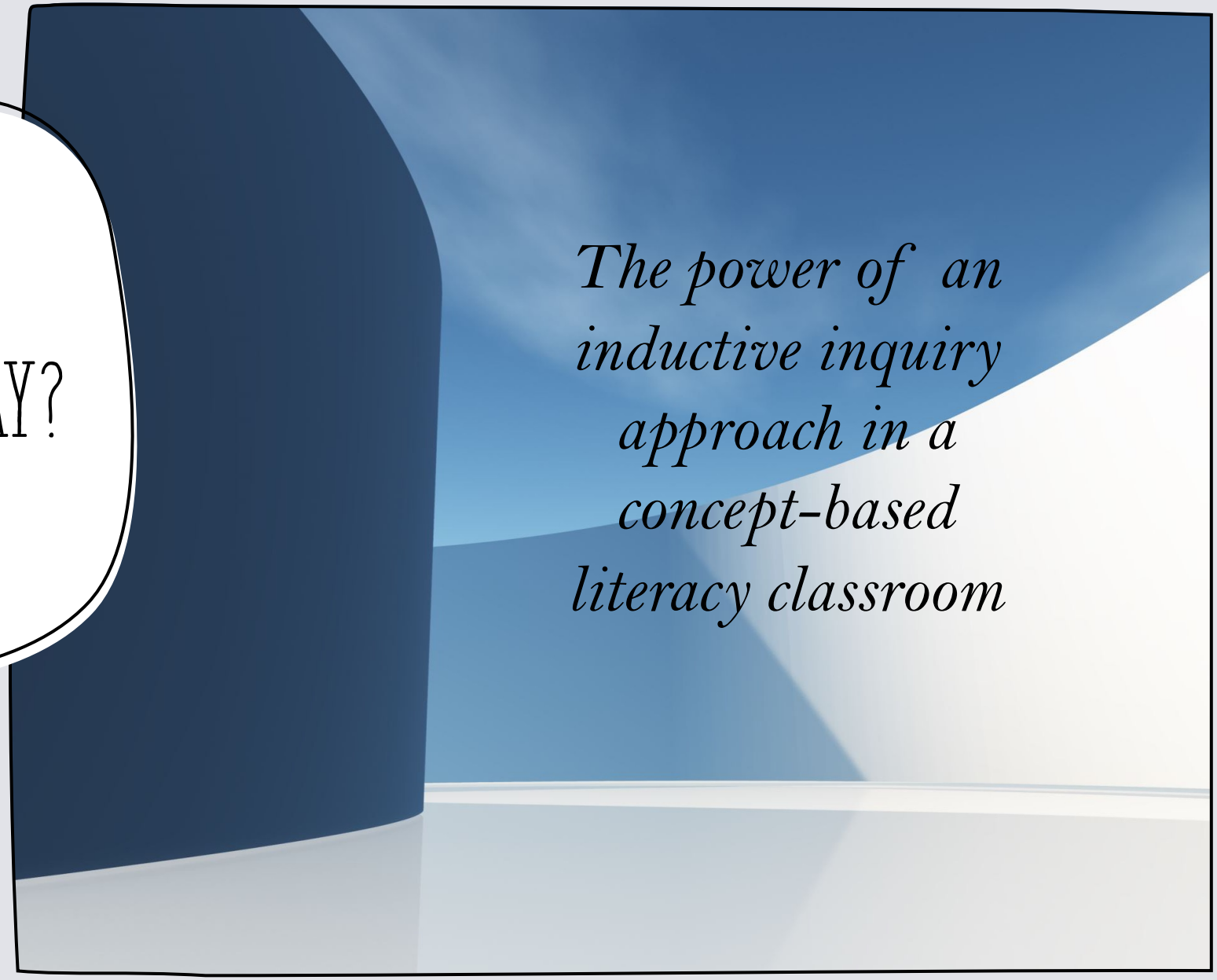
HEY! CAN I GET A SAY?



The power of an inductive inquiry approach in a concept-based literacy classroom

Presenter: Nicole Jaggers
conceptbasedlearning.com

DISCOVERING AN INDUCTIVE APPROACH....

What + how = why!

Moving from passive...

