

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

Sharing the planet: An inquiry into 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**

Finding peaceful solutions to conflict leads to a better quality of human life.

Summative assessment task(s)

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

In pairs, students research and identify a case study of a global conflict and how it was resolved. Students analyse and evaluate the effectiveness of how the conflict was resolved and speculate on the sustainability of the resolution in the future. Research findings should be expressed in an oral presentation and supported by written notes. As a result of this summative assessment, students will begin to have a greater understanding of the different perspectives of other cultures and which of the PYP attitudes they may have to continue to demonstrate in order to resolve such conflicts.

Assessment tool: Anecdotal records to be made on the oral presentations of the students with a specific focus on students' understanding of intercultural conflict, conflict resolution and the attitudes people need to demonstrate in order to resolve such conflicts. Students will self-reflect in their writing journals on how sustainable the solution would be in the example they chose to analyse and present.

Ongoing: Each student will have the opportunity to take on the role of a class conflict resolution manager for a specified amount of time. His or her role is to assist in the managing and the solving of various peer conflicts that may arise within the students' learning community. It is anticipated that students will apply conflict resolution skills learned and understood in their ongoing lives.

Assessment tool: A performance rubric (designed collaboratively by teachers and students) reflecting the extent of the conflict manager's level of understanding of the central idea, transdisciplinary skills and learner profile attributes.

Class/grade:

Age group: 9–12

School:

School code:



PYP planner

Title:

Teacher(s):

Date:

Proposed duration: number of hours over number of weeks

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: causation, perspective, responsibility

Related concepts: conflict, diversity, justice

What lines of inquiry will define the scope of the inquiry into the central idea?

- Causes of conflict
- Conflict resolution and management
- Living and working together peacefully

What teacher questions/provocations will drive these inquiries?

How can communities be made a more just place for all members?

In what ways is peace an active rather than a passive state?

Can differences be resolved without conflict?

What are the reasons for conflict taking place in the community?

What are some of the struggles that communities currently face?

Provocations

- Over a certain period of time, students are allocated a limited number of finite resources in the classroom (paper, pencils, chairs, tables, sports equipment) and must decide how to share the resources during the allocated time.
- Provide students with examples of artifacts (eg incense, a religious text, a musical instrument), resources (eg rice, bottle of water), artwork and/or music from different cultures and ask them how each made them feel and why this was.

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

- Read aloud stories involving conflicts within a community (see resources in box 5): students analyse both sides of the conflict within the story, how the characters react, how the conflicts are resolved (if indeed they are) and suggest other possible solutions.
- Students engage in self-assessment of previous research they have undertaken. They look at portfolios, personal journals, etc in order to assess research skills against a teacher- or student-designed rubric, taking into account data collection, recording, organization and interpretation. Students set their own goals for improvement during this unit.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Locate examples of conflict within the global community through researching media outlets that communicate such news and information. Students will need to access information, locate the conflict, explain the cause of the conflict, and look at the conflict from more than one perspective (process-focused assessment).
- Students self-assess their own oral presentations and performances as conflict resolution managers using a rubric with performance-based criteria. This will include the students' proper use of the "I-message" framework in role-play situations and to solve real-life conflicts at school.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Online materials include: <http://www.teachingtolerance.org>; <http://www.unitedstreaming.com>; UN Cyberschoolbus website: <http://www.un.org/cyberschoolbus>; online newspaper archives; Wikipedia: www.wikipedia.org.

- Related literature: *The Lorax* or *The Butter Battle Book* by Dr Seuss, *Shilo* by P Naylor-Reynolds, *Bridge To Terabithia* by Katherine Paterson
- Artwork examples: Escher, Munch, Picasso
- Music examples: Sakamoto, Mozart
- Conflict resolution games: board games (eg Conflict Buster, Impact Publications; Earth Cooperative Game, Abundant Earth Inc) and computer games (eg <http://www.worldvision.org.nz/education/games.asp>)

How will the classroom environment, local environment and/or the community be used to facilitate the inquiry?

The classroom environment and the playground will be the centre of analysis for conflicts among the students. Specifically, the reflection or meeting centre where the conflict resolution manager reflects on and records and communicates any conflict or conflict resolution incidents that occur in the school day.

