



*inquiry
learning through*
CONCEPTS

TEMPLATE

TOPIC/ CONTEXT:

Conceptual Lens - Binary Opposites: (add more if needed)

One major Binary Opposite from above, to use with class:

CONCEPTUAL or ENDURING UNDERSTANDING: Students will understand that: (no specific names or places - should be timeless and universal)

BIG IDEAS

ESSENTIAL QUESTIONS



KEY COMPETENCIES

How will we know? (Students to decide)

Thinking

Using language, symbols and texts to make meaning

Relating to others

Managing self

Participating and contributing

CURRICULUM LINKS: (literacy, numeracy, science...) You may want to add more.

KNOWLEDGE Students will know:

- key vocabulary about _____ and _____
- influencing factors
- terminology for _____
- definitions for _____ and _____ (BOs)
- key factual info about _____
- formulae (if any)
- critical details involving local _____
- important events and people
- sequences and timelines

HABITS OF MIND or Thinking Behaviours

(if you're using them)

- Students will be applying individual HOM
- Group/class HOM focus:

STAGE 1: IMMERSION STAGE teacher chooses focal binary pair for whole class: _____

ACTIVITY	TASK	TRANSFERRABLE SKILL	ASSESSMENT
1. TTE activity TITLE:	Students write initial definition ("What do we know")		"What we know now", student understanding
	Cards; placement & discussion	Listening, speaking, HOM Analyse, synthesise	
	Refine definition.	Analyse, synthesise	Student understanding Students summarise their findings.
2. HOOK for affective engagement: (e.g. video, visit, speaker., website...)	<ol style="list-style-type: none"> 1. Remember to use your specific (weakest) HOM as you do this activity. 2. Discuss the 'hook' 3. PMI on underlying concepts in the hook 	Analyse, synthesise	
3. REVEAL the Understandings and Essential Questions to the class.	<ol style="list-style-type: none"> 1. Students discuss and relate them to the movie/story etc. 2. Do we have any new questions to add? 	Participating & contributing HOM Questioning	
4. Provide information (Books, sites, visits, visitors.)	Students gather and organise facts.	Organise & record info	<ol style="list-style-type: none"> 1. Students summarise their findings. 2. Use the graphic thinker on page 25 to view from other people's viewpoint.
5. (Add more if desired)			

STAGE 2: TEACHER MODELLED skills and investigation

ACTIVITY	TASK	TRANSFERRABLE SKILL	ASSESSMENT
Essential questions addressed, with local/ personal focus	<p>1. Class decides on this pair of BOs (Binary Opposites) to study:</p> <p>Reasons needed!</p>	Making a decision	"What we know now", student understanding
	<p>2. Use the resources and websites to compare information on _____ and _____</p> <p>Create a graphic organiser showing the following comparisons: (e.g. local: national; national: global)</p> <p>Summarise your comparisons in 2 or 3 sentences, giving supporting reasons from your GT.</p>	<input type="checkbox"/> summarise <input type="checkbox"/> analyse <input type="checkbox"/> compare <input type="checkbox"/> synthesise <input type="checkbox"/> create <input type="checkbox"/> evaluate	Bloom's higher-level thinking: Student Self assessment chart
	<p>3. Use the OPV graphic thinker (p. 25) to analyse from other peoples' viewpoints,</p>	synthesising making generalisations	(e.g. map, showing influences of...)
	<p>4. Draw a map/diagram of your local area to show the influences of an _____</p>		
	<p>5. Use one pair of the BOs to reflect on one of the essential questions. You need to convey the idea of both BOS between 2 or more cultures, species, or locations.</p>	Visual display (on paper, computer) Story (oral or written) Drama Model Song	
	<p>6. Choose 2 activities or more to complete from the Creative Extenders (p12)</p>	<ul style="list-style-type: none"> • making a decision • creative thinking 	Peer assessment
	<p>7. Individually or in groups, DESIGN and make a game to teach the concepts we're focussing on in this unit (all BOs)</p>	Co-operative: Sharing and delegating tasks.	student understanding
Culminating:	<p>8. Refine and share definitions. Understand that these are STILL on-going.</p>	Analyse, synthesise	

STAGE 3: DIFFERENTIATION/ENRICHMENT

Possibly only some students will reach this stage

Students compose more Essential Questions

Students follow Stages 1 and 2, but with own Binary Opposites, and Essential Questions.