to active learners

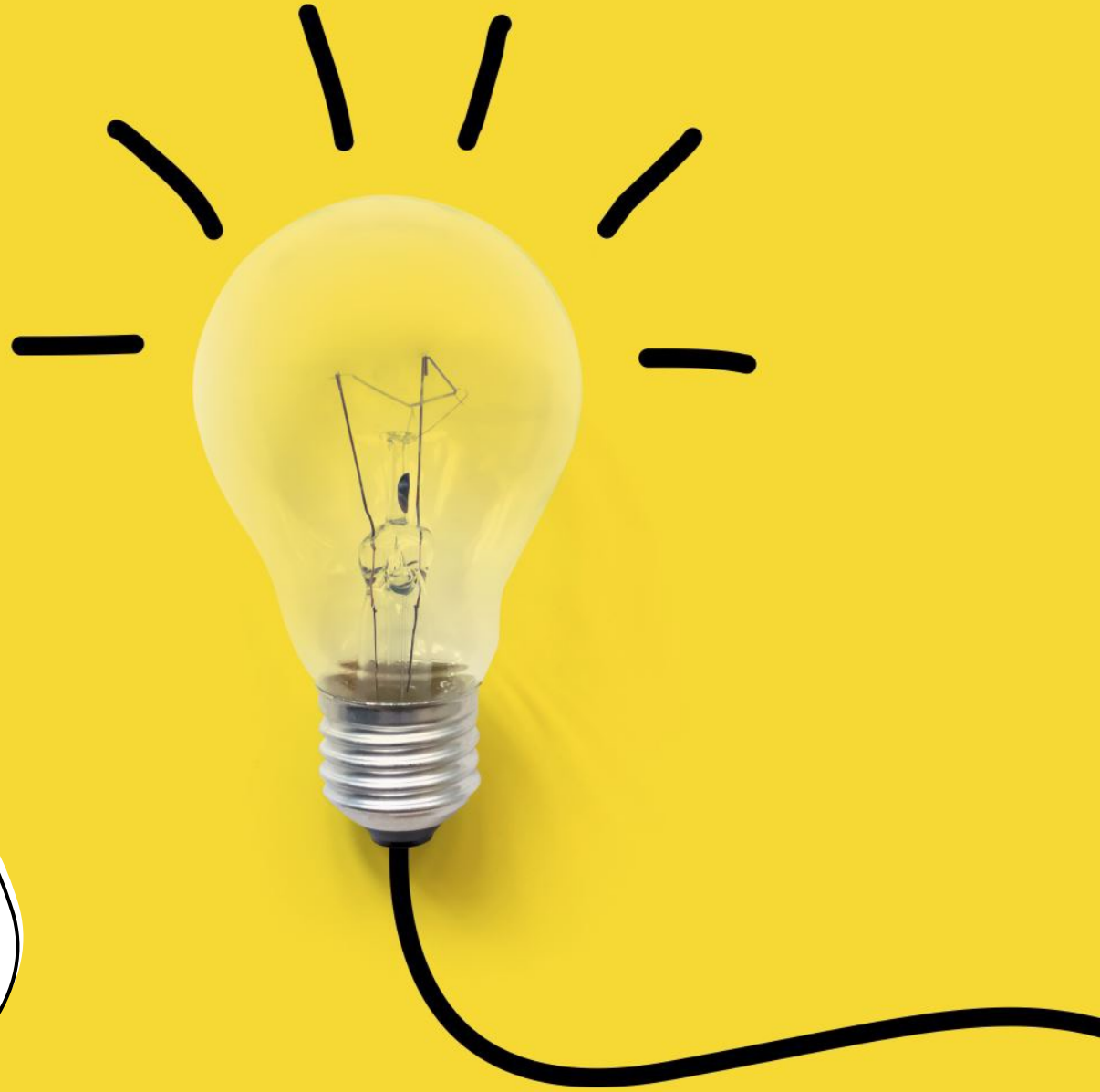
Cultivating innovation in today's classrooms requires a shift in mindset for teachers- moving from telling the students what they need to understand to invoking curiosity and discovery of understanding through an inductive approach.

VISUALS

VIEWPOINTS

The use of an inductive inquiry approach in a concept-based literacy classroom can inspire a sense of agency and voice for all students.

CONCEPT BASED INQUIRY
INDUCTIVE LITERACY LESSON



INTERDISCIPLINARY UNIT WEB

Unit Title: Hey, do I get a say?

Strand: Civics and Citizenship

Governance How organisations are governed and function, roles and responsibilities within
Fairness
Democracy Freedom of speech, rights and responsibilities of citizens, pledge
Systems Electoral, vote, ballot, preferential, policies
Beliefs, values religious/cultural/societal/political
Needs and wants choices we make
Decision making voice

Strand: History

First Nations
Significance and Contribution Historical figures
Settlement Australian early colonies and governance
Resistance
Source and Evidence
Truth telling about Australian history
Constitution Referendum, powers, duties, rights of First Nations people

Strand: English

Concepts to be explored through SOK texts:
Persuasion
Propaganda Political messaging
Bias
Language features

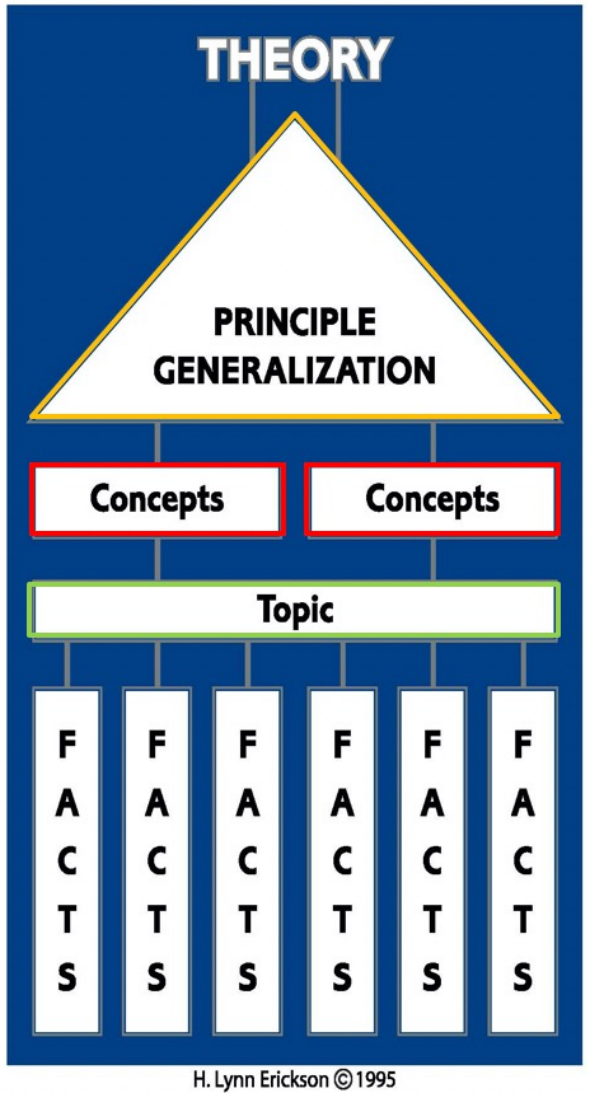
Strand: Health

Behaviours responding to change
Leadership Qualities of a leader
Respect Treatment of others
Empathy
Diversity celebrating, community initiatives, representation
Discrimination form of, labels, causing offence
Tolerance understanding points of view
Inclusion sense of identity and belonging

Strand: Mathematics

Accuracy and Reliability of data
Chance
Probability

STRUCTURE OF KNOWLEDGE



STUDENTS WILL UNDERSTAND THAT...