There will be access to conflict resolution games (see above) in the classroom during free time.

People within the local environment, who can present conflict resolution from their perspective, eg the principal, PE teacher, cleaning or auxiliary staff, school counsellor, police officer.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the key questions?

- In groups, students create Mind Maps® of what they know about possible areas of conflict in their lives and within their community, and consider peaceful solutions to these areas of conflict. The teacher creates a classification chart under which students place **submissive**, **aggressive** and **assertive** resolutions to each conflict scenario.
- The teacher and students deconstruct the "I-message" framework to gain relevance and meaning for all parties involved in a conflict, eg "I feel angry when you make fun of me. I want you to think about how I feel and not make fun of me."
- The teacher establishes conflict scenarios (interpersonal and intercultural), where the students role-play their interpretations of how the conflicts could be resolved. Students apply the "I-message" framework to reach a peaceful resolution.
- Interviews with different members of the school or local community who can give perspectives on conflict resolution (see box 5): students discuss and write questions for different individuals.
- The teacher models a Y-chart to explore and explain one reason for **global** conflict (eg wants or needs, unequal distribution of power or resources, beliefs and values, miscommunication). "What does it look like?" "What does it sound like?" (what would people be saying?), "What does it feel like?" Students make similar charts for other areas of conflict.
- Students research conflicts locally and in the global community by watching the news, reading newspapers, etc, and report back to class. Groups analyse the causes of those conflicts and form conclusions about the main causes of these conflicts. In pairs, students prepare oral presentations (see box 1, "Summative assessment tasks").
- Students reflect individually on the central idea in the light of understandings gained during the unit and write evidence of finding that peaceful solutions to conflicts can lead to a better quality of human life.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Transdisciplinary skills

Resolving conflict: Through role-play scenarios and within their role as conflict resolution managers, students will demonstrate listening attentively, reacting reasonably, compromising, and accepting responsibility in times of conflict resolution.

Dialectical thought: Exploration of intercultural case studies of conflicts and conflict resolution and character analysis in stories means that students can better understand diversity within others through examples recorded in their journals, research and discussions.

Research skills: As part of prior learning, students have identified research skills to develop during the inquiry. They will use these skills to collect, record, organize and interpret their findings about global conflicts, and then present these findings in their oral presentations.

Learner profile

Principled: Through reflecting upon how conflicts are solved, both within the immediate community and within the global community, students develop a broader understanding of integrity, honesty and a sense of fairness of justice.

Open-minded: Through exploring various conflicts around them and the case studies presented to them, students will better respect the views, values and backgrounds of others and consider a range of perspectives.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

The main objective that we were hoping to achieve was to develop practical application of the inquiries. Conflicts are everywhere in our lives and it is critical that students be able to identify and resolve them as they arise. We developed a practical and hands-on approach to the learning experiences and assessment. We did this through provocations that explored the types of responses to artifacts, art and music and through providing examples of global conflicts that had been resolved peacefully.

We focused the central idea on a personal level for the students (through reflecting on the contributions of the class conflicts resolution manager), while taking into consideration the community and global repercussions of individual actions and behaviours (through the analysis of global conflicts that have been solved). In the final outcome, the students developed a practical and fundamental understanding of conflict and conflict resolution.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Due to the practical nature of the conflict resolution manager, the students demonstrated a clear understanding of differing perspectives of justice and diversity from an immediate community level. The analysis of a global conflict and how it was solved needs to be broadened (and perhaps even categorized) to include possible areas of focus, eg sharing of resources—oil, water, land or belief systems—and the impact on a society. This would give the students a clearer idea of what kind of conflicts they could explore.

A greater emphasis could have been made on intercultural understanding, although students did demonstrate this during the course of the unit. Students raised issues about beliefs and use of different languages, but this was not followed up to a great extent.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Through both of the summative assessment pieces, students explored, at a local level and at a global level, the relationships within and between communities as well as how any potential conflicts (struggles) may have been or could be resolved. This was particularly evident when the conflict resolution manager identified the problems he or she witnessed in the playground or classroom and how the conflicts could have been solved or were solved.

In the self-reflections on the sustainability of the conflict resolutions that students analysed from around the world, the students could clearly identify what would need to be done in order to achieve a longer lasting peaceful settlement to the issue. They used the PYP attitudes to explain this (eg "The governments of two countries would need to display empathy for each other in order to understand why this resource is important to both cultures.")

