

Teacher(s)	Miki Nakada	Subject group and discipline	MYP Language Acquisition		
Unit title	How can we change the world?	MYP year	MYP 4	Unit duration (hrs)	21

Inquiry: 単元目標の設定 Establishing the purpose of the unit

Key concept 重要概念	Related concept(s) 関連概念	Global context グローバルな文脈
communication	empathy, point of view	Identities and relationships teams, affiliation, leadership
Statement of inquiry (探究テーマ)		
Embracing diverse points of view and empathetic communication enhances leadership skills.		
Inquiry questions 探究的質問		
<p>Factual: What is leadership? What is democracy? What is communication?            What is the importance of considering diverse points of view in decision-making?</p> <p>Conceptual: How do people develop leadership skills?            What are the characteristics of desirable leaders?            How does empathetic communication play a role in conflict resolution and promoting understanding between diverse teams?</p> <p>Debatable: To what extent can diverse points of view and empathetic leadership impact democracy?</p>		

Objectives (目標)	Summative assessment (総括的評価)	
<p>A: Listening i. identify explicit and implicit information (facts, opinions, messages and supporting details) iii. analyse connections</p> <p>B: Reading i. identify explicit and implicit information (facts, opinions, messages and supporting details) iii. analyse connections.</p> <p>C: Speaking i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. communicate all the required information clearly and effectively</p> <p>D: Writing i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iv. communicate all the required information with a clear sense of audience and purpose to suit the context</p>	<p><b>Criteria A</b> Watch videos or listen to the audio about leaders or readership and analyze what leaders did and what leadership is.</p> <p><b>Criteria B</b> Read some texts and articles about leaders or readership and analyze what leaders did and what leadership is.</p> <p><b>Criteria C, D</b> <b>G - Your goal is to show understanding</b> our identity is affected by the relationships we form; building relationships requires good communication and empathy for others' points of view. <b>R - You are</b> a presenter of TED-TALK. <b>A - Your audience is</b> international TED-TALK listeners who want to improve their leadership skills. <b>S - You are</b> presenting about leadership by encouraging the audience to act positively to others or for the world. <b>P - You will deliver</b> an 5-minute TED-Talk-style motivational presentation on effective leadership. Afterward, you will write a 100-word essay addressing the debated question: <b>To what extent can diverse points of view and empathetic leadership impact democracy?</b> <b>S - Your work will be judged by</b> Criterion C and D.</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>To achieve the task, students learn about what leaders around the world have done and think about how to exercise leadership and overcome difficult challenges. For the summative task, students analyse a TED Talk and learn what works best to get their message across to their audience.</p>
Approaches to learning (ATL)		
<p>In order for students to communicate all the required information with a clear sense of audience and purpose to suit the context, they must combine knowledge, understanding skills to create products or solutions (<b>Transfer, Thinking skill</b>)</p> <p>In order for the students to communicate all the required information clearly and effectively, they will need to organize and depict information logically. (<b>Communication skills, Communication</b>)</p>		

In order for students to analyze connections in a wide variety of simple and some complex authentic texts, they must give and receive meaningful feedback (**Social, Collaboration Skills**)

In order for students to managing state of mind, they must practice strategies to reduce stress and anxiety. (**Self-Management, Affective Skills**).

