1. What is our purpose?
To inquire into the following:

- transdisciplinary theme
  
  Where We Are in Place and Time

- central idea

Our lifestyle changes across generations

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?

Then and Now (sequencing of video snippets)

Silent gallery with artefacts

Rotations of games - Games from the past V current games e.g. elastics, hopscotch, jacks,

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?

Change
Perspective

What lines of inquiry will define the scope of the inquiry into the central idea?
What games do you play?
Different uniforms
School in different generation/different cultures
Interview - question with family each week
Baby photos of adults in their life (e.g. parents, teachers, etc)
Favourite book then, favourite book now
Old time photos – phosing for old photos
Change in seasons, weather, clothing, food, photos

- Everyone has a personal family history
- Ways we can find out about our personal family history.
- Lifestyle changes are evident in our personal family histories (different or alike over time)

What teacher questions/provocations will drive these inquiries?
What is a family?/Who is in your family?/What are different generations?
What do families do together?

How have our family traditions changed over time?
How can we know about our family past?
A visitor comes to the class with a mystery box containing artifacts from her family. Once the students have guessed the three things in the box, the visitor explains how these things are related to her. Then, she starts telling them the story of her family by using a backward timeline (starting at the present and working backwards).
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?

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

- Increasing confidence and independence in being able to cope with the routines of school
- Participation in discussion
- Drawings and writing in response to particular stimuli
- Confidence in speaking to and in front of their peers e.g. Show and Tell
- Developing curiosity and an ability to ask relevant questions
- Getting along skills/ social/emotional
- An ability to follow and adhere to agreed behaviours

4. How best might we learn?

Talk about myself and my family

Communicators:
Confidently speaking in front of their peers
Understanding appropriate ways of speaking to each other- being polite

Caring:
Showing respect for equipment and others
Showing compassion when a peer is hurt or in need of help

Social
Communication

5. What resources need to be gathered?

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

- Artifacts brought from home for the museum, family photographs, maps and flags of countries that their ancestors came from.
- People: Parents and other adults in the school community, siblings
- Fiction and non-fiction books about family histories, different cultures, religion, arts, e.g. Book – Changes – Anthony Brown, Grandpa’s Slippers, Wilfred Gordon McDonell Patridge, Mem Fox author study
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:

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.