

Planning the inquiry

Class/grade: Grade 1 **Age group:** 6 years old
School: Tokyo West International school
Title: Physical Literacy (Individual pursuits)
Teacher(s): Hugo Pires
Date:
Proposed duration: 5 weeks

1. What is our purpose?

To inquire into the following:

PYP Strands:

- **Active living:**

Use and adapt basic movement skills (gross and fine motor) in a variety of activities.

- **Identity:**

Describe how personal growth has resulted in new skills and abilities.

TWIS Curriculum:

B1.1 - Movement skills

A4.1 - Personal Identity

· **central idea:**

Physical literacy is the cornerstone of both participation and excellence in physical activity and sport.

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: Function, form

Related concepts: Skills, movement

What lines of inquiry will define the scope of the inquiry into the central idea?

- Physical competence. **(Function)**

- Locomotor movements, stability and manipulative skills. **(Form)**

- Physical activity for life. **(Function)**

What teacher questions/provocations will drive these inquiries?

- *What are the three categories of fundamental movement skills?*

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will be assessed two times on the three fundamental categories of physical literacy (Locomotor movements, balance and manipulatives) during the school year. (1 in the beginning and the other at the end of the school year). Students will also be able to identify each movement skill and relate it to a sport.

- *What is physical literacy?*

- *Why is physical literacy so important in our lives?*

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Tools to gather prior knowledge:

- Video about physical literacy

(<https://www.youtube.com/watch?v=okRtLv-7Sk>)

- Mindmap: vocabulary related to physical literacy and fundamental movements

- Activities: *What’s the time Mr. Wolf?* / *Musical hoops* (Teacher’s observation)

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

1. Students will be assessed on all fundamental movements skills based on a physical literacy skills rubric by the end of the unit. **(Rubric)**
2. Students will be able to provide physical activity/movement examples for each skill. **(Worksheet)**
3. Students will be able to assess their skills twice during the unit. **(Self-assessment)**

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Unit 1 (3 weeks)

Week 1

- Discussion about the central idea

- Musical hoops

- What’s the time Mr. Wolf?

- Locomotor skills circuit and races (running, galloping, skipping and hopping)

Week 2

- Recap from week 1

- Throwing and catching skills

Week 3

- Formative assessment (Superhero worksheet)

- Jumping and landing skills

- Rolling and balancing skills

Unit 2 (2 weeks)

Week 4

- Recap on every fundamental movement skill

	<u>Week 5</u> - Summative assessment
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5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Physical literacy videos (<https://www.youtube.com/watch?v=okRtLv-7Sk> / <https://www.youtube.com/watch?v=e4PjX9mXYq8>)

Skill cues posters from Openphysed website (https://openphysed.org/curriculum_resources/locomotor-and-manipulative-skills)

Cones and markers

Gymnastics boxes, mats and springboards

Fundamental movement skills manual K-5, by Winnipeg School Division

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

The PYP PE teacher will use the outside field whenever the weather is appropriate. The multipurpose hall or the outside gym might be an alternative when it's raining or in any other weather constraint. The classroom might be necessary when the teacher needs to show a video or use of the whiteboard.

Reflecting on the inquiry

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- **develop an understanding of the concepts identified in "What do we want to learn?"**
- **demonstrate the learning and application of particular transdisciplinary skills?**
- **develop particular attributes of the learner profile and/or attitudes?**

In each case, explain your selection.

8. What student-initiated Inquiries arose from the learning?
Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?
Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes