# Downloadable teaching notes

Use these notes to prepare to teach the Collaboratus unit ‘Refugees welcome here’. This document only contains the ‘Before teaching’ information, for guidance on delivering lessons based on each section please see the ‘Teaching notes’ tab in the ‘Information for teachers’ section of the website.

## Introduction

### Grouping

Decide how to group students. For example, do students choose their own groups, are groups randomly assigned (such as picking group numbers from a hat), or do you assign members to ensure a mix of ability and learning styles?

### Timeline

Decide on timeline and lesson allocation:

* How long will students have to research and develop their item for the kit (allow at least 2–3 weeks)?
* What date will groups present their item to the class for feedback (allow at least one week before final presentation of kit)?
* What date will class present their complete kit?

### Assessment

How much and what bits of the task will be assessable? Suggestions for assessing different stages of the task can be found in those sections. A major part of the assessment should focus on the development of collaboration and 21C skills in students. See the ‘21CLD’ tab in this section for suggestions for areas to focus on.

How much are you expecting students to do at home?

### Celebration of work

It is vital to celebrate the completion of the whole kit as this makes the task real world and urgent for student engagement. Celebration could be achieved by presenting the kit to a Refugee representative, your local council or other organisation or at minimum at a school assembly. Additionally, putting parts of the kit on display in the school front office and in the newsletter will broaden the audience.

## Get organised

### Timeframe

Depending on your class this section could take less than one period or might need to be scaffolded and take more than one session to complete. Read through the steps carefully and decide how much scaffolding you will need to provide.

### ICT resources

For many of these tasks (and in the later sections) every student will need access to an internet connected device.

* If this is not possible, how much can students do offline? It is possible to download a copy of this entire resource in a zip folder from Scootle. Although the external links will not work students can still access all the content inside this resource.
* Which activities could groups manage with one device per group?
* Do you need to book devices for your lessons?
* Do you need to warn anyone that your students may be using a lot of bandwidth?
* Are there any equity issues around students not having internet access at home?

## Discover

### Aim of research

The aim of this section is that students develop an understanding about:

* what it is like to be a refugee, before and after arrival in their local community
* the fear and danger that refugees would have faced
* the desire for safety and comfort that motivates them
* the common need for peace and freedom to ‘fit into’ the local community.

### Resources

* Coordinate the research task of this project with the school librarian.
* Preview the ‘Road to refuge’ website and the SBS interactive. If these do not seem suitable for your students look at the ‘Other resources’ section under the ‘Curriculum’ tab in this section for more options.
* Check that the school internet can handle multiple students accessing the interactive resources at the same time.
* What is your plan for total lack of internet on the day? It is possible to download a copy of this entire resource in a zip folder from Scootle. Although the external links will not work students can still access all the content inside this resource.

### Class wide sharing

In this section students are asked to share their findings with the whole class on a presentation document. Create this beforehand and make sure that the whole class has access to it though Office 365 (PowerPoint Online or Sway) or G-Suite (Slides).

### Credible sources

Students may need access to specific training on source evaluation at this point. Refugees are a controversial topic and you should refer to the relevant [Department of Education policy for guidance on controversial topics](https://education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools?refid=285776).

The following resources can be used by or with students to think about how they evaluate sources:

* [Scootle video showing students making mistakes looking at websites](https://www.scootle.edu.au/ec/viewMetadata.action?id=S6383&q=web+literacy&topic=&start=0&sort=relevance&contentsource=&contentprovider=&resourcetype=&v=text&showBookmarkedResources=&showLomCommercialResources=false&field=title&field=text.all&field=topic&contenttype=all&contenttype=%22Interactive%20resource%22&contenttype=%22Collection%22&contenttype=%22Image%22&contenttype=%22Moving%20image%22&contenttype=%22Sound%22&contenttype=%22Assessment%20resource%22&contenttype=%22Teacher%20guide%22&contenttype=%22Dataset%22&contenttype=%22Text%22&contenttype=%22StillImage%22&contenttype=%22Still%20Image%22&contenttype=%22Still%20image%22&contenttype=%22MovingImage%22&contenttype=%22Moving%20Image%22&contenttype=%22Interactive%20Resource%22&contenttype=%22InteractiveResource%22&contenttype=%22Teacher%20Guide%22&contenttype=%22TeacherGuide%22&contenttype=%22Assessment%20Resource%22&contenttype=%22AssessmentResource%22&contenttype=%22StillImage%22&contenttype=%22Still%20Image%22&contenttype=%22Still%20image%22&contenttype=%22MovingImage%22&contenttype=%22Moving%20Image%22&contenttype=%22Interactive%20Resource%22&contenttype=%22InteractiveResource%22&contenttype=%22Teacher%20Guide%22&contenttype=%22TeacherGuide%22&contenttype=%22Assessment%20Resource%22&contenttype=%22AssessmentResource%22&commResContentType=all&commResContentType=%22App%20(mobile)%22&commResContentType=%22Audio%22&commResContentType=%22Book%20(electronic)%22&commResContentType=%22Book%20(printed)%22&commResContentType=%22Digital%20item%22&commResContentType=%22Learning%20object%22&commResContentType=%22Other%22&commResContentType=%22Printed%20item%22&commResContentType=%22Software%22&commResContentType=%22Teacher%20resource%22&commResContentType=%22Video%22&userlevel=all&userlevel=(0%20OR%201%20OR%202)&userlevel=(3%20OR%204)&userlevel=(5%20OR%206)&userlevel=(7%20OR%208)&userlevel=(9%20OR%2010)&userlevel=(11%20OR%2012)&kc=any&lom=true&scot=true&follow=true&topiccounts=true&rows=20&suggestedResources=M012796,M020868,M012797,M012802,S5325,M013814,S6383,S6222,M014393,M012805,M012807,S7083) (needs Flash)
* a great interactive game that teaches them to use the SAFE model when evaluating sources [‘Search for the gorilla: assessment (needs Flash)](http://www.scootle.edu.au/ec/viewing/L8470/index.html).