BEHAVIOUR VALUES

POWER OF VOICE

Students will know:

- Definitions of values, respect, empathy, diversity, identity
- Examples of qualities / values people demonstrate in groups/organisations and the effect these qualities/values on decision making processes
- Examples of strategies that can be used to manage challenging situations, such as differing points of view or discrimination

STRUCTURE OF KNOWLEDGE: HEALTH & CIVICS

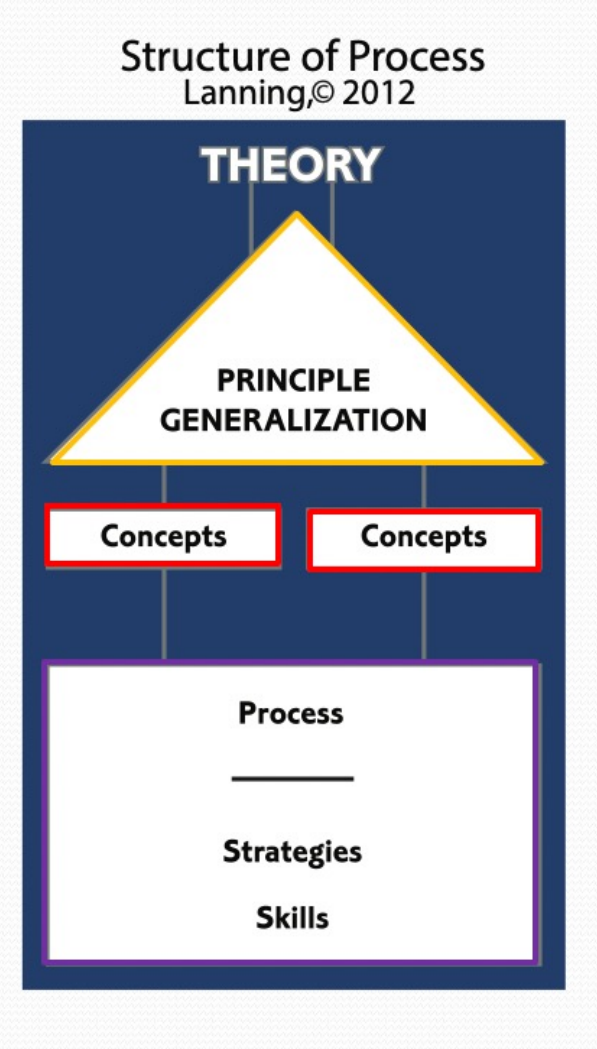
Generalizations	**Guiding Questions:** **F=Factual, C=Conceptual, D= Debatable**
2: People's values and qualities can motivate the way they behave when making decisions.	*2a: What is one word people would use to describe you? (F)* *2b: What is a value?* *2c: How did people behave and communicate in the task? (F)* *2d: How did people make decisions in the task? (F)* *2e: What qualities did people demonstrate when making decisions in the task? (F)* *2f: How are people influenced by views of others in a group? (C)* *2g: What is the connection between the qualities people demonstrate and the choices they make? (C)* *2h: What motivates people behave in certain ways when choices have to be made? (C)*

KNOW AND DO

Strand	Critical Content Students will *Know*	Key Skills Students will be able to *Do*
Health	The definition of a value Examples of qualities / values people demonstrate in groups/organisations and the effect these qualities/values on decision making processes Examples of strategies that can be used to manage challenging situations, such as differing points of view	- Use different strategies to build and manage respectful relationships - Use different strategies to manage challenging situations
Civics and Citizenship	Key values including political participation, freedom of speech and expressing beliefs	**Conclude and make decision** - Develop evidence based decisions - Propose actions or responses to issues or challenges - Use criteria to assess possible effects

STRUCTURE OF PROCESS

- ENGLISH



STUDENTS WILL UNDERSTAND THAT.....

POINT OF VIEW BIAS

WRITING PROCESS
Students will be able to:
Present and justify an opinion or idea
Explain characteristic features used in persuasive texts to meet the purpose of the text

STRUCTURE OF PROCESS- ENGLISH

Generalizations	**Guiding Questions:** **F=Factual, C=Conceptual, D= Debatable**
5: Authors may use biased or misleading information to promote or discredit a person or their point of view.	*5a: What strategies did you notice each person use to campaign their point of view? (F)* *5b: What facts may have been omitted or distorted by each person to try encourage or discourage you to vote for them? (F)* *5c: How can you tell if someone is telling the truth? (C)* *5d: Is ok for someone to discredit someone else? (D)* *5e: What is bias? (F)* *5f: What are examples of persuasive techniques used by authors? (F)* *5g: How do authors use persuasive techniques to convince their audience? (C)* *5h: What are authors trying to achieve when they use persuasion? (C)*

KNOW AND DO

Strand	Critical Content Students will *Know*	Key Skills Students will be able to *Do*
English	Definitions of propaganda, bias and persuasion Techniques authors use to manipulate people's beliefs and values and divert the truth Specific examples of bias Various effects of the use of persuasive techniques on an audience	**English: Interacting with others** - use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience - present and justify an opinion or idea **English: Analyse, interpret, evaluate** - explain characteristic features used in persuasive texts to meet the purpose of the text **English: Create texts** - plan, create, edit and publish written and multimodal texts whose purpose is to persuade, developing ideas using visual features, text structures and specialist vocabulary.

