

Planning the inquiry

Class/grade: Grade 3 **Age group:** 8 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)

- Identify how their attitudes, opinions and beliefs affect the way they act and how those others also impact on their actions.

(Interactions)

- Adopt a variety of roles for the needs of the group, for example, leader, presenter.

TWIS Curriculum
A4.3 - Personal Identity
D3.3 - Relationships

· **central idea:**

Capable team members collaborate effectively..

Summative assessment task(s):
What are the possible ways of assessing students' understanding

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, causation

Related concepts: Interactions, roles, teamwork and communication

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

- The many challenges faced as a team. **(Function)**
- How a successful team works. **(Function)**
- What happens when a team applies different strategies. **(Causation)**

What teacher questions/provocations will drive these inquiries?

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

of the central idea? What evidence, including student-initiated actions, will we look for?

The students will participate in a final challenge and complete a worksheet. They will have to make a drawing of a teamwork example during the final challenge 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?

- When do groups work well and can accomplish a common goal?

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:

Students will participate in some simple cooperative games (Human knots and pass the hoop) and then discuss how we can work together well in order to accomplish a task successfully and what elements are important when working together.

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

1. Formative assessment: Hospital tag (identifying teamwork with a smiley and comment about the game)
2. Final challenge: Level 1(Untangling the ropes) / Level 2 (Connecting the ropes and making a shape) / Level 3 (Crossing the river) / Level 4 (Transporting the hula hut)
(TWIS Adventure challenges games manual).
3. Summative assessment task: Photo reflection (Students will have to describe in their own words what they are doing in the picture; self-assess their effort and their team’s as well, and comment on the final challenge. This assessment will also contain a search words activity with words related to the unit.
4. Teacher’s observation (**Participation and cooperation rubric**)

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?

Week 1

- Discussion about the central idea
- Pre-assessment (Human knots; Pass the hoop)
- Maze
- Domes and dishes

Week 2

- Hula hut challenge
- Caterpillar
- Discussion: *What is our responsibility if we work as a team?*

Week 3

- River challenge
- Crossing the river
- Formative assessment

Week 4

- World cup
- Final challenge (practice)

Week 5

- 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=fUXdri9ch_Q)

Mats

Cones and markers

Pool noodles

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?

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