To help your students make good choices about information sources access the following resources:

* sample evaluation sheet for students to use with websites from [readwritethink.org](http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=3)
* the Southern Cross University website has excellent resources on writing and research. Look at the [‘Quick guides’ under the ‘Effective Reading’ heading](http://scu.edu.au/teachinglearning/index.php/5).
* the [‘Choosing credible sources’ page from the Illinois Valley Community College website](https://www.ivcc.edu/stylebooks/stylebook6.aspx?id=14724)
* Kathy Schrock has some [evaluation sheets that are licenced for classroom use on her Critical Evaluation page](http://www.schrockguide.net/critical-evaluation.html).

### Blanket specific preparations

Students wanting to create a blanket will benefit from access to the picture book ‘My Two Blankets’ even if this unit is being taught with a Geography or Visual Arts focus. If you cannot find that book other suggestions include:

* ‘The Island’ by Armin Greder
* ‘Home and Away’ by John Marsden & Matt Ottley
* ‘The Little Refugee’ by Anh Do & Suzanne Do
* ‘Refugees’ by David Miller
* ‘Ali the bold heart’ by Jane Jolly & Elise Hurst

### Creating a survey?

Decide whether you want the class or each group to create and send out a survey to the wider community. This has the potential to be contentious but also acts as an opportunity to get students focused on data and using data to inform their decisions. The survey is suggested as a possible strategy for groups, even if it is not made mandatory. Students should ask the questions of people outside the classroom such as family, peers and even the wider community if suitable.

## Culminating task

### The design process

This section specifically guides students through the design process. As discussed earlier students should have looked through this section earlier on in the unit to help inform their decision making, organisation and investigation but they should now dig into the details of the design process. Stress the non-linear nature of the process and that they should be willing to make mistakes and then learn from them.

The design process used in this section is adapted from the [Design Thinking for Educators Toolkit](https://designthinkingforeducators.com/about-toolkit/) which is a wonderful resource for teachers that you might like to use in your general practise or as a starting point for [designing your own Collaboratus unit](https://schoolsequella.det.nsw.edu.au/file/23d078e5-d165-4942-8d28-4bc45759869b/1/Collaboratus-guide.zip/index.htm).

### Assessment

To ensure equality of assessment across the range of possible kit items your rubric can focus on the collaboration, communication and problem solving skills used and acquired by students. In designing your rubric think about the following questions:

* How did the students work together?
* How did they overcome problems?
* How did they respond to feedback?
* How well did they take responsibility for their roles and assigned tasks?
* How well did they communicate their learning throughout the process and in the end product?

For more information on future focused skills and how to design lessons and units with them in mind see the [21st Century Learning Design Rubrics document](https://www.sri.com/work/projects/21st-century-learning-design-21cld).

### Resources

A number of the items in the kit require or would benefit from access to specialist equipment:

* at least one sewing machine for the blanket
* a good quality microphone and mixing equipment for music production
* video camera and microphones for film production

Read through the expandable link for each item and prepare for possible student requests. Do you need to speak to people in advance for access to equipment?

### Controversial issues in the rap song and poem option for the Culminating task.

As part of encouraging students to prepare for creating a rap song or poem, students are prompted to read this [poem about refugees written by Brian Bilston](https://brianbilston.com/2016/03/23/refugees/). Depending on the background and cultural views of your students this could be a controversial topic. You should prepare in advance to mediate discussion between students with passionate viewpoints. For resources to support you in this effort see the ‘Anti-racism support’ expandable, inside the ‘Other resources’ expandable, in the ‘Curriculum’ tab of this section ‘Information for teachers’.

### ICT considerations

Make sure the suggested links work through your school network and filter. To ensure students do not waste time supply alternative links where necessary. For students in need of greater scaffolding, direct them to use specific sites or how-to instructions.

### The ‘Troubleshooting’ section

This section deliberately encourages students to try and figure things out for themselves. 21CL has a focus on problem solving and lateral thinking.

## Present

### Software

There are many software tools that students can use to present their progress for feedback. You might ask students to use tools they already have access to or are familiar with. Limiting the choice of tools to 1 or 2 options will assist students who need more direction.

### Assessment

If you are assessing this presentation as part of the project [Technology rubrics for any classroom](https://spark.adobe.com/page/QAdgM/) is a resource that provides guidelines for assessing digital student work in a variety of modes and media. Use these alongside your regular content and syllabus focused outcomes. How well does each team explain their design decisions and the problems they faced?

### Explicitly teaching feedback strategies

To ensure feedback is supportive and helpful your students will benefit from a range of [strategies to enhance peer feedback](http://www.assessmentforlearning.edu.au/professional_learning/modules/peer_feedback/peer_strategies_enhance.html).

## Reflection and evaluation

Evaluating and reflecting on content and the learning process is a critical part of 21st century education and is encouraged throughout this resource.

### Highlight the importance of continual reflection

The ‘Evaluate’ section addresses both audience evaluation and reflecting on one’s own learning. Introduce this section before student presentations so groups have time to make an audience feedback form or quiz if appropriate.

### Regular reflections

In the ‘Get organised’ tab, the resource suggests students keep a learning log during the project. Follow your regular reflection or journaling routines, or guide students to use online tools to capture their thoughts.