

GRADE 4 UOI HOW WE EXPRESS OURSELVES (DIGITAL MEDIA): ANALYSING HOW PEOPLE EXPRESS BELIEFS AND VALUES THROUGH DIGITAL MEDIA



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LEARNING PLAN OVERVIEW

Subject(s)	<ul style="list-style-type: none"> • Technology • Language Acquisition • The Arts • Health and Wellbeing
Grade Level (s)	Upper Primary (ages 8-11)
Systems Tool(s)	<ul style="list-style-type: none"> • Sustainability Compass • Systems Iceberg
Purpose of Using Tool	<ul style="list-style-type: none"> • Research • Inquiry • Critical Thinking • Discussion • Assessment
Summary	<p>Students are onto the next Line of Inquiry to research how digital media contents express the authors' beliefs and values.</p> <p>In the 3 lessons planned, students will broaden their understanding horizontally through the Sustainability Compass tool, and deepen their thinking vertically through the Systems Iceberg tool.</p>

Learning Objectives

1. Students understand that people can express their beliefs and values through the content they create and post in the digital world.
2. Students can sympathize with the beliefs and values behind the content.
3. Students are exposed to a broader range of digital case research.
4. Students can analyse beliefs and values behind the content using systems thinking tools.

Material and Settings

Materials:

- Sustainability Compass Tool Posters
- Iceberg Tool Posters
- Printed set of digital resource banks for sorting out
- Laptop
- Internet access

Setting:

- Students get together in groups of 3 and they can use student agency to choose where to sit.

Learning Context

Victoria Shanghai Academy (VSA) is a bilingual IB school. Each class has two homeroom teachers, one being an English teacher and the other a Chinese teacher.

My class has 28 children and as Grade 4, their ages range from 10-12 years old.

Students have already learnt about what beliefs and values are, and what digital media is. They are onto the next Line of Inquiry to research how digital media contents express the authors' beliefs and values.

Purpose of Using the Systems Thinking Tools

These 3 lessons are similar to case studies where they meet the requirement of our line of inquiry to analyse digital media content.

I chose Sustainability Compass so they can be exposed to a wide range of different content topics. Through sorting them out and justifying the reasons, students would have a great opportunity to interpret and understand multiple digital media.

For zooming in on one content case, I decided to use the Systems Iceberg tool, so students can dive in to analyse what patterns and structures this one would demonstrate, just like other successful media content.

In this way, students analyse media content in depth and get inspiration for their creation later on for our 3rd line of inquiry where they need to create their own digital media to convey one of their beliefs and values.

Learning Plan Step-by-step Description

Preview Task

- At the very beginning of this unit, I assigned a resource bank with 23 different pieces of digital media content to the students in my class folder.
- They have access to it and are required to plan their research up till my compass lesson, by which they would have had two weeks of free research time. Their goal is to flick through and get to know what all 23 pieces of content are about. The resource bank covers a variety of blogs, captioned photos on social media, YouTube channels and videos, and short videos. It includes different themes, including personal well-being, society issues, nature, business, charity, leisure activities, money-saving tips... and so on.
- To check if they are up to schedule for preview, I use Pair Share as a mental starter for my UOI lessons for two weeks prior to the compass lesson. Students need to turn and talk to the person next to them about the content they watched at home.
- Students have the choice of choosing their content of the day to watch or planning and adjusting the order they want to watch.

Compass Lesson (2 lessons- 120 mins)

1. Mental starter: Recap on Sustainability Compass- 5 mins
Students have already contacted Sustainability Compass in Grade 3, we will do a quick turn and talk in pairs to recall what the four key systems conditions of the Sustainability Compass are, and what each one means.
2. Instructions- 10 mins
 - I put up the instructions on the sides to introduce this activity to students. They will be working in groups of 3. Each group has a Compass tool in A3 size. Groups need to sort the digital content into the compass domains, and then state what beliefs and values the content is trying to convey.
 - I also show them a demonstration of my work on the slides, so they have a better idea of what the requirement is.
3. Scaffolding the statement- 5 mins
I prepared Chinese sentence starters for them to use in their statement, for example, 'I think this video is trying to tell us that...', 'I received a message about... from this content, because...', 'I think the author shares this on Youtube so more people could see it because she/he wants to advocate...', 'I can understand that the author is trying to tell us..., so I think she/he believes in.../really value.../ thinks... is important.'
4. First round of Group work- 40 mins
 - Students are put in groups of 3 and they gather together with their resource bank and Sustainability Compass tool.
 - They are asked to start with oral sharing. They need to discuss and recall what content is about what. Then they start to sort each one into the Sustainability Compass through discussion. They paste the content into the four systems

conditions and start to write underneath a statement showing their understanding of the beliefs and values.

5. Class sharing - 15 mins

Students have an interval to share the progress so far, so groups can fetch ideas from each other. Students volunteer to share with the whole class what their group has done so far. They need to clearly state what lens of the four they are using to view this content, and through that lens, what beliefs and values they think they received from the content creator.

