulties are you having with your research of gender issues?

**Skinny Survey 2 Timing: Middle of Gather**

1. What do you know now about how someone’s gender affect how they are seen or expected to act?
2. What difficulties are you having with your research?

**Skinny Survey 3 Timing: Before Evaluate**

1. What do you think you can do to inform people outside our inquiry community about gender issues?
2. Think about your research process. What were some difficulties you had? List as many as you would like.
3. What were the most enjoyable parts of the research process? List as many as you would like.

Appendix 5: Inquiry Log. Adapted from Donovan (2017) Using GID Inquiry logs with Elementary PBL Projects.

Scan and explore sources. Write down source citation, author, publishing date and how it may be useful. Do not take notes at this time.

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| Source Name | Author | Publishing date | What makes this source useful? | √Use it  X Don’t use |
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Appendix 6

- Stop, Think, Jot. (Adapted from Mahoney, 2010)

To reflect on what they are reading, readers can stop and think and then jot about…

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| **What they PICTURE in their mind.**   * I can see . . . * I visualized . . . * The movie in my mind shows . . . * I could see, taste, feel, hear, smell . . . | **What they WONDER.**   * Why? How? Will? Is? Who? * I'm confused . . . * I don't get . . | **What they THINK.**   * I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_. * I'm guessing that . . . * I predict  \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_. |
| **What they FEEL.**   * I feel \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_. * I can't believe . . . * I felt \_\_\_\_\_\_\_when \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_. | **What they find INTERESTING.**   * Wow! \_\_\_\_\_\_\_\_\_\_\_\_ * It's incredible that \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_. * I was surprised when \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_. * I didn't know that \_\_\_\_\_\_\_\_\_\_\_\_. | **What they can CONNECT to.**   * I understand how \_\_\_\_\_\_ felt because I \_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_ reminds me of \_\_\_\_\_\_\_\_\_\_\_\_. * In my book \_\_\_\_\_\_\_\_\_\_\_\_. In my life \_\_\_\_\_\_\_\_\_\_\_\_. * Words in my text / My connection to another text * Words in my text/ My connections to a person, an event, or an issue |

Appendix 7: Information Literacy Rubric

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| Information Literacy Skills | **A** | **B** | **C** | **D** | **E** |
| 1. development of a clear focus for inquiry (Kuhlthau, et al, 2012) | Was able to independently use charts to make meaningful connections from notes in journal and log to identify a number of inquiry questions and choose the most meaningful. Able to clearly articulate thinking during discussions with learning team. | Effectively used charts to make meaningful connections from notes in journal and log to identify a number of inquiry questions and choose the most meaningful. Able to clearly articulate thinking during conferencing. | Used charts to make meaningful connections from notes in journal and log to identify a number of inquiry questions to choose. Able to articulate thinking during conferencing. | Required support to use charts to make connections to identify an inquiry question using notes from journal and log. | Required teacher to identify an inquiry question |
| 2. Analysing, synthesising and evaluation of information for use and communication (Goldstein, 2010) | Presentation shows that meaningful connections have been made from a wide variety of reputable sources. Evaluation of sources and information is evident in journal and log, reflect and discussing selection criteria. | Presentation shows that meaningful connections have been made from a variety of sources. Evaluation of sources and information is evident in journal and log and reflect selection criteria. | Presentation shows that meaningful connections have been made from a variety of sources. Evaluation of sources and information is evident in journal and log. Some evidence that selection criteria were used in evaluation is present. | Presentation shows evidence that an attempt to make connections has been made from a variety of sources. Some evaluation of sources and information is evident in journal and log. | Presentation contains a series of facts with no evidence that connections were made. No evaluation of sources and information is evident in journal and log. |
| * 3. organising, preserving and managing information and data (\_\_\_\_\_\_\_\_\_\_\_\_\_), | Inquiry log displays clear evidence of understanding of organisation, preservation and management of information and data. Use of prompts displays an understanding of how to choose meaningful information and search for related information independently. | Effective use of the inquiry log to organise, preserve and manage information and data. Effective use of prompts displays an understanding of how to choose meaningful information and search for related information. | Effective use of the inquiry log to organise, preserve and manage information and data. Effective use of prompts displays an understanding of how to choose meaningful information. | Some effective use of the inquiry log to organise, preserve and manage information and data. Attempts have been made to effectively use prompts to choose meaningful information. | Little effective use of the inquiry log to organise, preserve and manage information and data. |
| 4. ethical use of information (ACARA, continuum). | Inquiry log and journal track references and ideas from sources. Citations are provided and referencing is correctly. Paraphrasing shows that attempts have been made to build wide vocabulary to clarify understanding and link ideas. | Inquiry log and journal track references and ideas from sources. Citations are provided and referencing is mainly correctly. Paraphrasing shows that attempts have been made to build wide vocabulary to clarify understanding. | Inquiry log and journal track references and ideas from sources. Basic citations are provided with attempts to reference correctly. Paraphrasing is evident. | Inquiry log and journal adequately track references and ideas from sources. Basic citations are provided. Attempts have been made to paraphrase. | Inquiry log and journal do not adequately track references and ideas from sources. Citations are not provided. Work shows evidence of cut/paste |

Appendix 8: Chart to Decide Protocol. Retrieved from St John the Evangelist Catholic High School Library (n.d) <http://sjelib.weebly.com/uploads/2/8/1/3/28130057/7-1_charttodecide.pdf> 

Appendix 10: Create Storyboard.

Adapted from ideas in Kuhlthau, C., Maniotes, L.K., & Caspari, A. (2012) and Knapp, J., Zeratsky, J., & Kowitz, B. (2016).

Directions:

Look at your inquiry journal and highlight your most important ideas.

Overarching question: **How does the way gender is portrayed in our society affect our perceptions and interactions with others?**

My question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write your most important ideas in the boxes below (you may want a larger number of boxes!). Colour code the ideas to show connections between ideas using the coloured dots provided.

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When you have finished, you may see some themes emerging. Write these down. Don’t worry if you are having trouble, the learning team and your inquiry circle can help.

**Themes**

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**How could I share my learning with the Inquiry community?**

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