

GRADE 9 & 10 PRE-DEPARTURE EXCHANGE PROGRAM WORKSHOP

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LEARNING PLAN OVERVIEW

Subject(s)	<ul style="list-style-type: none"> • Service Learning • Sustainable Development Project
Grade Level (s)	High School (ages 14-18)
Systems Tool(s)	<ul style="list-style-type: none"> • Sustainability Compass • Triangles Game
Purpose of Using Tool	<ul style="list-style-type: none"> • Critical Thinking • Action Planning • Reflection
Summary	Students reflect on the attributes required as an exchange student. They will also consider ways in which they can be sustainably active on cultural exchanges.

Learning Objectives

Enduring Understandings

- The concept of what it means to take agency, whenever and wherever one goes.
- My trash is your trash.
- My agency can make a positive difference.
- Exchange Program – European Identity – Being a Citizen in the EU
- How systems thinking tools can support this understanding.

Essential Questions

Factual

- What effect does an Exchange student make on communities?
- What is the current situation in the country visiting?

Conceptual

- How can tourism play a role in the country's visiting (positive and negative)?

How can an exchange program benefit a community and be relevant to me?

What does the exchange program theme have to do with me?

Debatable

Can we, as exchange students, make a difference in a short period of time?

Should we pick up trash when we are walking or on a beach (anytime)?

Should trash on beaches/other places be important to us as tourists/exchange students?

Skills and Dispositions

ATLS – Collaboration

IB Learner Profiles – Thinker, Enquirer, Principled

Acting locally and globally – making a difference and possibly creating new habits.

Service Learning – taking part in a clean-up day task force when on an exchange program.

Material and Settings

- A ball of yarn
- Copies of the Sustainability Compass
- Cut outs of the Sustainability Compass terminology
- A3 paper
- Pencils
- Colored pencils and paper (optional)
- White board (to project the Sustainability Compass and terminology as applicable)

Depending on the number of students, a space large enough to form a circle is needed. Small group spaces/table for students to complete the Sustainability Compass activities.

Learning Context

The students who have applied to take part in an exchange program through a European organization (Erasmus) led by a coordinator at our school are the intended audience. We have discussed how the students could incorporate a Service Learning project/initiative during this trip. This has been planned into this pre-departure workshop. This lesson can be used for any pre-departure exchange program. Both schools, the travelling to and hosting school, have chosen to focus on trash clean-up. This service learning activity can be adapted according to the specific exchange program's locations and needs.

Purpose of Using the Systems Thinking Tools

1. Circle of Connections: it allowed students to consider the topic we focused on and the interconnectedness of it. The visual of this and the discussion reinforced the importance of the system and how all parts are essential.
2. Sustainability Compass: students needed to understand the 4 compass parts before applying it to their focus. This initial understanding is essential so they could then apply the Sustainability Compass thereafter.

Impact on Participant Learning

- Students were able to go beyond the IB learner profiles and ATLS which are practised and encouraged.
- Students' behaviour after the first system changed. Particularly when we spoke about what WE, as exchange students, would look like if some parts of the system were not in place. Some comments were:
 "We would not be fulfilling the motto: Being a European Citizen".
 "We would not be representing our school well"
 "Definitely not showing our best self".
- Students were able to grasp the entire Sustainability Compass and add terms which they felt were not included on the set of terms provided.
- As the topic used for the final Sustainability Compass was shared, students looked at the idea of trash, not only at the location they were going to, but discussed trash at our school, and their local communities.

Learning Plan Step-by-step Description

I. Warm-up (5 minutes)

1. View the trip agenda
 - a. What do you know is going to take place – share and explain

II. Connections Circle Activity (10 Minutes)

Focus: Exchange Program – European Identity – Being a Citizen in the EU

1. (with yarn) Students share the qualities, skills, attributes we need as Exchange Student Representatives – Showing European Identity – A Citizen of the EU
 - a. As each student shares, they pass the yarn.
 - b. Students are aware of the interconnections of these qualities and skills through the visual representation of the yarn. This is discussed after everyone has shared.
2. Students discuss:

- a. What happens when one skill, quality or attribute is not represented? - Some students are requested to let go of their yarn.
- b. What does this then look like and why?
- c. How might it feel and why?
- d. What can be done and what is needed so that these qualities and skills are maintained on a trip?
- e. How has this system thinking tool helped you to see and understand this?

III. Sustainability Compass (25 minutes)

Exchange Program Mobility - Trash – a Service Learning Activity

1. In groups of 4, fill in the compass map using cut-out terminology
2. Share answers on an overhead screen
3. Share key takeaways from this activity
 - a. Sustainability Compass - Now it is your turn! In small groups, students complete the Sustainability Compass using the topic TRASH
 - b. Share key takeaways from this activity

IV. Plenary: 10 Sustainable Habits of Mind (10 minutes)

1. Shared the slide
2. Students read through them quietly
3. A brief sharing session
 - a. Which of these habits can you take with you to the exchange program location?
4. Encourage students to embrace some of these habits and consider the interconnections of all we do
5. Wish them a safe, enjoyable, and sustainable trip!!!

Reflection: Plusses

This was the first time that such a pre-departure workshop took place. I felt very positive with the outcomes as there was a clear focus, each activity built on the next, and students had an action thereafter.

Some students stayed after the session and thanked me for leading this. They also indicated that it brought everything they were thinking together and reinforced an understanding of interconnectedness, that which they had not thought much about. During the sessions, the students were very active, engaged and shared thought-provoking comments. This was most definitely due to:

1. The planning and thoughtfulness of which systems work best for this type of session, and
2. The time spent on each area.

