

<p><b>Class/grade:</b> Grade 5                      <b>Age group:</b> 10 years old <b>School:</b> Tokyo West International school <b>Title:</b> Adventure challenges <b>Teacher(s):</b> Hugo Pires <b>Date:</b> <b>Proposed duration:</b> 5 weeks</p>
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<p><b>1. What is our purpose?</b> <b>To inquire into the following:</b></p> <p><b>PYP Strands</b> <b>(Identity)</b> - Use emotional awareness and personal skills to relate to and help others.</p> <p><b>(Interactions)</b> - Use emotional awareness and personal skills to relate to and help others.</p> <p><b>TWIS Curriculum</b> <b>C2.4 - Identity, sensitivity, and respect</b> <b>C3.4 - Interpersonal skills</b></p> <p>· <b>central idea:</b></p> <p><i>Efficient teams are inclusive and continuously reflect on their performance.</i></p> <p><b>Summative assessment task(s):</b> <b>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</b></p>	<p><b>2. What do we want to learn?</b> <b>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</b></p> <p><b>Key concepts:</b> Responsibility, perspective</p> <p><b>Related concepts:</b> Choice, teamwork and communication</p> <p><b>What lines of inquiry will define the scope of the inquiry into the central idea?</b></p> <p>- The roles and responsibilities in a group challenge. <b>(Responsibility)</b></p> <p>- How to solve problems within a group.<b>(Perspective)</b></p> <p><b>What teacher questions/provocations will drive these inquiries?</b></p> <p>- What can help you to accomplish a task you can not do yourself?</p> <p>- What is a challenge? Think about something that is challenging/hard for you at home or in school. How best to overcome it?</p>
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<p>The students will create an adventure challenge based on previous adventure challenges and present it to the rest of the class. Assessment will consist of 3 items: creativity, presentation and teamwork.</p>	<p>- How can you make sure that you involve everybody in your group in the decision making process?</p>
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<p><b>3. How might we know what we have learned?</b>  <i>This column should be used in conjunction with “How best might we learn?”</i>  <b>What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?</b></p> <p><b>Tools to gather prior knowledge:</b></p> <p>Students will participate in a cooperative game challenge (Marshmallow challenge), followed by a discussion with students about this challenge and how it relates to our central idea.</p> <p><b>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</b></p> <ol style="list-style-type: none"> <li>1. <b>Formative assessment:</b> In groups, students will create a poster for their adventure game, containing the objective of the game, rules and equipment needed.</li> <li>2. <b>Summative assessment:</b> In groups, students will present their game to the rest of the class and teach it. At the end of this task, each group will complete a self-reflection sheet and Stars and wonder sheet to peer assess other groups.</li> <li>3. Teacher’s observation (<b>Participation and cooperation rubric</b>)</li> </ol>	<p><b>4. How best might we learn?</b>  <b>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?</b></p> <p><u>Week 1</u></p> <ul style="list-style-type: none"> <li>- Discussion about the central idea</li> <li>- Pre-assessment (Marshmallow challenge)</li> <li>- Maze</li> <li>- Capture the gold (blindfolded)</li> </ul> <p><u>Week 2</u></p> <ul style="list-style-type: none"> <li>- Blind wars (blindfold)</li> <li>- Traffic jam</li> <li>- River challenge</li> <li>- Toxic waste</li> <li>- Discussion: <i>What can help you to accomplish a task you can not do yourself? / What is a challenge? Think about something that is challenging/hard for you at home or in school.</i></li> </ul> <p><u>Week 3</u></p>
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	<ul style="list-style-type: none"> <li>- Tic Tac Toe</li> <li>- Formative assessment</li> </ul> <p><u>Week 4</u></p> <ul style="list-style-type: none"> <li>- Groups will continue testing and improving their adventure challenge</li> </ul> <p><u>Week 5</u></p> <ul style="list-style-type: none"> <li>- Summative assessment</li> </ul>
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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=ZnjJpa1LBOY>)

Mats

Cones and markers

Beanbags

Blindfolds, balls

Maze maps

hula hoops

Marshmallows, tape, spaghetti

Ropes

*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**