



negative contributions of aid groups. We want the students to have a deep understanding that not all societies want aid groups to contribute to their conflicts.

Assessment Tool: A performance rubric (designed collaboratively by teachers and students) reflecting the extent of the student's understanding of the central idea, transdisciplinary themes, and lines of inquiry.

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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?

Students will brainstorm aid groups they are familiar with. They will identify the specific examples of situations in which these aid groups provided assistance.

Students will develop a list of situations in which they think aid groups should offer assistance.

Students will write a paragraph reflecting their opinion of governments involvement in foreign affairs.

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

Students will develop a point of view based on class discussion and research to debate with a student of the opposing view. Students will be given the point of view they must take to develop full understanding of how to support an idea with data.

Students will identify positive and negative effects of various situation in which aid groups of governments intervened.

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?

Students will begin developing the idea of aid groups by volunteering their time assisting the Red Cross boxing up canned goods. The Red Cross will introduce the students to the concept of aid groups and help them develop understanding of the functions of aid groups in society.

Why do aid groups feel responsibility to assist in the welfare of our planet?

Students will research various aid groups' mission statements. They will develop a Venn Diagram to compare and contrast aid groups backgrounds and philosophy on providing aid.

What are examples of positive and negative impacts aid groups have made?

Students will take an in depth look into various situations (i.e. natural disaster, government transition, war, terrorists groups) to develop a list of positive and negative impacts that have occurred due to aid groups or foreign governments intervening. The students should look at situation at multiple time intervals after the intervention occurred.

How are foreign entities active participates in aiding society?

Students will look into the history of foreign entities participation in foreign affairs. They will present examples of past and present involvement.

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

Thinking skills- dialectical thought:debating points of view

Research Skills-Research skills-gather information from primary and secondary resources, describe and record data, effectively present research data

	<p>Social Skills-respecting others points of views, cooperating to make decisions</p> <p>Appreciation- understanding the commitments individuals and groups make to the greater welfare of society</p> <p>Independence-developing ones own opinion based on research</p> <p>Empathy-developing understanding for others situations and feelings</p>
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5. What resources need to be gathered?

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

Local Red Cross headquarters, information pamphlets from aid groups, access to aid groups websites, access to government websites

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

Students will have access to computer stations as well as research resources. The classroom will be set-up in a way that facilitates collaboration and thoughtful discussion.

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.

Overall we were extremely pleased with the outcome of this planner. Our student's expansion of knowledge was vast as well as their ability to communicate the knowledge with others. Students developed understanding of aid groups and their positive and negative effects on societies.

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.

The assessment we have is a summative project. We need to change our assessment so that it is an assessment of the students understanding of the central idea that they are able to do individually and in one sitting.

We still plan on completing the project to share with our community but will then have the students write a reflection on their overall learning experience.

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

Through the summative project students were able to deeply analyze aid groups. They were able to evaluate the reasons aid groups were created as well as their direct involvement in their cause. Students also came to the realization that all aid groups are not created equal. They developed understanding for the necessity of aid groups but also an greater understanding of the complications that can arise through aid groups charitable works.

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?"

Change-

Causation-

Responsibility-

- 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.

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