



**Master of
Educational
Technology
Program**



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Inclusive Provocation: Immigration Stories

Learning from Experiences

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Inclusive Makerspace Provocations

Overview of the provocation

This provocation is part of a unit of learning for Grade 5 students focusing on Identity and Belonging. After learning about Immigration and Discrimination, this provocation begins a lesson that goes deeper into immigration policy in Canada, experiences, and challenges. The provocation begins with a KWL chart to access prior knowledge and then videos, audio, images, or written text will be displayed and shared with the class of members of the community and their immigration story. If you are unable to collect this from families in your classroom, you can watch a YouTube video where students are sharing their family immigration stories.

Materials and Resources Required

Materials may include any or all of the following

- Content from members of the community (notice will need to be sent home several weeks ahead of time in order to collect enough in time)
- YouTube video example- Coming to Canada: Immigration Stories (QR code included on the right)
<https://www.youtube.com/watch?v=04VsndXbULw&t=89s>
- KWL chart (digital or physical copy)
- Projector



Inclusive Maker Provocation Instructions

1. KWL chart + Immigration Stories

- Start with a KWL chart to access students' prior knowledge and recall previous lessons.
- Provocation: project on the whiteboard the experiences that families in your classroom and community shared about immigration and/or show the YouTube video (Coming to Canada).
 - Before sharing, remind students to be mindful and respectful of the stories that are being shared.
 - Make connections to the First Peoples Principles of Learning and the importance of oral storytelling + the value of it.
- On the board, write down the following questions:
 - What information stands out to you? What do you notice? How do you think they felt? How do you feel hearing their story?
- As they are watching, reading, or listening, they are asked to add to their KWL handout and use the prompts on the board as guiding questions.
- Pause in between a few to give them time to write and reflect on the stories.

- If needed, provide iPads to support students who would like to use voice-to-text or to translate.

2. Discussions

- Think-Pair-Share: Depending on how many you are showing, stop halfway and do a think-pair-share.
 - They were given the time to think about it on their own and write it on their KWL handout.
 - Then, ask students to share a few points that stood out to them with the person next to them.
 - Walk around to record observations of students discussing and jot down notes of common themes you are noticing in their conversations.
 - Once they have shared with their partner, invite students if they would like to share what they have noticed so far with the class.
 - (Try to lead them towards the direction that some stories may be positive while others might include negative experiences).
- If there are key parts that aren't mentioned such as certain policies or challenges, provide the class with some information.

3. Wrap-Up

- Through these discussions, ask the class if they think Canada's immigration policy is fair or not. Along with the question of what challenges do you think newcomers face when they move to Canada?
 - Have students do a writing reflection in their journals. They can use the information they added on their KWL chart.

Critical Questions for Consideration

- How can we use personalized stories of experiences to develop a deeper understanding of immigration and the challenges that come with it?
- What are key themes or details that I notice from personalized stories?
- How can I use the guiding questions to dive deeper into my thinking of immigration policies and challenges based on what I hear, read, or see?

Background/ Additional Information

It would be beneficial to teach this lesson/provocation after going over the basics of immigration. In Grade 5, students learn about push and pull factors which would be important to know ahead of time so they can understand the depths of the immigration stories that are shared.

Inclusivity Focus

As mentioned above, prior to sharing the experiences, it is extremely important to have a discussion with your students about the stories they will be hearing. These are all personal stories and some may include positive and/or negative experiences that aren't always easy to share. The great part about this provocation is that when thinking about the EDIDA frameworks, we are inviting members of the community which may include a diverse group. They can send in their stories in a variety of ways such as video, audio, images, or writing. This will help all learners to be able to connect to one at least. Hearing directly from members of the community/classroom creates a purposeful start that will guide students in thinking about immigration experiences in Canada. All students are invited to share and for those who may not have an immigration story to share, they can ask a family friend. You can also consider starting the provocation by showing the YouTube video so students don't feel left out. The video includes students talking about a family member and a comic that goes along with their story, therefore there are some pictures too! Lastly, videos can include closed captions to make it easier to follow for some learners.

No-Tech, Low-Tech, High-Tech Options

This activity includes a KWL chart that can be written on paper or can be offered digitally too. If technology is available, they can type their ideas, use voice-to-text to help them with their writing and record their ideas through audio recording or video recording. A low-tech to high-tech option would be to invite students to create the immigration experience video using Clips, iMovie, or any other video recording app to share it with the class. Puppets can be created and used to show a part of the immigration experience as long as they are mindful of the person or people whose story they are retelling.

Extension

The extension activity here can be connected to the above options of students retelling one of the stories they heard using low-tech and/or high-tech materials such as digital comics, Clips movie recording, green screen recording, or sewing puppets and recording a video with puppets.