### Planning the inquiry

<table>
<thead>
<tr>
<th>Class/grade:</th>
<th>Kindergarten</th>
<th>Age group:</th>
<th>5-6</th>
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<tbody>
<tr>
<td>School:</td>
<td>Wildwood World Magnet School</td>
<td>School code:</td>
<td>0577</td>
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<tr>
<td>Title:</td>
<td>People in My Community</td>
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<tr>
<td>Teacher(s):</td>
<td>Bafia, Stankus,</td>
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<tr>
<td>Date:</td>
<td>March-April 2016</td>
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<td>Proposed duration:</td>
<td>5 weeks</td>
<td>number of hours over</td>
<td>number of weeks:</td>
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#### 1. What is our purpose?

**Purpose**: (Why are we learning this? Why does it matter?):

Strong communities depend on people contributing to the well-being of others. Students will identify the way different community workers within our city, work together to survive and fit basic needs. Students will also start from home to work their way to community and city workers.

1a) To inquire into the following:

- **transdisciplinary theme**

  How we Organize Ourselves: **An inquiry into the interconnectedness of human made systems and communities**, the structure and function of organizations, societal decision making, economic activities and their impact on humankind and their environment

- **central idea**

  Communities provide services designed to meet people’s needs
### 1b) 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?

Working in small groups, students will create a small village using lego blocks to demonstrate how a community and its resources work to the benefit of all.

Using the human service role they have learned about, students write a short narrative about what they want to be when they grow up.

Students will create a neighborhood that displays different organizations and jobs that are in their community.

### 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?

**Form:** What are the main occupations of people living in the community?

**Function:** What are the roles of the community helpers?

**Connection:** How do community helpers affect me as an individual?

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

1. What are the services needed to support a community?
2. How does a community work together?
3. What resources are needed for a community to function well?

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

Students will watch [https://www.youtube.com/watch?v=5dCe6kWYFvk](https://www.youtube.com/watch?v=5dCe6kWYFvk) to learn about different human services within a community.

Link to policeman hat making:

Link to fireman’s hat making:
[http://momstown.ca/craft/how-make-firefighter-hat-your-little-fireman-or-firewoman](http://momstown.ca/craft/how-make-firefighter-hat-your-little-fireman-or-firewoman)
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?

Pre-assessment: Teacher asks students to work in small groups to identify goods and services provided by members of their community. The students can draw or discuss local stores or business they have visited with their parents. (grocery store, clothing store, jewelry store, clothing store restaurant, toy store book store gas station) as well as services their community provides for them: safety, health, education, transportation. Can they see the difference between goods and services?

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

**Lines of Inquiry**

- What are the services needed to support a community?
- How does a community work together?
- What resources are needed for a community to function well?

How are goods and services organized? Students will learn that a job is work people do to earn a living in the world today. Students will learn the difference between jobs that provide a service and jobs that provide a good and see how people and services are interconnected.

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?

**My Neighborhood Book.** Make a storyboard using community helper pieces, students will tell what each person’s job is and what they do in the community.

Students will create a community using materials such as legos, boxes, bags, etc to learn about how a community functions to serve the needs of its members.

To learn about how human services personnel work together, students adopt a role in their most immediate community: their classroom. Line Leader, Recycling Leader, Librarian, Table Leaders, Pencil Sharpener, Snack Bin Carrier.

Students reach out to the community and invite a policeman, a fireman a food service person a nurse a librarian and a building custodian to visit their classroom to talk about their roles in the community.

Community helper day. Students will share why they chose to be a specific helper and what effect they have on others.

Students will take on different roles that are given in the community. They will interpret and share what these roles are created for.

**Spanish:** Students will explore vocabulary and cognates. Students will enhance their language acquisition skills by listening to a story in Spanish that incorporates what a community is and who is part of a Spanish speaking community.

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

**Learner profile: Communicator:** students will listen to others speak about community helpers as well as discuss what it means to be a community helper. They will make models of community helpers. They will take turns listening to student reflections.

**Reflective:** students will reflect upon various jobs within the community.

**Attitudes: Cooperation:** students will learn that community helpers create a safe community by working together.
5. **What resources need to be gathered?**
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Classroom visits from nurse Hathaway, Food Service lady Stephanie, Hector the custodian, the librarian Mrs. Aleni, police officer CPD, fireman Streff.

Field trip will be to the local fire station, possible grocery store

Powerpoint presentation and videos will be watched showing examples

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? May be students can turn their tables into worker’s offices?

School community helpers, and community helpers will visit the classroom to discuss the roles they play

We will also arrange a field trip down the street to the local fire department

**Digital Resources:**

The site below is clickable: students click on fire station, police station, post office, hospital, library or school. For each of these places, a community helper is displayed and an explanation of his or her job is offered.


This site is also clickable; students are read the description of the jobs the graphic represents. They are to click the correct representative of the job described.


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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.

Bafia: Students researched and presented information about their chosen Community Helper. They dressed up and spoke as experts about their helper and how they work together for the health of the community. Students also wrote why they want to be the particular worker. Attached are two examples of what their writing looked like.

Stankus: Community helper day provided a great opportunity for students to become experts in their field. Students shared why they chose to be a specific helper and what effect they have on others. This activity provided an opportunity for the students to voice how they will someday become community helpers.

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.

For next year we plan to create an environment that represents a community and its helpers in a way that is more visible, interactive and accessible to the students. While we did this in small group presentations, we feel that a whole group assembly of a community would give us a better gauge of students’ understanding.

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?”

Community helper day provided a great opportunity for students to become experts in their field. Students shared why they chose to be a specific helper and what effect they have on others. This activity provided an opportunity for the students to voice how they will someday become community helpers.

Students took on different roles within the community. They interpreted and shared the services they provide.

- demonstrate the learning and application of particular transdisciplinary skills?
Communication Skills: Students listened to others speak about community helpers as well as discuss what it meant to be a community helper. They will make 2D and 3D models of community helper to communicate their understanding.

- develop particular attributes of the learner profile and/or attitudes?
In each case, explain your selection.

We focused on developing the students skills as reflective communicators. They understood the importance of being reflective communicators when they projected their future service work in the community.
Students understood that in order for a community to thrive all people must work together and that public services meet people’s needs.

Reflecting on the inquiry
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.

Form: What are the main occupations of people living in the community?

Function: What are the roles of the community helpers?

Connection: How do community helpers affect me as an individual?

What student-initiated actions arose from the learning?

Students will take action, and volunteer their time as a community helper. They will photograph their actions and deliver their feelings on what it was like to be actively involved in their community. They will share what they did and how they can continue to be a community helper.

Bafia:
Declan: “This weekend since we are talking about Communities, I built a Lego Park at

9. Teacher notes

Relevant Vocabulary:
- Community
- Job
- Service
- Needs
- Wants
- Goods

Uploads photographs of the work
| home for my Lego People / Teenage Mutant Ninja Turtles. | 4.11.16 |

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