A few ideas for research:

- Research and organise, synthesise and evaluate material on _____ (binary opposites)
- Use Inspiration to categorise _____
- Use Inspiration to categorise your country's _____ and causes
- Inquiry process: What can I do to _____
- Use CPS (Creative Problem-solving) model for problem-solving using criteria.
- Questionnaire/interviews to _____
- Interpreting questionnaire results:
 - how can we categorise the differing viewpoints/perspectives?
 - How are the viewpoints/perspectives the same? Different? Venn diagram.

Resources

Reflection/Follow Up/Next Steps

Final Assessment performance (based on the Big Ideas at the beginning, and should show a PERSPECTIVE):

TOGETHER WE CAN MAKE A DIFFERENCE

Note: These are provided as starters or examples for you. Do add more if desired.

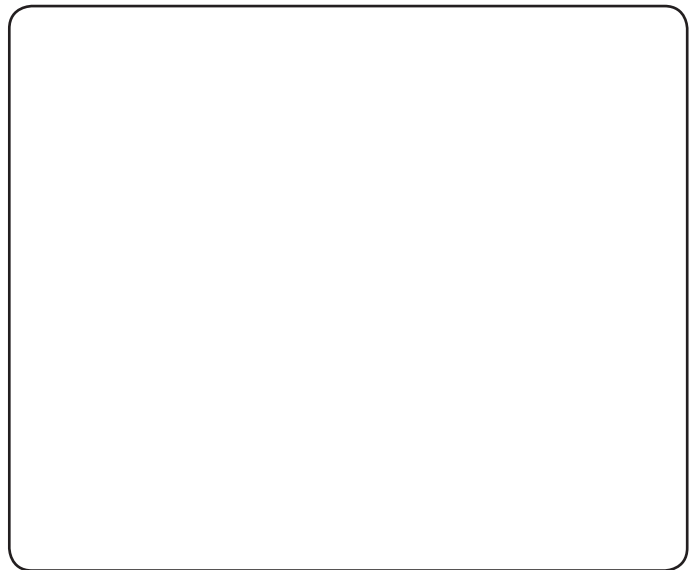
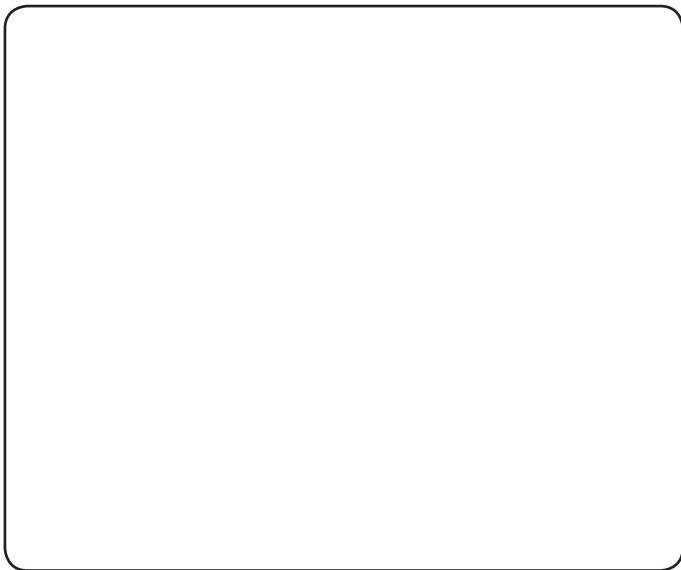
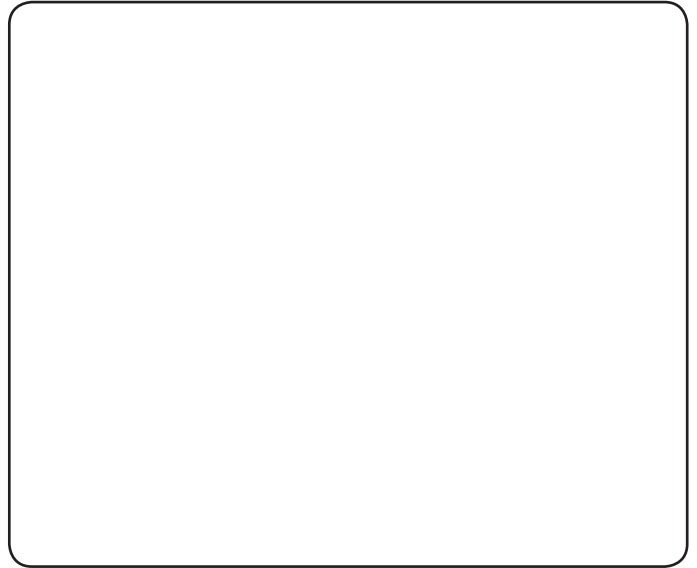
CREATIVITY EXTENDERS For group/class oral discussion (10 minutes): brainstorm

A large, empty rounded rectangular box with a thin black border, intended for a group or class oral discussion brainstorming session. The box occupies most of the page below the header.

