Class/grade: Grade 2   **Age group:** 7 years old
School: Tokyo West International school
Title: Adventure challenges
Teacher(s): Hugo Pires
Date:
Proposed duration: 5 weeks

---

1. What is our purpose?
To inquire into the following:

PYP strands:
(Identity)
- Are aware of their emotions and begin to regulate their emotional responses and behavior.

(Interactions)
- Share ideas clearly and confidently.

TWIS curriculum:
A1..2 - Personal growth and development
C3.2 - Interpersonal skills

· **central idea:**

The ability to discuss and share ideas positively creates more chances for team success.

Summative assessment task(s):
What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated

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: Perspective, responsibility

Related concepts: Teamwork, communication, roles

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

- The different ways to solve team challenges. **(Perspective)**

- The best ways to share our ideas. **(Perspective, responsibility)**

- The different roles and responsibilities in a team. (**Responsibility**)

What teacher questions/provocations will drive these inquiries?

- What is our responsibility if we work as a team?

actions, will we look for?	
The students will participate in a final challenge (Rope challenge) and complete a worksheet. They will have to draw the shapes that were selected by their small and larger groups in the correct order and also assess how difficult the challenge was and comment about the challenge. And lastly we will have a words search section in which they will have to find words related to the unit that were taught during the lessons.	- Can you give an example of teamwork? - Why do you need to share your ideas with your group? - When do groups work well and can accomplish a common goal?

3. How might we know what we have learned?	**4. How best might we learn?**
This column should be used in conjunction with "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?**
What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?	
	<u>Week 1</u>
Tools to gather prior knowledge:	
	- Discussion about the central idea
Students will participate in some simple cooperative games (Builders and bulldozers / Domes and dishes) and then discuss how we can work together well in order to accomplish a task successfully and what elements are important when working together.	- Pre-assessment (Builders and bulldozers; domes and dishes)
	- Maze
	- Human Knot
	<u>Week 2</u>
What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?	
	- Crossing the river
1. Formative assessment: Dead ant tag (identifying teamwork with a smiley and comment about the game)	- Minefield
2. Final challenge: Rope challenge **(TWIS Adventure challenges games manual).**	- Pass the hula hoop
3. Summative assessment task: Students will have to draw the first 5 shapes created by their team; draw the 3 shapes created by the larger group; assess how difficult the rope challenge was for them, and write a comment about the game.	- Discussion: *What is our responsibility if we work as a team?*
	<u>Week 3</u>
	- Human shapes
	- Parachute work
	- Formative assessment
4. Teacher's observation **(Participation and cooperation rubric)**	
	<u>Week 4</u>
	- Hula hut challenge
	- The rope challenge (practice)
	<u>Week 5</u>
	- Summative assessment

5. What resources need to be gathered?

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

What is teamwork (**https://www.youtube.com/watch?v=6fbE52YDEjU**)

Parachute activities from Openphysed website (**https://openphysed.org/curriculum_resources/parachute**)

Cones and markers

Parachute

Maze maps

Jump ropes and hula hoops

Adventure challenges games manual

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 the whiteboard.

Reflecting on the inquiry

6. To what extent did we achieve our purpose?	7. To what extent did we include the elements of the PYP?
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.	**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.**
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	

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