

Planning the inquiry

Class/grade: Grade 4 **Age group:** 9 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)

- Recognize personal qualities, strengths and limitations. Use understanding of their own emotions to interact positively with others.

(Interactions)

- Identify individual strengths that can contribute to shared goals.

TWIS Curriculum

A1.3 - Personal growth and development

C2.3 - Identity, sensitivity, and respect

· central idea:

Effectively solving problems requires trust, communication and an open-mind.

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: Responsibility, perspective

Related concepts: Roles, teamwork and communication

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

- The importance of communicating our thoughts and ideas. **(Perspective)**

- How trust and an open-mind can greatly increase success.

(Responsibility)

- The many ways that problems can be solved. **(Perspective)**

What teacher questions/provocations will drive these inquiries?

- What does cooperation look like?

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 about their final performance. This task should be included in their unit reflection. Students will use the computers at school to complete the summative assessment in their final challenge groups.

- Why is it important to communicate our ideas and thoughts?

- How does cooperation between team members affect a successful outcome?

- What do we need to be successful?

- How do we best solve problems?

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 a cooperative game challenge (Human square-blindfolded) with half of the class with blindfolds while the other half remain as guides. Students will complete a pie graph based on the central idea (Trust, communication and open-mind)

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: Adventure challenge (Grade 3s final challenge) and reflection sheet (After playing each step of the game, students will have to assess each game's level of difficulty and comment).
2. Summative assessment: Final challenge (Grade 4s) and reflection sheet. Group work : Tell me about this unit.
(TWIS Adventure challenges games manual).
3. 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
- Discussion : *What does cooperation look like? How does cooperation between team members affect a successful outcome?*
- Pre-assessment (Human square)
- Hula hut challenge (Boys blindfolded first and girls blindfolded after)
- Rob the nest (Soccer dribbling) with blindfold

Week 2

- Capture the gold (blindfold)
- Blind wars (blindfold)
- Tug-of-war
- Discussion: *What do we need to be successful? How do we best solve problems?*

Week 3

- Toxic waste
- Formative assessment

Week 4

- Tic Tac Toe championship
- Final challenge (practice)

	<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?

What is teamwork (<https://www.youtube.com/watch?v=kRnP6wNPvQg>)

Mats

Cones and markers

Balls

Beanbags

Blindfolds

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