CONCEPT BASED INQUIRY CYCLE

Sparking interest

Scaffolding thinking

Making connections

Promoting student agency

Focusing on conceptual understanding

Transferring to new situations

FRENCH AND MARSCHALL 2016

ENGAGE

Sparking Motivation

Drawing on prior knowledge

Engage

ENGAGE

2a: What is one word people would use to describe you? (F)

FOCUS

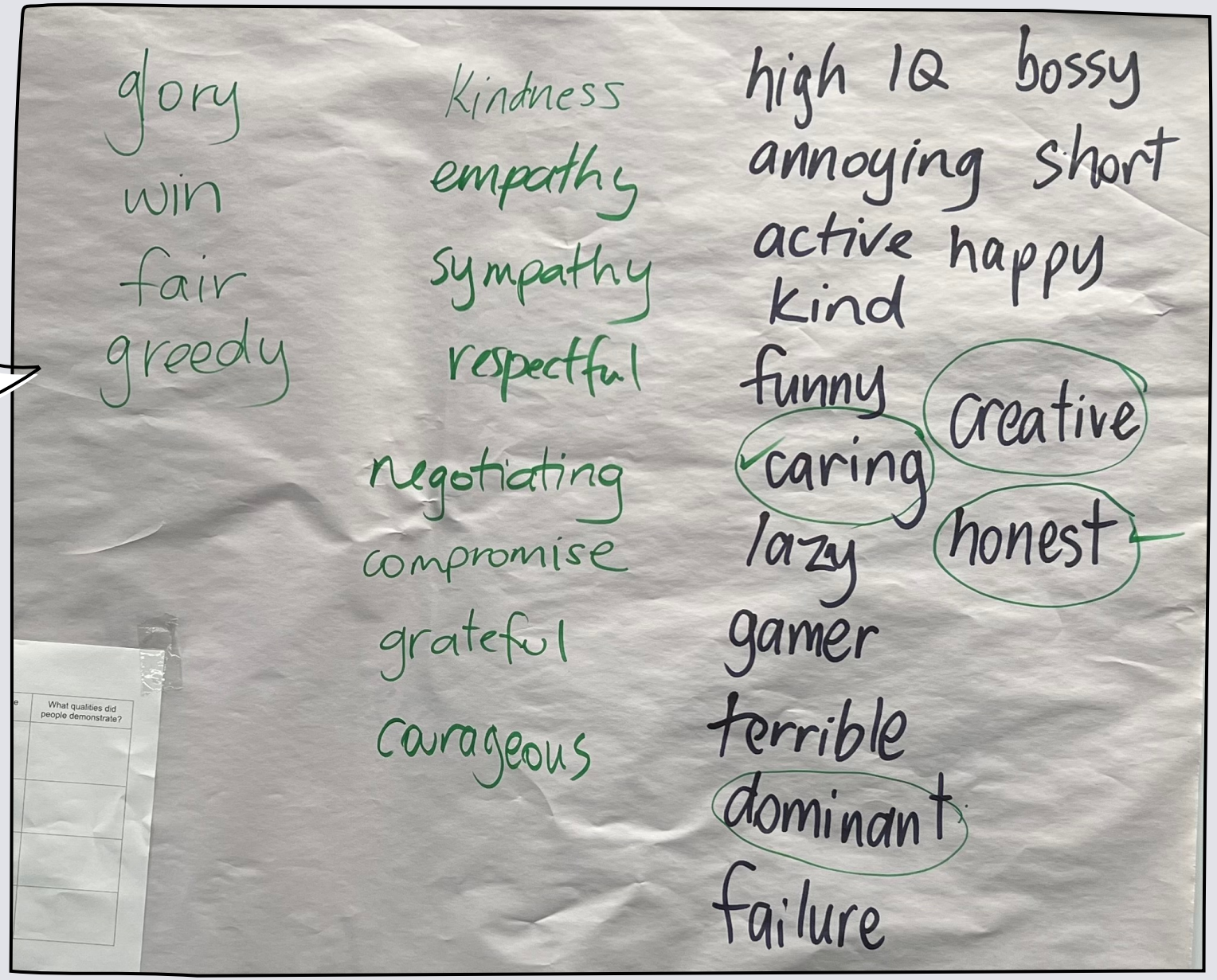
Categorising

Concept Formation

Focus

FOCUS

2b: What is a value?