**Action: Teaching and learning through inquiry**

Content	Learning process
<p>1. Introduction to the Unit, Vocabulary Acquisition and Brainstorming About Leadership skills (1 hour)</p> <p>2. Understanding Relative Pronouns and Postpositional Modifiers (1.5 hours)</p> <p>3. Reading and Comprehending Texts on Martin Luther King and Listening Comprehension: Dr. King's Lincoln Memorial Speech (2 hours)</p> <p>4. Analyzing Leadership: Gandhi and Dr. King (1.5 hour)</p> <p>5. Analyzing Effective Presentation Skills (2 hours)</p> <p>6. Pair Presentation: Leaders Around the World (4 hours)</p> <p>7. Summative Group Presentation: Enhancing Leadership (6 hours)</p> <p>8. Debatable Question Writing Task (2 hours)</p> <p>9. Reflection (1 hour)</p>	<p><b>Learning experiences and teaching strategies</b></p> <p><b>1. Introduction (1 hours)</b>  <u>Inquiry question: What is leadership?</u></p> <ul style="list-style-type: none"> <li>① Students will reflect on their daily lives and connect their understanding of leadership to their personal experiences.</li> <li>② Students will transfer knowledge from “Individuals and Societies” to discuss the importance of leadership.</li> <li>③ Students will acquire leadership-related vocabulary by brainstorm familiar leaders and their qualities in pairs or small groups.</li> <li>④ Through this, students will combine knowledge, understanding skills to create solutions (ATL Category: Transfer, ATL skill cluster Thinking skill)</li> </ul> <p><b>2. Understanding the usage, form of Relative Pronouns and Postpositional Modifiers. (1.5 hours)</b></p> <ul style="list-style-type: none"> <li>① Students will learn and practice grammar points: a form of relative pronouns</li> <li>② Students will learn and practice grammar points: a form of postpositional modifiers</li> <li>③ Students will learn how to use relative pronouns and postpositional modifiers through interacting exercises</li> <li>④ Through these processes, students will combine knowledge, understanding skills to create products or solutions. (ATL Category: Transfer, ATL skill cluster Thinking skill)</li> </ul> <p><b>3. Reading and Comprehending Texts on Martin Luther King and Listening Comprehension: Dr. King's Lincoln Memorial Speech (2 hours)</b>  <u>Inquiry question: What is leadership? What is the importance of considering diverse points of view in decision-making?</u>  <u>How does empathetic communication play a role in conflict resolution and promoting understanding between diverse teams?</u></p> <ul style="list-style-type: none"> <li>① Students will engage with coursebook texts about Martin Luther King's life and contributions.</li> <li>② Students will discuss the key themes, events, and messages from the readings.</li> </ul>

- ③ Students will listen to Dr. King's speech made at the Lincoln Memorial Park and discuss the main message and its relevance to leadership and social change.
- ④ Students will engage with texts that explore how Dr. King's leadership style and challenges, considering empathetic communication.
- ⑤ In order to better understand the bus boycott, students will read a biography of Rosa Parks and understand her will.
- ⑥ Through these processes, students will organize and depict information logically. (ATL Category: Communication, ATL skill cluster: Communication skills)

#### **4. Analyzing Leadership: Gandhi and Dr. King (1.5 hour)**

Inquiry question: How does empathetic communication play a role in conflict resolution and promoting understanding between diverse teams?

- ① Student will watch videos featuring Gandhi and Dr. King and reflect on whether they exemplify helpful leadership qualities.
- ② Students will write and share reasons for their opinions in a structured format.
- ③ Through these processes, students will practise ways to reduce stress and anxiety by considering empathetic communication. (ATL Category: Self-management, ATL skill cluster: Affective Skills).

#### **5. Analyzing Effective Presentation Skills (2 hours)**

Inquiry question: How do people develop leadership skills? How does empathetic communication play a role in conflict resolution and promoting understanding between diverse teams?

- ① Students will analyze a TED-Talk titled Write Your Story Change History, focusing on elements such as the frequency of questions asked to the audience, repeated keywords conveying the message, gestures used for emphasis, number of slides used, slide with the most letters, audience engagement through humor, and identification of discourse markers.
- ② Through this task, the students will organize and depict information logically. (ATL Category: Communication, ATL skill cluster: Communication skills)

#### **6. Summative Group Presentation: Enhancing Leadership (7 hours)**

Inquiry question: What are the characteristics of desirable leaders? What is the importance of considering diverse points of view in decision-making? How does empathetic communication play a role in conflict resolution and promoting understanding between diverse teams?

- ① In groups of four, students will collaboratively outline the characteristics of desirable leaders.
- ② Students will undertake research to identify leaders worldwide who embody the defined characteristics. They will delve into biographies and gather relevant information about their chosen leaders.
- ③ For their presentations, students will focus on the following key aspects:

- a. The significance of leadership
- b. Desirable leaders and their inspirations
- c. Application of these leadership concepts in daily life to enhance one's leadership and inspire others.

