



### 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?

Summative assessment task(s):

Students will create a product or service to "sell". They will be in small groups and will start with a business plan.

They will create an advertisement for their product or service.

Classes will be "stores" where students can sell their products and services

Students will be assessed with the business plan, an advertisement with a rubric, and participation in creating a good or service and selling and buying.

Students write a reflection about needs and wants and being a producer and a consumer after graphing results of the purchases.

Students will learn how their choices as consumers and producers impact what we buy and what we make. They will understand that available resources, including money, and advertisement can determine what humans make and buy. It is a study in supply and demand

### 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: reflection, connection, causation

Related Concepts: balance, goods and services

IB Learner Profile: Reflective, Principled, Balanced, Knowledgeable

IB Attitudes: Confidence, Integrity and Cooperation

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

- Why consumers buy products and services
- Why producers create products and services
- Responsible decision making based on what affects me, my family, community and the world

What teacher questions/provocations will drive these inquiries?

- How do producers know what consumers want?
- How do consumers make wise decisions about purchases?
- How can advertisements influence our choices?
- Should consumers trust producers?

### 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?

Students will engage in an oral discussion using the lines of inquiry. Lines of inquiry and student ideas will be recorded on an anchor chart.

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

First we will brainstorm for prior knowledge, then used visual and written resources to teach what the students don't know about the concepts (KWL)

A lot of the learning and assessment takes place during the implementation of the project. Business plans, products made, and advertisements will show internalization of the concepts learned about making good decisions based on what others want and need as well as on what you want or need. Reflections on the consumer/producer experience will show this as well.

### 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? How best might we learn?

Focus:

Use thinking and communication skills to review wants and needs with brainstorming. Learn what a producer and a consumer and a product and a service are. For all three of these concepts, there is an interdependence. In order for a consumer or a producer to make an informed choice, he needs to understand these relationships.

First students make a business plan which includes what product they will make and what materials are needed. Then, as a class, we will look at different types of advertisements and discuss what it is that makes them appeal to consumers write your own for your product or service. Next, they will create the products. Then, pairs of classes will take turns being consumers and producers of the products. Finally, students will reflect on their experiences.

Inquiry: Confidence, Integrity and Cooperation

Use research skills to find out about a product that the students like. Find out about price and resources used to create the product. Look at advertisements for that product. Compare to similar products. They will learn that not all advertisers are principled and what effect that has on consumer choice. They will learn that they need to become knowledgeable of advertisement practices and to compare products to get the best deal.

Discovery: In creating products or services and advertisements, students will become knowledgeable about the organization of the marketplace economy and will discover the meaning of the connection between consumers and producers. They will learn how self-management skills are important to navigating the marketplace. They will discover that social and communication skills are important to advertising, selling and purchasing products and services. They will learn that integrity in business is fair to the consumer. They will learn to cooperate with others to create a product or service and to be a consumer or a producer.

Reflecting: Students learn to be reflective and balanced in considering what their needs and wants are and making good choices about purchases and good or services to try to make and sell. We hope students will gain confidence in their ability to make good choices as consumers.

**5. What resources need to be gathered?**

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

We will need examples of advertisements, business plan form, play money, source for materials to create products and services, books, smart board activities and videos to teach about marketing.

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

We will partner with another classroom to create the stores.

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.

Students were able to create a project through which they came to understand what it means to be a consumer and producer. They learned to assess the value of a service or product. We also explored the idea of wants vs. needs. In choosing which product or service to make, and how well they sold, the students learned to reflect on what was a valuable choice.

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 need to make sure they know how to make change. Discuss integrity as it relates to being a consumer. Some students were making deals, giving away products, and swindling producers out of their products. Also, students need to really consider whether their product will be popular with the consumers because there is competition. We need to decide on how much money can be exchanged in order for more students to feel successful. There was also a problem with popular people selling more product.

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

We have to understand how the economic system is organized in order to be able to participate in it (make decisions as a consumer or producer) with integrity, commitment, communication and knowledge. Humans need to be risk-takers, reflective and inquirers in order to make wise choices in the economic market. The relationship between our particular producers and consumers was complicated. There wasn't a lot of profit to be made, but it was hard for most children to not be concerned about how much they made. After the market day we made graphs of which products sold the least/most. This would end up in hurt feelings. But in reflecting on this, most students realized that their choice of product needs to appeal to the 2<sup>nd</sup> grade consumer. They understood that, if you didn't sell much as a producer, you had not given the consumer what they wanted. In the same way, if you sold out of your product, you realized that you did give the consumer what they wanted.

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?"

Key Concepts: reflection, connection, causation

By the end of the unit of inquiry, students reflected on their experiences and realized that there is truly a connection between producers and consumers. Each one of us is both and we depend on each other to meet our needs in a market economy. What producers make and how they sell it depends on consumers desire to buy the product. What consumers choose to buy depends on what it is, how it is made, how it is advertised, who is selling it, whether you need, or want it, and how much it costs.

Related Concepts: balance, goods and services

Students learned the difference between a good and a service and that the market economy is a combination of both

- demonstrate the learning and application of particular transdisciplinary skills?  
Use thinking and communication skills to review wants and needs with brainstorming. Learn what a producer and a consumer and a product and a service are. For all three of these concepts, there is an interdependence  
Use research skills to find out about a product that the students like. Find out about price and resources used to create the product. Look at advertisements for that product. Compare to similar products.
- develop particular attributes of the learner profile and/or attitudes?  
In each case, explain your selection.

Students learn to be reflective and balanced in considering what their needs and wants are and making good choices about purchases and good or services to try to make and sell. (see box 6)

We think the learning experiences of the project incorporated the elements of the PYP very well as explained in "How Best Might We Learn?"

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.

2018-2019

Can we barter for what we have left after the sale?

How to make more product quickly.

Can consumers place backorders?

Should advertisements only tell the truth?

2019-2020 – We did this planner in a limited way as it was our end of the year hands on planner. Students did create a product with an advertisement and they shared it with video to the whole class.

2020-2021 – We have not done the planner yet.

*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.

2018-2019 -The lemonade stand- Students didn't realize how hard it was going to be to squeeze so many lemons, so they said next time they would probably use a mix.

Students who chose to teach others to draw as a service did not get much business. They reflected on why it wasn't popular.

Some visiting students talked sellers into giving them more than they paid for so we reflected on producer's rights to stick to their price or to barter?

**9. Teacher notes**

**2018-2019 We need to make sure students know how to make change if we use prices that are less than a dollar.**

What a great learning experience! Transdisciplinary for sure!

**We need to decide how much money the students will have to begin with.**

**Do we only use materials in the classroom to create services and products or do we get the parents involved in helping to provide materials (Some teachers spent money out-of-pocket to do this and others didn't.**

2019-2020 -The students enjoyed the experience even though, or maybe because, they did individual projects. The variety of products and enthusiasm for the products was great. In many cases, the creativity was impressive. Of course, parent help was obvious in many cases since they were working from home.