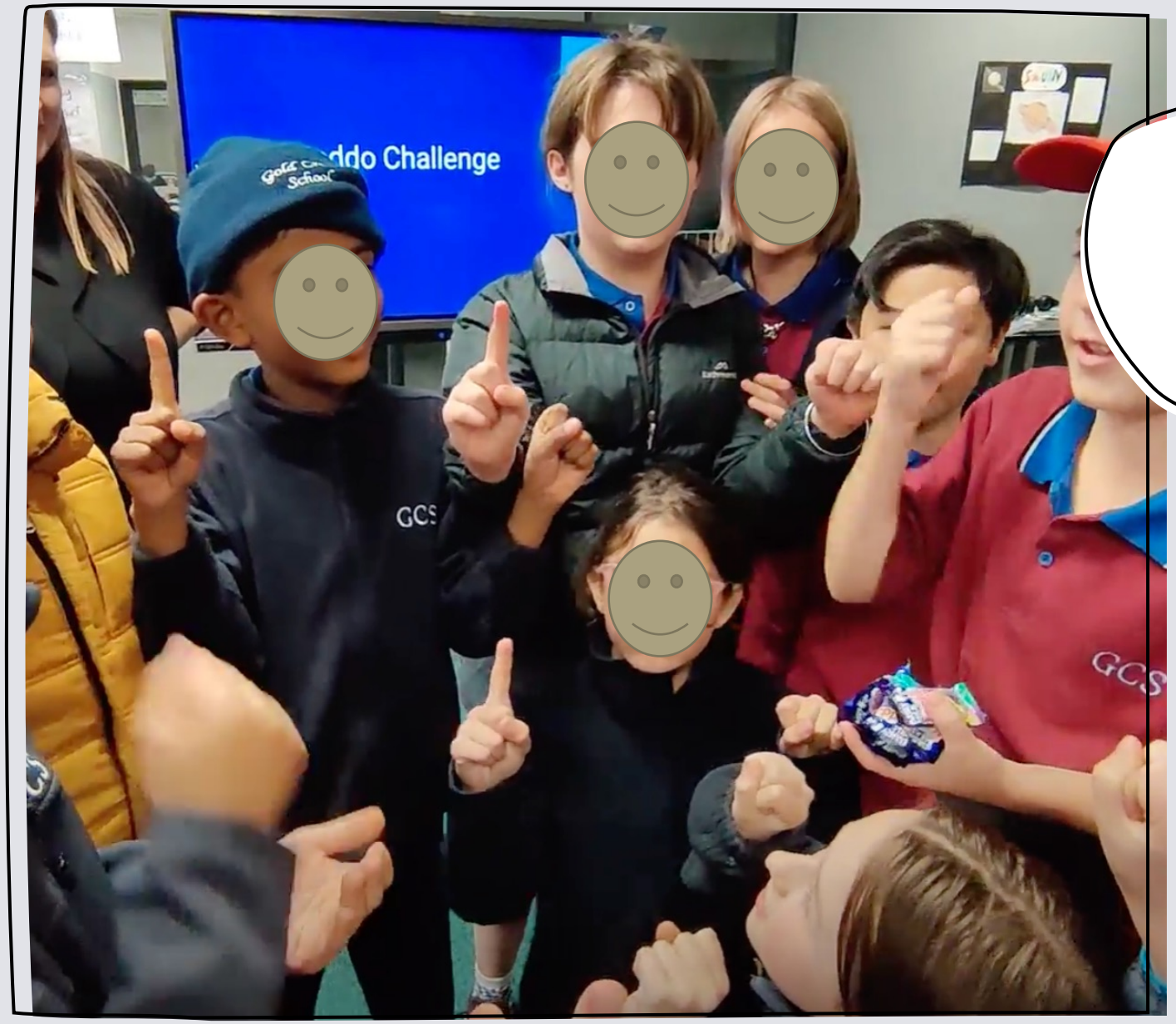


INVESTIGATE

Introducing Case Studies and Justifying Opinions

Students engage in a range of teacher led provocations to experience conflict situations, name the values and qualities people demonstrate when experiencing conflict and explore various ways people solve decisions

Investigate



THE FREDDO CHALLENGE!

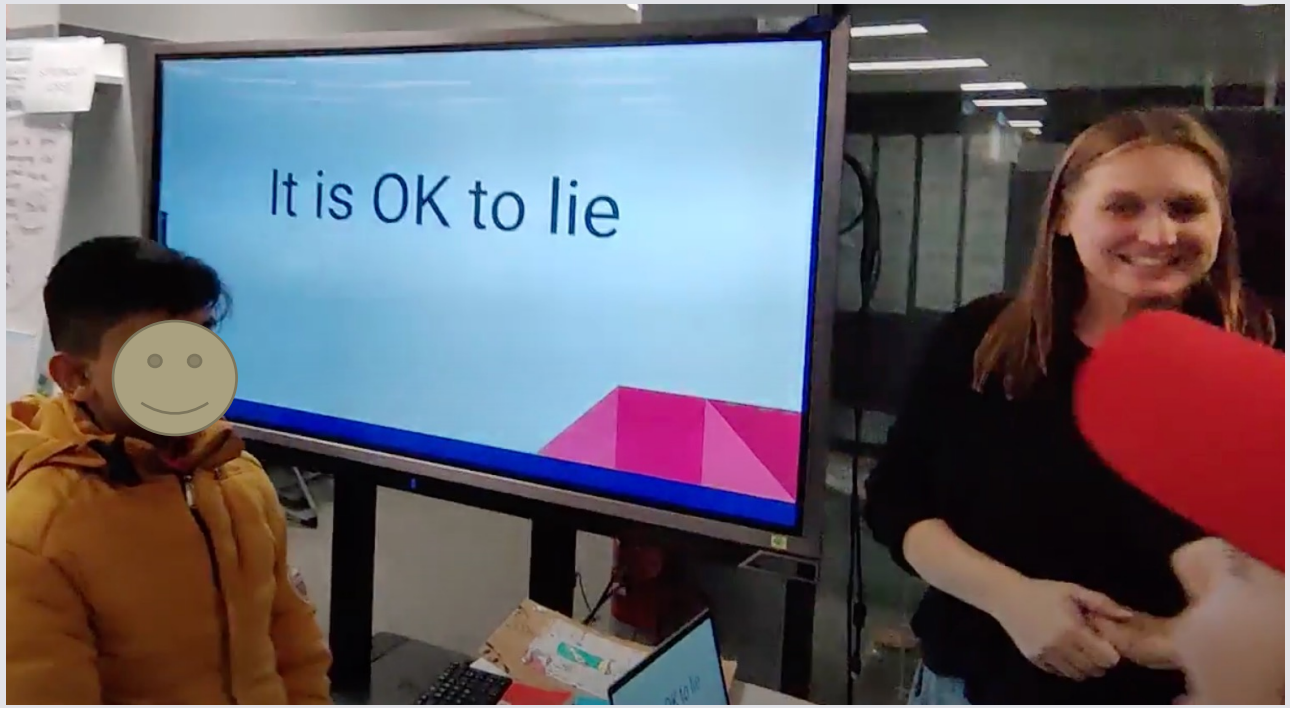
5a: What strategies did you notice each person use to campaign their point of view? (F)