CREATIVITY EXTENDERS

ACTIVITY TIME. Choose any of the activities below.

Remember: CREATIVITY is the main idea, but PRESENTATION is important too! Present your work on a single side so that it can be displayed on the wall for others to enjoy. Ensure that you cut out and paste on the questions so that people understand your ideas.



COMMUNICATION

It's essential that students are given the opportunity to debate a topic. There are innumerable benefits. Some benefits for students are:

- asking questions, learning to ask better questions
- the opportunity to analyse, compare, and evaluate while listening and talking
- being exposed to differing viewpoints
- able to see that everyone's understandings are always growing.
- given the opportunity to think, make meaning, relate to others, manage self, and participate and contribute.
- becoming affectively involved.



Thinking, Talking, Exploring becomes an excellent INTRODUCTION to a topic, as it builds on students' prior knowledge. TTE also is really useful at other stages of a unit, to consolidate and check on students' understandings.

INSTRUCTIONS for Thinking, Talking, Exploring

NOTE: these cards are for you to photocopy, possibly laminate for future use, and then cut apart. Please note that they are NOT ARRANGED in any order here - it's up to your students to debate which heading to put each card under!

1. Students are told the topic, and they must write their individual definition of the term on a piece of paper. Let your students know that this is a "PRE-ACTIVITY assessment to find out what we know, and we'll be doing this again at the end of the unit - so don't worry if you can't write much right now!
2. Stick or pin the header cards up on a whiteboard or a wall. Tell the students that the card (???) means DON'T KNOW; NEED MORE INFORMATION.
3. Hand out 1 card to groups of 2 or 3 students, and ask them to discuss it, and then stick them up under the heading that they think is appropriate. They will need to be able to give supporting reasons for their decision.
4. Student come back to you for another card, until they have all been pinned up. Meanwhile, teacher circulates and listens to conversations - you'll be surprised at the depth of thinking you hear!
5. WHEN the cards are all on display, you may want to take a photo of their placement; then you can take another photo at the end and compare, analyse changes or development in thinking that have occurred.
6. And now the REALLY meaty thinking part begins!
 - Choose one of the cards that has been placed, and ask a member of the team who pinned it up, to give their team's supporting reasons. Remind students to use their weakest Habit Of Mind (if you use them) - e.g. Asking Questions; Seeing the WOW factor; Listening to others; Communicating with clarity...
 - Ask if anyone would like to comment, or if they disagree and would like to place the card somewhere else. They must give their reasons. Vigorous discussion will ensue!

Your role here is to SCRIBE student responses on a large sheet of paper, title "OUR ON-GOING DEFINITION OF ADVERTISING. Simply note the student's name, and the essence of their point. This is the time to act as a facilitator and also a modeller of Good Questions; use phrases/questions/prompts such as:

- "So are you saying that...?"
- "Can someone clarify for me what xxxx just said?"
- "Can you put that another way?"
- "Does this make us think of something else here?"

(Note; If you have the ThinkShop pack of Question Starters, now is the time to be using them - both to prompt students and yourself with good question starters!)

Thinking, Talking, Exploring



Thinking, Talking, Exploring



Thinking, Talking, Exploring



Thinking, Talking, Exploring

Thinking, Talking, Exploring



Thinking, Talking, Exploring



Thinking, Talking, Exploring



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Thinking, Talking, Exploring

GRAPHIC THINKER:

Other people's viewpoint (OPV)

Name: _____

Date: _____

Aims:

- facts - naming people involved (white hat)
- predicting consequences (black and yellow hat)
- OPV (red hat)
- summarising (blue hat)

1 SITUATION:

2 People to think about:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

3 OPV

Consequences from a viewpoint of _____

Consequences from a viewpoint of _____

Consequences from a viewpoint of _____

4 FURTHER RESEARCH - MY CONCLUSION: Write a couple of sentences stating the major consequences that you think need to be explored before the situation can be put into action or effected, AND WHY...

