

Peace Valley School Lesson Plan (adapted from MYP Unit plan)

Lesson Title	Story Corps -- Generations	PVS yrs	1-7
Duration	2-4 hours a week/ 8 weeks (24 hours)	MYP yrs	1-5
will work for:	individual	group	integrated whole class

Cultural Universals (Subject to Change)				
Food	Human Development	Interconnectedness	Water	Shelter/Habitat
Healthcare	Stories/Arts	Family	Interaction/status differentiation	Justice

MYP Disciplines (select all that apply)				
Language and Literature	Language Acquisition	Arts	Individuals and Societies	
Mathematics	Physical and Health	Design	Sciences	

MYP Key Concepts (select all that apply)				
Aesthetics	Change	Communication	Communities	
Connections	Creativity	Culture	Development	
Form	Global interactions	Identity	Logic	
Perspective	Relationships	Time, place and space	Systems	

MYP Global Contexts (select all that apply)		
Fairness and development	Identities and relationships	Orientation in time and space
Personal and cultural expression	Scientific and technical innovation	Globalization and sustainability

Peace Valley School Lesson Plan (adapted from MYP Unit plan)

Statement of Inquiry

Story Corps Mission: “to preserve and share humanity’s stories in order to build connections between people and create a more just and compassionate world. We do this to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening, and to weave into the fabric of our culture the understanding that everyone’s story matters.” (storycorps.org)

At Peace Valley we will work to counter-act generational segregation and learn what it is to live in this community as an elder by interviewing, developing relationships with, and advocating for older members of Yamhill County. To share another’s story is a difficult honor, requiring thoughtful word choice and the practice of empathy. Students will also learn modern history, and a lot about cultural changes. Our hope is that lasting intergenerational friendships arise from this experience.

Inquiry questions (Examples, students are to generate these)

Factual— How does aging affect us mentally and physically? What structures or amenities exist for elderly people in Yamhill County? What major events (personal, political, historical) impacted the lives of today’s elderly?

Conceptual— What are the primary concerns for the elderly? How do the elderly perceive society today? Where are the elderly in terms of social stratification?

Debatable— Are the elderly a burden on society? Do the elderly play an important role in society? Should adults be responsible for their elderly parents’ care?

Peace Valley School Lesson Plan (adapted from MYP Unit plan)

PVS Lesson Objectives	Summative Task Description
<ul style="list-style-type: none"> ❑ Students will understand the point of view of an elderly person in Yamhill County ❑ Students will know the major events, beliefs, and choices which led to their interviewee's current situation. ❑ Students will reflect on the current culture's treatment of the elderly and share that reflection with a small group or the class. ❑ Students will produce an artifact which encapsulates a life story of the elderly interviewee and present it in a small group or to the class. 	<p>Materials:</p> <ul style="list-style-type: none"> • Recording device (phone, recorder, pen and paper, tablet) • Transportation (van) • White board • Newsprint for graffiti • tablets for video • Venue (senior center, retirement community, personal home, school) • materials for product (to be determined by student) <p>Procedure: Ahead of time, develop a relationship with a retirement community and recruit volunteers for participation in the project. Submit a proposal via writing with the event coordinator or volunteer coordinator of the community. Ensure all liability waivers and policies are on file and are followed to the letter.</p> <p>If there are more than 12, allow students to connect with more than one retiree if they wish. Schedule a time for the Peace Valley van to transport for initial visits and ice-breakers, after that, scheduling times to connect will be the onus of the students. Group visits are best, but if a student wishes to meet outside of school visit times, facilitate that communication through the volunteer coordinator.</p> <p>Prior to first visit: Hold a whole-class seminar discussing major social issues regarding the elderly. Hold a jigsaw in which students read short articles from around the world discussing the major issues with the elderly today. The most timely articles are preferred. Here are examples as of 6/30/2016:</p> <ul style="list-style-type: none"> • http://www.nytimes.com/2016/06/26/magazine/can-you-keep-a-woman-from-

Peace Valley School Lesson Plan (adapted from MYP Unit plan)

<p>Whole class Jigsaw:</p> <p>Learning Path Assignments</p> <ul style="list-style-type: none">• ice breaker• Composing the interview• relationship and reflection	<p>courting-your-elderly-dad.html</p> <ul style="list-style-type: none">• http://www.aljazeera.com/programmes/101east/2016/05/hong-kong-aged-abandoned-160501152055507.html(video)• http://www.ipsnews.net/2015/07/new-convention-will-help-protect-latin-americas-elderly/• http://www.thelocal.de/20141002/germany-5th-worldwide-for-seniors-quality-of-life <p>Begin by generating questions about the elderly on the board and then select questions as a class to guide reading in four groups of three. In groups of four, with each member responsible for one article, students will share group one’s answers to the questions from the perspective of their article. Students will generate a reflective artifact and upload them individually to the digital classroom. Students will then share their “overarching statement” with the class. These three statements will be posted as graffiti on the wall for the duration of the experience.</p> <p>Learning Path assignments: Each student will have a differentiated assignment prior to first visit, and ongoing individual assignments aligned to their personal learning goals.</p> <ol style="list-style-type: none">1. create five ice-breaker statements about themselves to share with the person they are paired with at the retirement community,2. Develop a rough-draft of interview questions by perusing storycorps.org and related sites. each individual interview will be adjusted as the relationship develops and the official interview will be conducted around week 5 or 6.3. After each visit there will be a standard reflection assignment to summarize the basic information gained from the interaction, along with personal emotional and ethical reactions, discussion of the communication itself, stumbling blocks, and possible adjustments to make
--	--

Peace Valley School Lesson Plan (adapted from MYP Unit plan)

<ul style="list-style-type: none"> • Personal responsibility • Conducting the Interview <p>Summative Assessment: Biographical Artifact</p>	<p>communication clearer and more comfortable.</p> <p>4. Each student will have to take over communication and scheduling after the first meeting. This means that if the class is visiting the community as a whole, each individual student must make personal contact with their counterpart to ensure that everyone knows when the visit will occur. Students will also have to maintain documentation of future visits in their personal calendars. Any materials needed for visits will also be the student’s responsibility, including checking out any equipment.</p> <p>5. Students will individually be responsible for the conduct of the interview, the medium with which it will be recorded, and how it will be presented.</p> <p>6. Each student will individually plan, produce, and reflect upon the artifact they create based on the assessment criteria attached (see rubric).</p> <p>Possible artifacts include but are not limited to:</p> <ul style="list-style-type: none"> • Documentary • Interactive Digital Graphic or Presentation (such as Prezi or PPT) • Non-interactive info-graphic • Biography (non fiction, reference list) • Short-story in first or 3rd person (creative non-fiction) • Personal essay • Song or Poem with notations • Cook Book with notations • Graphic novel or Comic Book • Art installation with companion essay
---	--

Attach appropriate level MYP Objectives by discipline and mastery rubric