Towards the end of the unit, one student commented that, "I always thought peace meant just being quiet, but now I see that it can mean speaking out about something."

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- **develop an understanding of the concepts identified in "What do we want to learn?"**
- **demonstrate the learning and application of particular transdisciplinary skills?**
- **develop particular attributes of the learner profile and/or attitudes?**

In each case, explain your selection.

Key concepts

Causation: The analysis of case studies from a global perspective provided a framework for the students to explore these situations: students needed not just to identify the problem but also the possible causes (causation) of it.

Perspective and responsibility: The "I-message" engagement was especially effective in deepening students' understandings of perspective and responsibility. The role-play situations that the students were a part of enabled the students to see the points of view of their peers and provoked them to think about their responsibility towards the consequences of their actions in relation to these points of view.

Transdisciplinary skills

Social skills

Respecting others: The provocations noted in box 2 emphasized the students' needs for respecting others and for listening to the viewpoints of others as they shared their responses to artifacts, art and music. Students were asked to reflect in their writing journals not only on their responses to each provocation but also on how the different responses of others affected them.

Thinking skills

Analysis: After exploring the character analysis in the literature, students created a character profile of how each character's personality connected to the PYP attitudes and then how each character showed (or did not show) compassion for other characters.

Learner profile attributes and PYP attitudes

Open-minded: The conflict resolution manager allowed the students to better understand their peers and the ways in which they tended to approach and solve problems. Thus students were beginning to become more open-minded towards their peers.

In the analysis of global or intercultural conflicts, the students used the PYP **attitudes** as a tool for reflecting on the resolution process. In addition, through the character analysis within stories explored, students used the attitudes to justify their judgments of the actions of the characters in the stories.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

What makes a “good sport”?

What makes a person good or bad?

Out in the playground, how can I show or look for examples of the PYP attitudes?

Why should what we believe make someone dislike us?

Can there be more than one “right answer” to a problem?

Are there some attitudes that, when they are not there, are more likely to cause conflicts than others?

Sometimes it seems we have a problem because we don’t speak the same language—is that a conflict?

Students wanted to find out more about what made a good team member on a sports team. They clearly knew that it was more than just “being skillful”; it also meant working as part of a team, but they wanted to explore how this looked in terms of a coach’s expectations.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- A student was having a discussion with his classmate that turned into a debate. He was able to recognize and communicate the reason for their “conflict” (difference in values).
- A student was arguing with her sister at home. She recognized they were having a conflict and initiated a discussion that would lead to a cooperative resolution. The student decided to share this at an open discussion of the conflict manager reflections.
- There is everyday application of resolution skills in the classroom and playground by students—the students are being more autonomous in solving conflicts without appealing to teachers who are on lunch duty.
- The physical education (PE) teacher reported a significant increase in the students independently solving team-related conflicts during sports events. It was clear that the students were being more open-minded towards their peers and were accepting of each other’s responses while always being mindful of the common goal that everyone shared.
- The class receives delivery of a newspaper each day. Initially, there was a common interest in the more “graphic stories and articles”. As a result of this unit, when reflecting on the content of the daily newspaper through whole-class discussions, students were more sensitive to the actual conflict and the ways in which the PYP attitudes could be applied in order for the conflict to be solved in the future.

9. Teacher notes

Learning language/Learning about language emphasis

- Students interact confidently in a variety of situations.
- Students adapt speaking and listening strategies to the context, purpose and audience.
- Students reflect upon their own approach to communication to monitor and assess their learning.
- Students appreciate authors’ use of language and begin to recognize the meaning beyond the literal level.
- Students respond to viewing experiences orally and in writing, using specific vocabulary and terminology.
- Students continue to make informed choices in their personal viewing experiences.

Connections to previous unit in school’s programme of inquiry

Central idea of previous unit: People express their beliefs in different ways.

An inquiry into:

- different places that reflect people’s beliefs
- expressions of different beliefs (traditions)
- signs and symbols that reflect beliefs.

Students were asked to reflect on what they had learned from the above unit at the start of the current unit, and it was useful to see the development of their understanding of cultural diversity relating to beliefs.