

VULNERABLE POPULATIONS AND ECONOMIC ACTIVITY, GRADE 12 ECONOMICS

Assess	Assess: What do you already know about your students? (strengths, needs, interests)	
	Students were interested in the schoolwide campaign against drinking and driving. Many of them are not fully elaborating when they write, although I believe they understand because of the depth of their insights during class discussions. They are not yet making the connections to global economics and daily life in our community.	
	Learning Outcomes: What do we want students to learn?	
Design	Curriculum Standards	Deep Learning Competencies
	<ul style="list-style-type: none"> Describe ways in which individuals and groups attempt to address problems related to international economic activities. Explain how various social movements and social justice organizations address global economic equality. 	<ul style="list-style-type: none"> Collaboration—working interdependently as a team Critical Thinking—experiment, reflect, take action on their ideas in real world Citizenship—leveraging digital and solving ambiguous and complex problems to benefit citizens Character—empathy, compassion, and integrity in action
	Success Criteria Evidence of Outcomes: How will we know they have learned it?	
<ul style="list-style-type: none"> Students will critically examine a social justice issue (human trafficking). Students will communicate convincingly, sensitively, and appropriately about the issue to relevant audiences. Students will use digital to reach audiences and share important messages about personal safety and how they can help alleviate a social justice issue. 		
Learning Design Overview: How will you sequence the learning?		
(intermittently over eight weeks) Students will be presented with contemporary articles related to social justice and human slavery, and they will generate questions about it. They will explore what is currently being done by organizations. We will co-create the learning design, based on student interest, and collaboratively identify global competencies. Students will divide into teams to investigate further, propose plans, and take action to raise awareness across the school and broader community.		
Four Elements of Learning Design		
Pedagogical Practices	Students will work individually and in small groups throughout the design. Student groups will share their planning at various stages and seek feedback from each other and teacher before launching the product/campaign	
Learning Partnerships	Students will initiate their own community and organization contacts (e.g., social agencies, experts)	
Learning Environments	Various virtual and physical environments, within and beyond the school	

	Leveraging Digital	Various (e.g., blogging, web pages, social media, word processing, PowerPoint)
Implement	<h3>Implement the Learning Design: Note any adaptations, observations, and insights as you go</h3>	
	<p>Students were completely unaware that thousands of youth (both domestically and internationally) were being lured into prostitution and forced labor every day in America. They were fascinated by the topic of human trafficking, so we took more time to sensitively explore and address the issue. When they recognized there is not a lot of information out there, they wanted to take matters into their own hands. This led us on a different course than what I expected, but it still related to learning goals and curriculum. So they drove the learning.</p> <p>Here are examples of the action the groups took:</p> <ul style="list-style-type: none"> • A police officer (who specialized in human trafficking) was invited in to meet with parents (and other interested community members) to raise awareness and recognize signs of vulnerability • An Internet safety guide and presentation was created and shared with the Grade 6 students in neighboring school • A blog, Instagram, and webpage created with links for Grades 8 and 9 students in the district • Peer connections initiated with foster students/local service agencies to reach marginalized youth • Campaign at airport to hand out pamphlets students had created <p>Students were thrilled when the local media took interest in their initiative. This was a great teaching opportunity because we were able to make links to media and social movements</p>	
Measure, Reflect, and Change	<h3>Measure: What assessments will you use?</h3>	
	<ul style="list-style-type: none"> • Critical reviews of three articles/videos on a topic related to social justice • Persuasive Essay: social justice, economics, and equity • Group Presentation/Take-Action Campaign • Summary reflection on their contribution to a social movement 	
	<h3>Reflect and Change: Assessing learning outcomes</h3> <p>How well did the learning design meet the intended learning outcomes?</p>	
Measure, Reflect, and Change	<ul style="list-style-type: none"> • 25/30 Collaboration: self, peer, and teacher assessment—level 3 or higher • 28/30 Critical Thinking: self, peer, and partner assessment—level 3 or higher • 30/30 Citizenship: self, peer, teacher, and partner assessment—level 3 or higher • 30/30 Character: self, peer, teacher, and partner assessment—level 3 or higher 	
	<h3>Reflect and Change: Assessing learning design</h3> <p>What parts of the learning design worked well, and what can be improved?</p>	
	<p>Students were very motivated by this task because there is a lack of information, so they felt they were contributing to something larger than themselves. Next time around, I need to be more explicit about success criteria for collaboration. Also, given that it is such an emotionally charged topic, I needed to stop the class several times to teach them about how to communicate sensitively and maturely to appropriate audiences. However, because they were so self-directed, I could easily assume an “activator” stance. We could have dedicated the whole term to this.</p>	

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