1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**
  
  How We Express Ourselves:
  
  An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **central idea**
  
  We express ourselves through different celebrations.

Summative assessment task(s):

Students choose one of their family’s traditions or celebrations and make a scrapbook about it. (Teacher to create “fill in the blank: pages for the scrapbook.”) Student will work on this in school.

Student should include one special feature about their celebration to mark how their celebration is different from others.

Students then come out for individual presentation

*Teacher sets criteria for rubrics.*

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Show & Tell – Students bring an artefact about the celebration that they celebrate and talk about it. The presentation skill will be observed.

Anecdotal records - Teacher observes throughout the inquiry period if students display open-mindedness and tolerant to one another’s differences in beliefs.

Games - Students identify their country or one country that they have been before and share the celebration that is being celebrated there. Teacher will look for evidence of students displaying knowledge of celebrations locally and all over the world.

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?

Key concepts: form, perspective

Related concepts: similarities, differences, beliefs, opinion

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

- Types of celebrations
- What celebrations are like
- Similarities and differences between celebrations

What teacher questions/provocations will drive these inquiries?

What do individuals celebrate?

What do families celebrate?

What do communities celebrate?

How do we celebrate?

What celebrations do we share with others?

Are all celebrations the same? Why do you say so?

How are the celebrations different? Point out the differences.
Planning the inquiry

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?

Ask students if what they understand by the word ‘celebration’. Observe if students can define the word.

Teacher shows students various pictures or videos that relate to certain celebrations; students to fill up checklist on what they know.

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

- Survey: Students to find out what are celebration that they celebrate and other people celebrate, make a pictograph
- Poster on guest speakers’ celebration-Individual work
- Venn Diagram- Students find out the similarities and differences in the celebration

5. What resources need to be gathered?

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

Christmas tree, angpow, greeting cards, spices, songkok ,books , photos and videos on celebration, music, birthday song of different languages, wedding photos

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

Different centres in the class,
Guest speaker to be invited to come in to share with the class about their celebrations
Class party with cultural element injected into it.

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?

Tuning In:

- Prior Knowledge Assessment- Ask students what they understand by the word ‘celebration’. Observe if students can define the word.
- Brainstorm what days do we celebrate as individuals, eg birthdays. In groups students list ways a birthday is celebrated, eg cake, presents, card. Ss can sing birthday song in different languages.
- Brainstorm family & community celebrations solicit answers like weddings, festivals, religious occasions, anniversaries.

Finding Out:

- Children view photos of weddings - teachers, parents, friends. Discuss the similarities and differences. Why is this so?( view weddings from different cultural backgrounds)
- In groups, list the cultural backgrounds of the children in the class and find out the celebrations in which they participate. Report back to the group.
- Show & Tell – Students bring an artefact about the celebration that they celebrate and talk about it. The presentation skill will be observed (Individual work)
- Invite parents to visit and talk to the class about special celebrations unique to their culture.
- Poster on guest speakers’ celebration-Individual Work (formative assessment)

Sorting Out:

- Discuss picture/s of celebrations from different cultures. Using Venn Diagram, students find out the similarities and differences in the celebration (Group work)(formative assessment)
- Survey: Students to find out what are celebration that they celebrate and other people celebrate, make a pictograph (formative assessment)
- Students make decorative items for use in celebrations(Chinese calligraphy for Chinese New Year or kolam for Deepavali )
- Computer - Children design greeting cards using clipart

Going further:

- Games- Students identify one country that they have been before and share the celebration that is being celebrated there.
- Having a class party-students to dress up in traditional costumes & share food from celebrations and listen to music from different celebration

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

Transdisciplinary skill:

Thinking skill - Acquisition of knowledge (students to gain facts about their celebration)
Evaluation (Students to identify similarities & differences of different celebrations)

Communication skills – Listening (students able to listen to others for information)
Speaking (students able to speak clearly and give oral reports to small & large groups; expressing ideas clearly)

Learner Profile: Knowledgeable: (students have knowledge of local celebration and other celebrations from other parts of the world)
Open-minded (students understand & appreciate their own cultures but also open to the perspectives, values & traditions of other individual and communities)

Attitude :

Commitment : Committed to inquire more knowledge for oneself and showing self discipline and responsibility.
Tolerant : Able to accept the differences in the beliefs of others.
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?

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.
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.

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.

9. Teacher notes

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