6. Second round of Group work- 40 mins

Students go back to their groups of 3 with their takeaways from the class sharing. They start with a group discussion about what they can add/ modify for their Sustainability Compass. Then they continue to finish the whole Sustainability Compass task.

7. Wrap up- 15 mins

Students have a class discussion to see if our understanding of beliefs and values behind digital content has had any changes, and what the changes are.

Iceberg Lesson (1 lesson, 60 mins)

1. Mental starter: Recap on Iceberg tool -5 mins

Help students to quickly recall what we did with the Systems Iceberg before, especially the meaning of the three parts of the Systems Iceberg tool.

2. Instructions -5 mins

- Put students into groups of 3 (different grouping from the previous lesson so students can benefit from working with different people.), and they work together choosing one digital case to dive deeper.
- Students need to analyse the digital case to spot what makes it good content with a clear message (Therefore when it comes to Line of Inquiry 3, students will be prepared to create their own content.) Also based on what they explore with a range of 23 contents, they will be able to analyse the pattern and system, and then decide what changes they will make when creating their own.

3. Scaffolding - 10 mins

Students will have a demonstration of bullet points from me shown on the screen. There will be bullet points to help with organising their thinking and sentence structures to aid them with writing down their understanding of the Systems Iceberg tool.

4. Group work- 30 mins

- Students go ahead to start discussion in their groups for 5 minutes, deciding on which digital case they will analyse, and brainstorming ideas about it.
- Teachers will be facilitating and rotating within groups.

5. Wrap up- Class discussion

Students will be pulled back from group work and join a class scale discussion to reflect on what we have analysed and learnt from the 'zooming in and diving deep process'.

REFLECTION

Plusses

I have observed a remarkable push in my students' thinking compared to the previous years when I was not yet using systems thinking tools. Students reached the understanding of:

- How digital media could contain a message or a few messages.
- These messages show what the content creator believes and values.
- These beliefs and values the audience interprets from the content could vary amongst different audiences.

Areas for Improvement

I loved every bit of the lesson with the Sustainability Compass and Systems Iceberg tool. I am keen to implement more systems thinking tools into my teaching, not just UOI, but language and Maths.

I grouped my students with mixed abilities, hoping for more peer help to happen. However, I still observed one or two groups that were behind the thinking and that required a lot of my attention and in-class facilitating time. Next time, when I break students into groups for systems thinking activities, I will probably ask for more help from my immersion partner/ year band team members/ teachers around the school with related experience to come and improve the teacher-student ratio.

EVIDENCE





進一步探究-Going Further
我能用系統思考冰山來分析媒體案例

我的思考在加深

我搜集到的數字媒體案例-Event
Ninja Kids 的動畫是 Ninja Kids 的同學們自己拍給他們
在一首音樂展示出來(也有一句表達對人善惡的道理).他
們其他的影片也是不一樣的類型(有互迎度到音樂
比賽等等)的短片。

我能分析這個案例的結構與表達方式-System and Structure
我覺得 Ninja Kids 的信息是剛好的因為 Ninja Kids 用了一個音樂的方式
去表達他們的信念和價值觀,我們(同學)可以因為他
們很奇怪等等的事情而嘲笑他們。

我能分析這個案例使用了什麼常用的元素?-Patterns
The ninja kids video use these things:
• Music/Audio- Very good match to express their thinking lesson, lyrics are very
easy for the music.
• Video content- use pretty colours for the video and props, their clothes make it not
be boring, a nice picture, the school is also very pretty.
• Topic- A fun game, challenge, competition suitable channel will attract the audience
to keep watching.
• Language- using words that match their topic, making audience feel powerful from the
video.

我能分析這個案例為什麼很成功、有影響力?- Influential Models
I think this media content is
Successful in:
Being knowledgeable by helping each other,
Being Polite because they don't bully a
new kid.
Well done explaining
the different features
of the media that
make it appealing to
the audience.

進一步探究-Going Further
我能用系統思考冰山來分析媒體案例

我的思考在加深

我搜集到的數字媒體案例-Event
Are for kids Hub 的動畫頻道: Are for kids Hub 想
教人們畫冰淇淋,他想要教人們他們不會做什麼
東西,最重要是開心 happy.

我能分析這個案例的結構與表達方式-System and Structure
Are for kids Hub 的這個視頻是非常直接的,他很直接的告
訴人們今天會教你們畫冰淇淋,他想要告訴人們
如果你有一個空好的話,最重要是開心 happy,
不要只是一個喜歡的好,他們也想鼓勵人們
去畫冰淇淋。

我能分析這個案例使用了什麼常用的元素?-Patterns
It is interesting they don't just show you the whole progress
all in one go. It is also a very attractive topic. And I also like
the background, because it is related to the topic.

我能分析這個案例為什麼很成功、有影響力?- Influential Models
I think this media content is really successful in:
The use of language, and the way they taught you.
They talked very clearly and in a fun and friendly way, not in
a very boring voice.

你們對自己的表達方式有何表達得更
清楚所有以便深入的觀看!