5b: What facts may have been omitted or distorted by each person to try encourage or discourage you to vote for them? (F)

MORAL DILEMAS

c: How can you tell if someone is telling the truth? (C)

5d: Is ok for someone to discredit someone else? (D)



AGREE - STRONGLY AGREE
DISAGREE - STRONGLY DISAGREE

PEOPLE SORT

Which of these people...

are pretty?

are doctors?

are from Australia?

look suspicious?

are rich?

are happy?

5e: What is bias?

(F)

STRANDED!

Take a vote for the 5 objects your group will use to survive a week on a deserted island!

5e: What is bias? (F)

5f: What are examples of persuasive techniques used? (F)

5c: How can you tell if someone is telling the truth? (C)

TWO TRUTHS AND A LIE

VIEWPOINTS

Rather than absorbing information given to them by the teacher, students in an inductive literacy classroom are responsible for their own thinking and processing of information.

ORGANIZE

Making connections and finding patterns

2c: How did people behave and communicate in the task? (F)
2d: How did people make decisions in the task? (F)
2e: What qualities did people demonstrate when making decisions in the task? (F)

Organize

	How did people behave?	How did people communicate?	How did people make decisions?	What qualities did people demonstrate?
Task 1				
Task 2				
Task 3				
Task 4				

CROSS COMPARISON CHART

ORGANISE

What **patterns**, if any, do you notice across each of the tasks?

What **connections** are you starting to make?

GENERALIZE

Promoting synergistic thinking!

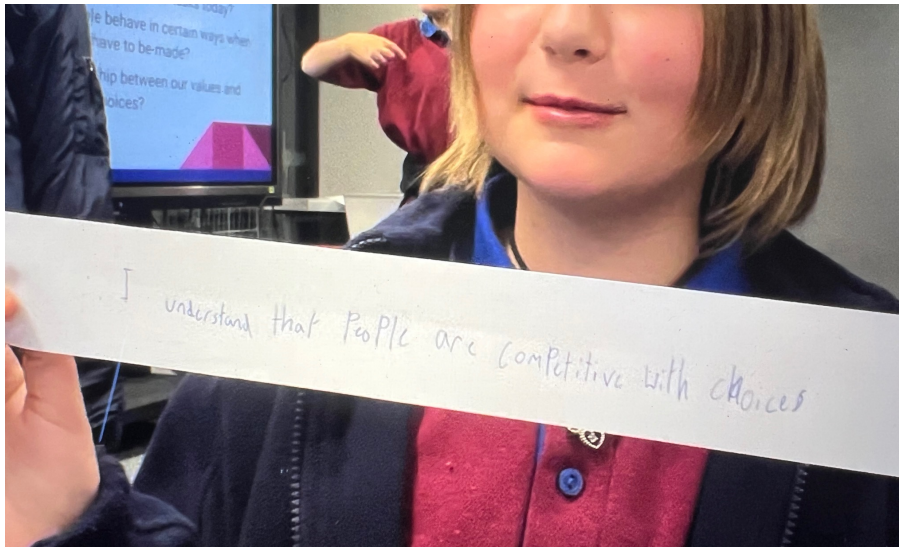
Students state their understanding of concepts in their own words

Generalize

OVER TO YOU!

2f: How are people **influenced** by views of others in the group?

I UNDERSTAND THAT...



"People are competitive with choices"

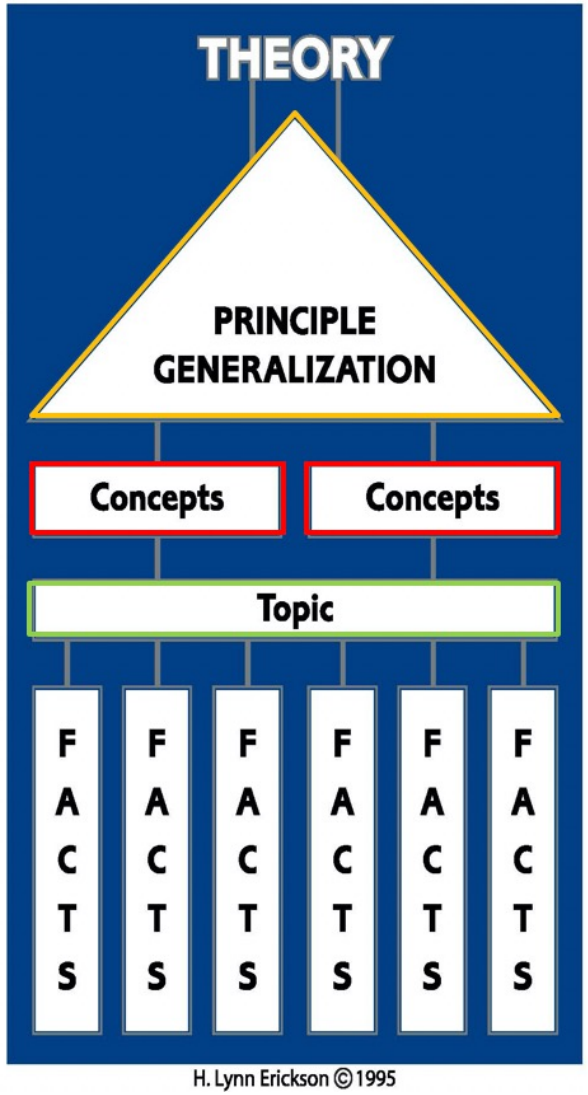
"We are all different"

I UNDERSTAND THAT...

