Planning the inquiry

1. What is our purpose?
   To inquire into the following:
   - **Trans disciplinary theme:** WHO WE ARE
     An inquiry into the internal and external parts of the body, systems and their functions, health and hygiene.
   - **Central idea:** Our body is made up of different systems which co-ordinate and work together.
   - **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?
   **Summative Task:** Make a journal on body systems and present it in the class.
   **Criteria:**
   Content of the journal should be as follows:
   - What is a system?
   - Select any three systems and explain them.
   - Draw diagrams wherever necessary.
   - What happens if one of the systems fails?
   - Show the interconnectedness of the systems?
   - Your responsibility to maintain good health.
   **Assessment strategy:** Oral presentation.
   **Assessment tool:** Rubric.
   **Taking action:**
   Children made posters on healthy tips and put them in different areas of the school to bring about awareness of healthy lifestyle.
   They also gave the posters in the nearby hospitals as a part of taking action beyond the school.

---

**Class/grade:** III  
**Age group:** 7-8 years  
**School:** DRS International School  
**School code:** 7485

**Title:** My Body My Job.

**Teacher(s):** Ms. Srilatha, Ms. Radha, Ms. Arun Jyothi, Ms. Vijaya Lakshmi, Mr. Asifuddin, Mr. Umesh, Ms. Rajani, Ms. Meena, Ms. Rukmini.

**Date:** 12.08.2009

**Proposed duration:** number of hours (6 weeks) over number of weeks

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?

   **Connection.**
   What lines of inquiry will define the scope of the inquiry into the central idea?
   - Internal and external organs.
   - Body systems (skeletal, muscular, nervous, circulatory, respiratory and digestive)
   - What happens if one these systems fail?

   What teacher questions/provocations will drive these inquiries?
   - Which parts of your body help to see, smell, hear, taste and feel?
   - What are external organs?
   - What are internal organs?
   - What gives shape to our body?
   - How do you think food gets digested?
   - Which organ helps you thinking?
   - What happens if one of these systems fails?

   **Provocations:**
   Models are given to identify the internal and external parts of the body, books and charts, taking real life examples of well groomed children.
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?

- Children draw the pictures of the external organs and name them.
- KWL: chart.
- Class discussions on what it means to be healthy and how to stay healthy. –recap of last year learning

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

- Word search
- Making PPT on body systems by children and presenting to the class assessed by rubric.
- Quiz
- Flow charts on digestive and respiratory systems. - Rubrics.
- Maintaining healthy tips – checklist.
- Spell drill- anecdotes given by the teacher.
- Reflection on field trip and resource person’s visit.
- Questionnaires. (Assessed through anecdotes.)

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?

- Visit to the lab
- Mind map on all the body systems and the organs involved in them.
- Making all the models of body systems with dough
- Making wall hangings of all the systems (Group activity)
- Online internet games – www.sciencenetlinks.com
- www.bbc.org
- Field trip (health museum)
- Resource person’s lecture on co-ordination of internal organs and systems.
- Skit on co-ordination of the systems. (I am Great)

What opportunities will occur for Trans-disciplinary skills development and for the development of the attributes of the learner profile?

Skills: Thinking skill: Fact finding, quiz in class.
Research skill: Collecting information by browsing on net and visiting the library.
Profiles: Knowledgeable-Learning about different systems of a body and their functions.
Inquirer: Finding solution for the open ended tasks and answers for wonder questions.
Caring: Taking care of their body and the surroundings.
Attitudes: Curiosity: This unit engages the children to arouse their curiosity and acquire knowledge.
Co-operation: Children co-operate with each other while making collage of human parts.

5. What resources need to be gathered?

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

How will the classroom environment, local environment, and/or the community are used to facilitate the inquiry.

- C.D’s: Frank primary science, My amazing body, Human body, www.sciencenetlinks.com
- Visits: Health museum, medical officer, school gym, science lab.
- People: Subject teachers (Art, Craft, P.E, Hindi, Telugu, and Computers). Dr. Kalyani chowdary (doctor) came as resource person to enhance their learning.
- Other Resources: Charts and models from lab, working model of respiratory system made by children.