GRAPHIC THINKER: Other people's viewpoint (OPV) sample responses

Name: YEAR ONE class

Date: xx/xx/xxxx

Aims:

- facts - naming people involved (white hat)
- predicting consequences (black and yellow hat)
- OPV (red hat)
- summarising (blue hat)

1 SITUATION:

Parents parking on the dotted yellow lines outside the school gates at 3pm to pick up their kids. They're staying more than 2 mins and blocking everybody else and people waiting are also getting angry. It's very dangerous for us.

2

People to think about:

- *children waiting for pickup*
- *children walking home*
- *parents picking up*
- *parents blocked from parking*
- *people living on the street*
- *the police*
- *the teachers*
- _____
- _____

3 OPV

Consequences from a viewpoint of

children waiting for pick-up

- *scary- so many cars all over the road and I can't see mine*
- *dangerous to get to my car, I have to weave through other cars on the road*
- *my mum's often angry by the time I get in the car*
- *I get soaked waiting when it's raining because it takes so long.*
- *I'm worried I might get squashed.*

Consequences from a viewpoint of

parents picking up their children

- *not enough 2-min spaces available along road kerb so I get frustrated - can't get a spot quickly to get to my children*
- *getting frustrated means I try to squeeze in somewhere illegal, or else double-park*
- *dangerous to just let my kids walk on road to my car, as they have to weave through other cars on the road*
- *If I get a spot round the corner (across the playing field) my kids get soaked when it's raining.*
- *I'm worried I might get squashed.*

Consequences from a viewpoint of

the police

- *we predict a nasty accident for a child*
- *parents are breaking the law*
- *wasting police time supervising- we have other things to do and parents should know better*
- *parents are not setting a good example for their kids*
- *this is a traffic problem and should be dealt with urgently by the appropriate authority*
- *if a teacher tries to supervise, they could be liable if there were an accident.*

4 FURTHER RESEARCH - MY CONCLUSION: Write a couple of sentences stating the major consequences that you think need to be explored before the situation can be put into action or effected, AND WHY... We think that we need to act on the police's point about finding out who is responsible for the traffic problem. Maybe the council can help. And we think the worry of an accident means this is very urgent. The parents' comments show us that maybe we could have a meeting with them and the police and the teachers, and ask for ideas to take to the council. Or we could survey everyone for ideas.

TWO SUGGESTIONS FOR ASSESSMENT

1. The Key Competencies: Self-reflection

How did I use the Key Competencies over the course of this study?

"The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them." (Ministry of Education, NZ) *Feel free to add, adapt, piggy-back - these are just to help you get started, as every class and every student will be different.*

More on the next page...

Over the course of this study, I found that I improved in my ability to:	Not at all	A little	Quite a lot	A huge amount
1. Think				
- actively seek and use knowledge				
- create knowledge, put info together in new ways				
- reflect on my own learning				
- draw on personal knowledge and intuitions, making decisions				
- ask questions, and challenge the basis of assumptions and perceptions.				
2. Use language, symbols, and texts (making meaning)				
- use words, number, images, movement, metaphor, and technologies in a range of contexts/areas/ways				
- recognise how choices of language, symbol, or text affect people's understanding				
- confidently use ICT to access information				
- confidently use ICT to provide information and to communicate with others.				
3. Manage self				
- establish personal goals				
- make plans				
- manage projects				
- set high standards				
- have strategies for meeting challenges.				
- know when to lead, when to follow, and when and how to act independently.				
4. Relate to others				
- listen actively, recognise different points of view,				
- negotiate and share ideas				
- be aware of how my words and actions affect others				
- know when it is appropriate to compete and when to co-operate				
- work effectively together, and together can come up with new approaches, ideas, and ways of thinking.				
5. Participate and contribute				
- contribute appropriately as a group member,				
- make connections with others, and to				
- create opportunities for others in the group				
- have more confidence to participate within new contexts				
- understand the importance of contributing to the quality and sustainability of environments (e.g. social, cultural, physical, and economic).				



2. Assessment And Reflection: show your understanding

Allocate one or more of the following, or let your students choose:

1. What was the most interesting thing you learned about this topic? Explain why.
2. What was the most important thing for people to understand about this topic? Why?
3. What was the most difficult idea or task in this study, and what suggestions can you give to make it easier to understand or do?
4. Decide with a partner on 2 viewpoints on this topic, one international and the other local or your own. Do a Venn diagram showing the similarities and differences.
5. Think about cause and effect. List 2 major causes of problems discovered in this topic.
6. If you knew someone else was going to study this topic next term, what 2 ways could you suggest to make it more interesting or to improve it?
7. List 3 things you learned about this topic or about yourself, that you didn't know before you began.

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