"Your choice is your decision"

"Being greedy is not ok for other people"

STRUCTURE OF KNOWLEDGE



The student understands that:
People's **values** and qualities can motivate the way they **behave** when making decisions.

BEHAVIOUR VALUES

POWER OF VOICE

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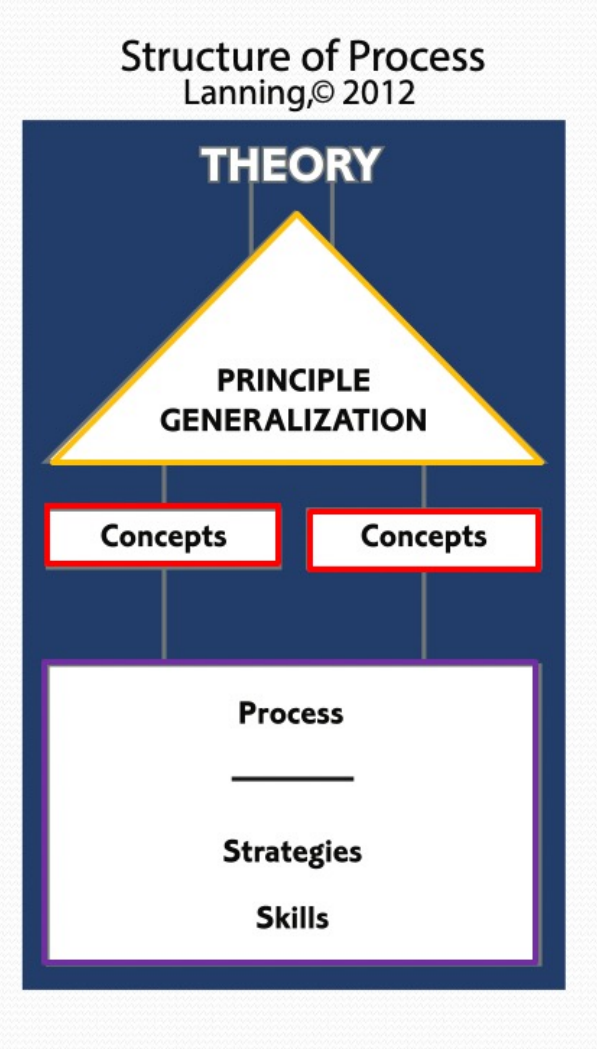
STRUCTURE OF PROCESS

- ENGLISH



The student understands that:
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POINT OF VIEW BIAS

WRITING PROCESS
Students will be able to:
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Explain characteristic features used in persuasive texts to meet the purpose of the text

TRANSFER

Extend thinking to a new situation

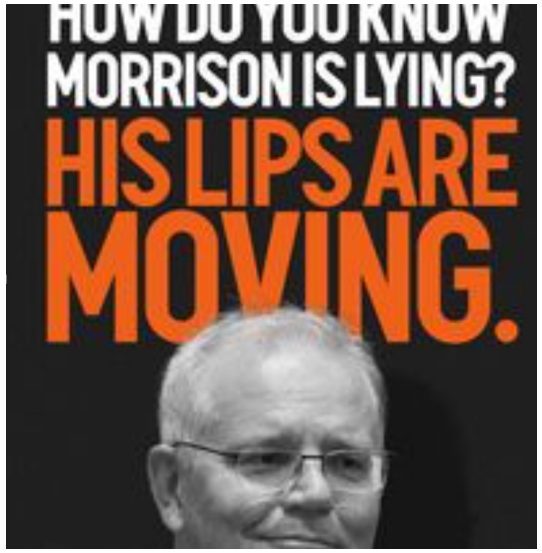
2h: What **motivates** people to **behave** in certain ways when choices have to be made?

Transfer

IN THE REAL WORLD....

2g: What is the connection between the **qualities** people demonstrate and the **choices** they make?

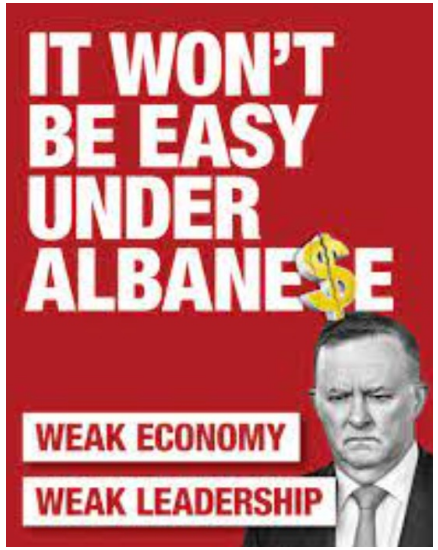
5c: How can you tell if someone is telling the truth? (C)



AUTHOR #1

5f: What are examples of persuasive techniques used by authors? (F)

5d: Is it ok for someone to discredit someone else? (D)



AUTHOR #2

5g: How do authors use persuasive techniques to convince their audience? (C)

5e: What is bias? (Z)

GENERALIZE FURTHER

5h: What are THESE authors trying to achieve when they use persuasion? (C)

I UNDERSTAND THAT POLITICIANS...

