

PYP planner

Planning the inquiry

**Class/grade:** 1st **Age group:** 6-7

**School:** Fienberg Fisher K-8 Center **School code:** 004356

**Title:** Let’s Move

**Teacher(s):** First Grade Team

**Date:** April-May

**Proposed duration:** 130 hours over 6 weeks

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme –**

**Who We Are**

An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social, and spiritual health; human relationship including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

* **central idea**

Quality of life is influenced by diet and exercise.

**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?**

Students will create a booklet or pamphlet of creative and catchy slogans to encourage children of their age group to eat healthy and exercise. They will use illustrations, magazine clippings, and simple sentences along with the slogans.

**Assessment tool:** Rubric

**2. What do we want to learn?**

**What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?**

Change, Perspective, Reflection

Related concepts: growth, subjectivity, behavior

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

* Quality of life
* Healthy food choices
* An active lifestyle

**What teacher questions/provocations will drive these inquiries?**

* What does it mean when you feel well?
* What are healthy food choices?
* What does it mean to be active?

**Provocation:** The teacher will show the Food Pyramid and have them place images of food choices to put them in a category using a blank pyramid with labels such as grains, fats/oils, etc.

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**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?**

Create a bulletin board focusing on how we can influence and encourage others to better the quality of life on the earth. Ideas will be added throughout the unit.

Students will bring in and share objects that are made from recycled things, such as cereal boxes.

Students will create a class scrapbook using magazine clippings with everyone’s ideas on how to help the earth accompanied with simple sentences.

Students will bring in a used or new large t-shirt to make into a reusable cloth bag for shopping.

Weekly journal logs on food consumption and exercise.

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

**Transdisciplinary Skills**

**Social skills:** During the presentations of the posters and signs, students will listen with fairness and recognize the various viewpoints on how they can all care for the earth.

**Communication Skills:** Students will present their ideas of how to care for the earth using illustrations, simple sentences, and different formats of how to present their ideas.

**research skills:** Students will use a various forms of information, including magazines, books, newspapers, videos, and the Internet to decide on how they could help the earth.

**IB Learner Profile**

**Caring:** Students will show personal commitment to help the environment and how this can improve our quality of life.

**Communicator:** Students will be able to express their ideas of helping the earth creatively and effectively by using various designs in their posters and signs.

**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?**

Teacher will then have students compare their food pyramid to a standard food pyramid. They will discuss why this is an important tool. They will compare the two pyramids and will discuss what it means to have a positive quality of life in regards to health.

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

* Student will create a well-balanced food plate that depicts their eating habits and their understanding of healthy food choices.
* Venn Diagram showcasing previous habits and current exercise habits.
* Class discussion regarding how the venn diagram activity and food plate show the classes’ quality of life.

**5. What resources need to be gathered?**

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

-Recycle, by Gail Gibbons -Guided Reading / small readers - Books on diet, exercise and healthy foods

-Just a Dream, by Chris Van Allshurg: Houghton Mifflin -Vocabulary themed books

-Technology: websites on the Everglades - Videos on exercise and eating right

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

**-**Books displayed on Resources and Recycling -Vocabulary word list -Visual aids: globe of the world

-Charts / posters - community visits from Whole Foods, personal trainers or nutritionists.

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**7. To what extent did we include the elements of the PYP?**

* **develop an understanding of the concepts identified in “What do we want to learn?”**

**Function:**

**Perspective:**

**Connection:**

* **demonstrate the learning and application of particular transdisciplinary skills?**

**Social Skills:**

**Communication Skills**:

**Research Skills**:

* **develop particular attributes of the learner profile and/or attitudes?**

**Caring:**

**Communicator:**.

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?**

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Reflecting on the inquiry

 **9. Teacher notes**

**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.**

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