

Planning the inquiry

Class/grade: Grade 6 **Age group:** 11 years old
School: Tokyo West International school
Title: Fitness
Teacher(s): Hugo Pires
Date:
Proposed duration: 5 weeks

1. What is our purpose?

To inquire into the following:

PYP Strands:

(Active living)

- Identify realistic goals and strategies to improve personal fitness.

(Identity)

- Understand the role of and strategies for optimism in the development of their own wellbeing.

TWIS Curriculum:

B2.4 - Positive attitudes

central idea:

Developing fitness requires a plan, realistic goals and motivation.

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?

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, reflection, form

Related concepts: Exercise, goals, attitude

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

- Fitness components. **(Form)**

- Being fit and healthy. **(Responsibility)**

- The effectiveness of a training plan. **(Reflection)**

What teacher questions/provocations will drive these inquiries?

- How do you develop your fitness and health?

- Does being physical fit equate to improved health?

Students will design, explain and justify a group fitness circuit sequence that highlights their understanding of a variety of fitness concepts. Students will be assessed on their performance during the fitness unit through effort and participation checklists. Following the circuit, students will evaluate the effectiveness of their plan through reflecting on their own feedback in conjunction with peer feedback.

- What are fitness components?
- Is it more important for an exercise routine to be fun or effective?

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:

Discussion with students about two short videos (fitness: health benefits) and mind-map about terminology related to fitness and health.

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:** Teacher Observation, peer feedback and fitness testing result
2. **Summative assessment:** In a group of 2 or 3, design, create and present a 2-3 minute fitness routine that will improve a specific fitness component. After performing every movement sequence, each group must outline and evaluate your group’s performance during the planning and performance phase.
3. In the beginning and at end of the school year (**Fitness testing**)
4. Teacher’s observation (**Participation and effort 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
- What is fitness? How do you improve fitness? What is Heart Rate? What does a higher/Lower Heart Rate mean?
- Explore cardiovascular fitness & heart rate. (*E.g. Circuit training.*)
- Fitness Components – How do they relate to our practical work?
- Practical work

Week 2

- Fitness testing 1:
6 stations: station 1(sit-ups) - Station 2(plank) - Station 3(push-ups) - Station 4(shuttle run) - Station 5(sit and reach) - Station 6 (vertical jump)
Pacer test

Week 3

- Planning for assessment

Week 4

- Summative assessment

Week 5 (end of the school year)

- Fitness testing 2

5. What resources need to be gathered?

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

What's fitness and why does it contribute to a healthy life? (<https://www.youtube.com/watch?v=eCJovVdQgVw>
[/https://www.youtube.com/watch?v=-lxg-35Xo_o](https://www.youtube.com/watch?v=-lxg-35Xo_o))

Mats

Cones and markers

Pacer test recording, and bluetooth speakers

Clipboards and fitness recording sheets

Stopwatches

Jump ropes

Sit-and-reach board

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. The computer lab will also be used by students for research purposes and for their group reflection.

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