Generalize

VIEWPOINTS

Concept based classrooms use powerful visuals to promote the exploration of the perspectives of others and the making of connections within and beyond cultures, time and situations.

REFLECT

Supporting self-knowledge

Students identify a list of their own personal values.
Think of a recent conflict situation where they were motivated to behave in a certain way and the choice they made in this situation.
Students reflect on their motivation and action and consider a different choice they could make next time they encounter this conflict.

Reflect

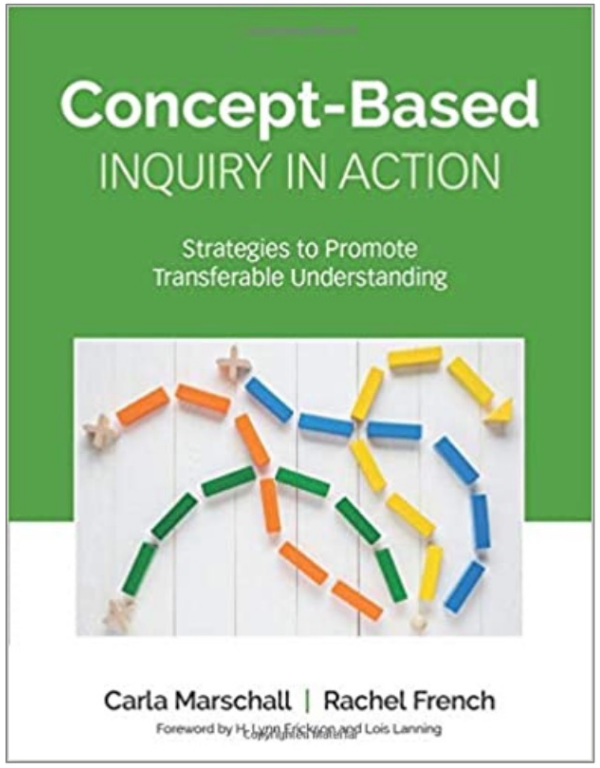
When powerful visuals are used to explore real world issues, curiosity is activated and students take action as a result of their new understanding.

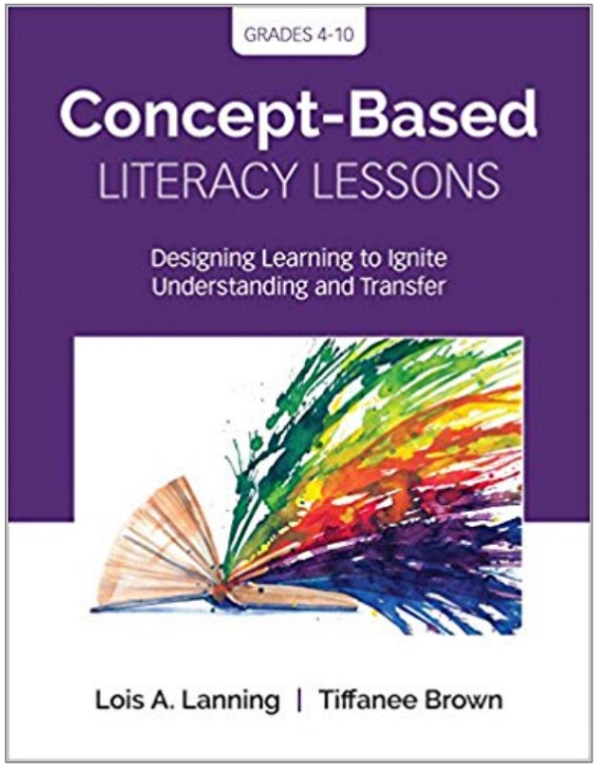
VISUALS

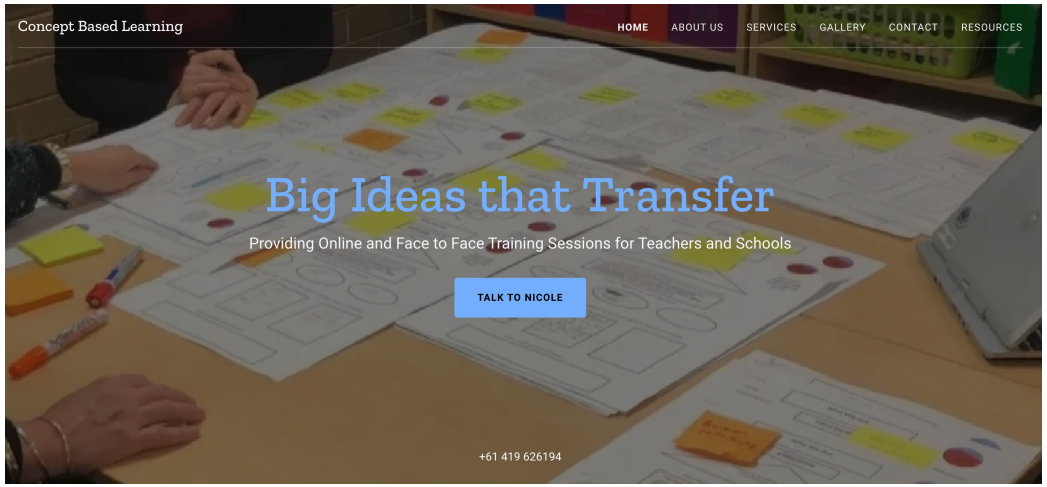
ARE YOU READY TO INVOKE THINKING SO STUDENTS HAVE A SAY?

THE ANSWER IS....
HEY.....YES!

FURTHER LEARNING- EXPLORE THESE TEXTS!







FIND OUT MORE!

Further materials to support this presentation can be found at my website:

conceptbasedlearning.com

OR I'd love to hear from you!

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