

# IB Inquirer K



## Let's Play - Unit 1

### Transdisciplinary Theme:

Who We Are - an inquiry into personal, physical, mental, social & spiritual health

### Central Idea:

We use play to express our feelings and ideas.

A study into (lines of inquiry):

- Communicating through play (responsibility)
- Understanding the feelings of others (perspective)
- Bucket fillers (reflection)

### Background:

Students will discuss rules at home, in school and the community. They will review their class Essential Agreements. Throughout the unit, using Second Step & Responsive Classroom activities, they will use puppets, journals, and drawings to act out appropriate ways to play; and reflect on their own "play" during the day.

### Student Final Project:

Each day, students will "self-assess" how well they treated others while playing; and how they were treated. At the end of the unit, students will draw a picture of a time during the unit when they treated a friend appropriately during play and write how they felt. They will also illustrate a time when they reflected on possible ways they could improve on a choice.

### Technology Tie-In:

During this unit, students will be using a drawing program (Kerpoof.com) where they will draw a picture and write or dictate a sentence about their drawing. In the computer lab students will practice mouse and keyboarding skills with Starfall and Lexia.

### **Field Experiences:**

Students will visit Kid City (Middletown). Our school social worker & PE teacher will visit the classroom to talk about appropriate play.

### **Learner Profiles & Attitudes:**

Students will become risk-takers as they learn to approach new friends and experiences with confidence. They become independent in choosing different play areas and activities. They will be principled when they play fair and treat each other and the classroom environment with respect. They will follow the rules with integrity.

### **Key Concepts:**

Students will examine perspective as they learn that people might react differently to the same situation. They will be responsible for solving problems during play - through conversation and apology of action. Students will reflect on their "play" interactions throughout the unit by "filling buckets."

### **Approaches to Learning:**

Students will use their social skills as they learn that everyone makes mistakes, and they can be fixed through communicating. They will cooperate and make decisions fairly. They will also use their communication skills when they express their feelings about how they want to be treated by others. They will listen to others and respond to their needs.

#### **TRY THIS!**

- Have "Family Game Night." Take turns choosing the game - and talk about the rules. What does it look like to win or lose?
- Make some "feeling" cards and have children use them to talk about how they feel in a certain situation - and why.
- Model how you fix a mistake you make. Ask your child what he/she would do in the same situation. What are some good problem-solving strategies? How do we apologize for our mistakes?

*PARENTS: Additionally, on the Media Center webpage, for each unit there will be suggested titles for more reading on the topics and ideas in the units. These books are available in the school library.*

# IB AT HOME

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Parents: please circle any of the elements your child is showing at home then share details below:

Approaches to Learning:

Learner Profile:

**Social Skills**




- Accepting Responsibility
- Respecting Others
- Cooperating
- Resolving Conflict
- Group Decision-making
- Adopting a Variety of Group Roles

**Communication Skills**



- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal Communication

**REFLECTIVE**  
I think about what I'm good at, and how I can improve.



In order to support my learning and personal development, I think about what I know, what I'm good at, and what I can improve next time. I consider my actions and how they might affect others.

**CARING**  
I help others, and I am nice.



I show empathy, compassion & respect. I try to make a positive difference in the lives of others. I take care of the environment.

Attitudes:

**Creativity**



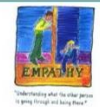
We are creative and imaginative in our thinking, and in our approach to problem-solving.

**Independence**




We think and act independently, making our own judgments based on reasoned principles. We defend our judgments.

**Empathy**



We put ourselves in someone else's place in order to understand and his/her thoughts, reasons, and emotions.

**Commitment**



We are committed to learning, persevering, and showing self-discipline and responsibility.

Key Concepts:

**RESPONSIBILITY**

**What is our responsibility?**

We are not passive observers of events; we can and must make choices and, by doing so, we can make a difference.

Why is it important to ...?  
Why should we respect ...?  
What might be the consequences of ...?  
Does everyone have the right to ...?  
How does \_\_\_\_\_ influence our view of \_\_\_\_\_?

**CONNECTION**

**How is it connected to other things?**

We live in a world of interacting systems in which the actions of any individual element affects others.

How is \_\_\_\_\_ connected to \_\_\_\_\_?  
How is \_\_\_\_\_ related to \_\_\_\_\_?  
How does \_\_\_\_\_ help us understand \_\_\_\_\_?  
What are the similarities or differences between \_\_\_\_\_ and \_\_\_\_\_?

**FUNCTION**

**How does it work?**

Everything has a purpose, a role, or a way of behaving which can be investigated.

How important is \_\_\_\_\_?  
How do they work together?  
What do we use \_\_\_\_\_ for?  
Why do we \_\_\_\_\_?  
How do we use \_\_\_\_\_?  
How or why does it \_\_\_\_\_?

My child has been demonstrating the **IB elements circled above** by:

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My child has taken **action** (additional investigations, trying to make a difference, reading more about the subject, doing an independent project, teaching others, etc.) regarding this unit. Here's how:

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\*Continue on back if needed—OR—post to our padlet: [www.padlet.com/COIA/ibathome](http://www.padlet.com/COIA/ibathome)