- ④ Each group will deliver a concise, four to five-minute presentation, supported by prepared slides. The audience will actively engage by evaluating the presentations and posing questions related to the featured leaders. This interactive exchange promotes deeper understanding and insight.
- ⑤ Through this task, students will compare the traits of helpful and harmful leaders, identifying commonalities among leaders. This task will enable students to give and receive meaningful feedback (ATL Category: Social, ATL skill cluster Collaboration Skills)

### 7. Debatable Question Writing Task (3 hours)

Inquiry question: To what extent can diverse points of view and empathetic leadership impact democracy?

- ① Students will answer the question: " To what extent can diverse points of view and empathetic leadership impact democracy?" in a 100-word response, drawing insights from the unit's learning experiences.
- ② Through this task, students will combine knowledge, understanding skills to create products or solutions. (ATL Category: Transfer, ATL skill cluster Thinking skill)

### 8. Reflection (1 hour)

- ① Students will reflect on improvements in communication, collaboration, transfer, and affective skills throughout the unit.
- ② Students will summarize personal growth in various skill categories.

### Formative assessment

#### For the Summative Group Presentation

**Peer Feedback:** Students will practice in pairs and provide constructive feedback on content, style, and clarity. This encourages collaboration and helps students improve their presentation skills.

**Dynamic Assessment:** Students will receive teacher feedback during lessons based on each student's Zone of Proximal Development (ZPD), tailoring guidance to individual needs and encouraging incremental growth.

**Revision Tasks:** After receiving feedback, students will revise their presentation by focusing on deepening their content, providing additional supporting evidence, or enhancing the analysis of leadership.

**Reflection Journals:** Students will maintain reflection journals at the end of every lesson. These journals allow students to reflect on their learning. Also, teachers give feedback to their reflection sheet to deepen their conceptual understanding to the topic.

**Small Group Discussions:** Teachers will organize small group discussions where students present a brief summary of their presentation content to peers. Peers can provide suggestions for improvement, fostering collaborative learning and refining their ideas.

**Role Reversal:** Teachers will have students switch roles within their presentation groups, allowing each member to take on the role of presenter and evaluator. This helps students understand different aspects of presentations and provide more comprehensive feedback.

**For the Debatable Question Writing Task**

**Rubric Self-Assessment:** Students self-assess and receive teacher feedback to their first draft based on the rubric to identify areas for improvement.

**Revision Tasks:** Students can revise their first drafts based on feedback received, focusing on deepening their contents and providing more supporting evidence.

**Peer Review Circles:** Students create peer review circles where they exchange their initial drafts with peers. Peers can offer suggestions for strengthening arguments and enhancing the overall coherence of the writing.

**Reflection Journals:** Students maintain reflection journals at the end of every lesson. These journals allow students to reflect on their learning. Also, teachers give feedback to their reflection sheet to deepen their conceptual understanding to the topic.

**Classroom Discussions:** Engaging students in classroom discussions where they can present their writing topics and discuss their perspectives on the question can provide valuable opportunities for feedback and deepening their understanding of the subject matter.

**Differentiation**

**For Slow Learners:**

**Start with a Familiar Topic:** Begin the unit with a relatable or familiar aspect of leadership that can capture the slow learners' interest and motivate their engagement.

**Show Examples from Seniors:** Share previous year's presentation examples by seniors to provide a tangible reference point and help slow learners understand effective presentation structure and content.

**For Visual Learners:**

**Use Visual Aids:** Incorporate visual aids such as YouTube videos, images, and diagrams that align with the content. These aids can help visual learners grasp concepts more easily and retain information better.

**For Kinesthetic Learners:**

**Pair Work and Group Activities:** Implement pair work and collaborative group activities that involve discussions and sharing of ideas. This hands-on approach engages kinesthetic learners and allows them to interact actively with the material.

**For Fast Learners:**

**Advanced Presentation Techniques:** Provide fast learners with additional challenges, such as exploring advanced presentation techniques like nonverbal communication, dynamic slide design, and audience engagement strategies.