© International Baccalaureate Organization 2007
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.

**EAL:** Children wrote a paragraph on healthy lifestyle and highlighted all the verbs in it.

**Telugu and French:** Children learned vocabulary based on human body systems in both the languages.

**Hindi:** Pasted pictures of internal organs and wrote about their functions.

**Music:** Before starting the inquiry children danced and sang “Boogie Woogie” song to learn about internal and external organs.

**Art and Craft:** Children were so anxious to draw the internal organs. They made a large wall hanging on all the body systems in their craft class.

**PE:** The students brainstormed the elements of a healthy lifestyle (which was just a recap as they knew this). We discussed why it was important to keep active and why we warm up and cool down after exercise. Students led their own warm up games and taught the rest of the class. The game had to be active to raise the heart rate, safe, involve teamwork and had to be communicated well to the rest of the class. We also located a pulse and did simple physical fitness activities and exercises to raise the heart rate. Students were able to identify the physical changes that took place in their bodies and in some cases, they could identify why these took place.

**POI:** Children were so excited to know about their body and its facts. They started inquiring more on diseases, which is not a part of our inquiring. We could not stop them from asking questions related to them.

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.

**We all were of the opinion that we could have taken them to Medical College.**

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

**Through the summative assessment that was done by the children one could get an idea that they understood the connection and relationship of one system with the other. Our theme- Who we are- connected with our central idea very well as it was all about body systems and physical well being.**

To complete the given tasks the students were able to inquire, think and develop their research skills too.

At the end of the unit they were even able to understand the central idea that “our body is made up of different systems which co-ordinate and work together.”

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.

**Concepts:**

**Connection:** Students learned about the interconnection between the body systems and their coordination by doing research.

**Skills:** Thinking skill: Gaining thoughts, Terminology, Acquisition of knowledge. There is scope for the children to develop their thinking skill when they draw flow charts on digestive and respiratory systems.

Research skill: Finding answers for the wonder questions and collecting amazing facts of human body.

**Profiles:** Knowledgeable-Learning about different systems of a body and their functions.

Inquirer: Finding solution for the open ended tasks and answers for wonder questions.

Caring: Taking care of their body and the surroundings.

**Attitudes:**

Curiosity: This unit engages the children to arouse their curiosity and acquire knowledge.

Co-operation: Children co-operate with each other while making projects and sharing their views.
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.

- Why should people die?
- What comes out as poop?
- Can we live without liver?
- How would we look like if there are no bones?
- From where do tears come?

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.

- Few students prepared a skit on their own on body systems and enacted in the class.
- The parents reported that the students were keen to drink milk as it contained calcium.
- After analyzing their snack behaviors, some changed their snack choices. When we went for the field trip the class purposely chose and brought in healthy snacks for their refreshments.
- Children distributed pamphlets on healthy tips to their friends in the school.

Teacher notes
This is a very interesting unit. There is scope for the children to learn more about human body- health and hygiene. This unit is completely inquiry based and students enjoyed a lot throughout the inquiry. We have used all the resources available to the maximum extent.

The children learnt new words related to body systems. They also learnt Hindi, Telugu and French vocabulary on various body parts. They worked collaboratively to make a human body chart with all the parts in craft class.

The best part of the inquiry was children started observing their body and the changes that occur in it.

We teachers, were also very enthusiastically waiting to start this unit. All the grade teachers collaboratively planned the activities to make it transdisciplinary.

We browsed a lot and referred many books to make this unit successful. Other grade teachers were also very co-operative in providing us the relevant materials and resources.

We planned the summatizing and action taken part along with the children. They came up with many ideas and finally we decided to make a journal and distributing pamphlets on tips for healthy lifestyles in the school and in nearby hospitals.

WELL DONE
Good Job