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| **Teacher(s)** | **Fitton** | **Subject group and discipline** | **Language and Literature**  |
| **Unit title** | **Bullying Lit circle**  | **MYP year** | **4** | **Unit duration (hrs)** |  |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Perspective**  | **Intertextuality** **Character**  | **Fairness and Development** |
| **Statement of inquiry** |
| Perspective and character across texts aid in helping us understand how to be fair and to develop an understanding of our common humanity.  |
| **Inquiry questions** |
| **Factual—What is sympathy? Empathy? Resilience? What is the ladder of prejudice?** **Conceptual—What character traits help some become a more accepting and empathetic person? How do we understand another person’s point of view?****Debatable— Does being bullied create a more resilent person? How can you determine the difference between freedom of speech and cyberbullying crime?** |
| **Objectives** | **Summative assessment** |
| Produce texts that demonstrate insight, imagination and sensitivity while explaining and refecting aritically on new perspectives and ideas arising from personal engagement with the creative process.  | Outline of summative assessment task(s) including assessment criteria:G- demonstrate/highlight the negative impact of bullying and to show empathy. Help change other people’s perspective to affect change. R-activist whose task is to promote positive change in our community ( bully free environment)A-staff/ Penticton/ community /worldS- You have been hired by a non profit organization to create a campaign to promote a bully free environment.P-pamplet/ TED talk/ video/ button/ sticker/ art + a written piece that shows they are taking on an active stance agaianst bullying.  | Relationship between summative assessment task(s) and statement of inquiry:Through taking an active stance on bullying, students are demonstrating an ability to show empathy and understand other peoples perspective.  |
| **Approaches to learning (ATL)** |
| Communicating- model lit circle process with video. Collaborating- lit circle video Research- guided inquiry with stalin Reflection- grasp- fame with Sarah Wood  |

##### Action: Teaching and learning through inquiry

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| **Content** | **Learning process** |
| * Bully intro
* Empathy/ day in life
* Lit circle discussion
* Amanda Todd doc.
* Movie – cyberbully/wonder/tagged
* Playdough
* Campaign(GRASP)
* Stalin paragraph
 | * Lesson on empathy
 |
| **Formative assessment*** Lit circle
* Stalin paragraph
* Day in the life of story
* Info texts
 |
| **Differentiation*** Novel choice
* Role choice
* GRASP campaign choice
 |
| **Resources** |
| * Sarah Wood
* Wonder/tagged/ cyberbully
* Police speaker
* Speak, please stop laughing, master calls, once, 13 reasons why, touching spirit bear
* Amanda Todd video
* Non ficton texts
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##### Reflection: Considering the planning, process and impact of the inquiry

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| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
| Teach connections, lit circle format, theme statements and active reading in short story unit.  |  | Refelction on how this unit/novel has changed their perspective  |