**Peer Feedback Facilitation:** Assign fast learners the role of providing impromptu feedback on other group presentations. This encourages them to analyze presentations critically and develop their communication skills.

**For Students Who Don't Come to School:**

**Individual Presentation Option:** Offer an option for students who have difficulty with group presentations to present their work individually. Provide necessary support and resources to assist them in preparing and delivering their presentation.

**Remote Presentation:** Facilitate online or remote presentation opportunities for students who cannot physically attend school. This ensures they can participate in the summative task and contribute to the learning objectives.

**Cross-Curricular Integration:**

**Language Support:** For ESL learners, provide additional language support through simplified instructions, vocabulary lists, and sentence frames to aid in effective communication during presentations.

**Flexibility:**

**Mixed Ability Groups:** Form groups with a mix of learning abilities, allowing peer teaching and learning. This encourages collaboration, empathy, and a supportive learning environment.

**Student Choice:** Provide students with options for selecting leaders that align with their interests and strengths, fostering ownership and motivation.

**Individualized Support:**

**Resource Accessibility:** Ensure that materials, resources, and instructions are accessible and comprehensible for students with diverse learning needs.

**Feedback and Reflection:**

**Regular Check-ins:** Schedule regular check-ins to monitor students' progress, address concerns, and provide ongoing guidance based on their individual learning journeys.

**Reflection Opportunities:** Incorporate reflection activities where students can assess their own learning process, identify areas of growth, and set goals for improvement.

**Resources**

Course book: Sansei do. *New Crown English series 3* / Loilo note

Technological Solutions, Inc (n.d) Duck Stars Biography for kids, available at <https://www.ducksters.com/biography/>(accessed 28 Sep. 2022)

TED-ed (17 Jan.2013) Write your story change history - Brad Meltzer, available at <https://youtu.be/9LR7Vb6mqts>(accessed 22 Oct. 2022)

## Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Many students had an unclear understanding of what defines a good leader. While they could identify world leaders by name, their knowledge about the factors inspiring these leaders and the reasons behind their ability to guide people was limited.</p> <p>Drawing insights from the school evaluation questionnaire conducted in November 2022, based on the Nippon Foundation's 18-year-old awareness survey "Nine-country survey on Society and Country" (2019), a significant observation comes to light. Within the specified grade level, only 32.8% of students responded positively to the question "Do you believe you can make a difference in your country and society?" during their second year. This statistic, although around 1.8 times higher than the corresponding proportion among 18-year-olds in Japan, remains much lower than comparable figures from China, the USA, and India. This disparity can be attributed to Japanese students' limited exposure to the interplay between society and their actions, leading them to hesitate in acknowledging their potential impact. My aim is for students to establish a connection between themselves and society through the exploration of leadership. Furthermore, I anticipate that the insights they gain from this unit will be applied in their community projects or Interdisciplinary Units (IDUs).</p> <p>Focusing on enhancing their ability to interact through speech, the initial semester has centered on spontaneous speech using simple vocabulary and questioning techniques. Defining GRASPS (goal, role, audience, situation, product, standard) for each summative task empowers students to prioritize communication that resonates with their audience, valuing understanding over absolute precision. Additionally, the incorporation of Negotiation words equips students to confidently seek clarification, transforming moments of uncertainty into opportunities for continued and natural conversation.</p> <p>However, a subset of students faces challenges not stemming from their English proficiency, but rather in generating substantial content. To address this, our unit dedicates itself to cultivating their self-assuredness in developing independent viewpoints. We intend to accomplish this by engaging students in collaborative exploration of</p>		



leaders they admire, culminating in group presentations. This endeavor aims to bolster their confidence and skill in expressing their perspectives effectively.

Regarding prepared presentations, we have selected topics related to social issues such as human rights. As a result, the curriculum emphasizes absorbing vocabulary linked to human rights and equality through reading and listening activities. Subsequently, students are encouraged to convey their thoughts in English using their distinct expressions. Beyond comprehension, students must proficiently employ discourse markers to convey their opinions persuasively and comprehensibly in both oral and written communication