| **GUIDED INQUIRY DESIGN IL PLAN**  **Stage 3 PDHPE Unit of Work – ‘Healthy, Safe and Active Lifestyles’**  **Created by Sharyn Pearson, ETL401 201960** | | | | |
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| **Unit Overview:** This unit focuses on the Stage 3 PDHPE unit ‘Healthy, Safe and Active Lifestyles’ along with the integration of Positive Behaviour for Learning (PBL) and ICT. Students will investigate what healthy, safe and active lifestyles look like, current practices in the school, the effectiveness of the current program/s and suggest ways to improve these. Students will show their understanding by creating a presentation that includes a Virtual Reality (VR) experience with their learning and suggested improvements. | | | | |
| **Teachers Involved:**  Teacher Librarian (TL) and Classroom teacher (CT)  **Inquiry Duration:** Term 4 (10 weeks) One-hour weekly library lesson.  **Learning Areas:** PDHPE;Digital Technologies, Critical and Creative Thinking (CCT) | | | | |
| **Inquiry Question:**  Our class will be using a Guided Inquiry Design Process approach to answer the following question:  **How can we make Minchinbury Public School a healthier, safer and more active school environment?** | | | | |
| **Outcomes**  **PDHPE**  **PD3-7** proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces  **PD3-10** selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections  **Content**   * recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community. * investigate and adopt practices that help promote and maintain health, safety and wellbeing. | | | **General Capabilities**  **Digital Technologies Knowledge and Understanding**   * investigating how emerging digital systems work, for example using an augmented reality app (or blended reality) and considering how images of real-world objects can be blended with computer-generated information to produce a virtual reality   **Critical and Creative Thinking (Level 4)**   * pose questions to clarify and interpret information and probe for causes and consequences * identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions | |
| **Assessment Task:**  To create a VR presentation which demonstrates your understanding of ways to be healthy, safe and active and suggest ways we can improve these areas in our school learning environment. | | | | |
| **Stage of Inquiry** | **Teachers** | **Students** | | **Resources** |
| **Week 1**  **Starter**  **10 min** | **TL:** Write 3 key words on the whiteboard  -Healthy  -Safe  -Active  **TL:** Explain we will be watching a PBL rap video and identifying how the students are showing healthy, safe, and active lifestyles at school through their school PBL system. This video revises the 3 rules in common with MPS – Be safe, be respectful, be a learner  <https://www.youtube.com/watch?v=0mHwx_9aou0>  **TL Question students:**  1. How were the students in the video being **safe**? *Online safety, safe in the classroom, safe in the playground*  2. How were students being **healthy**? Food garden, mental health, hygiene  3. How were students being **active**? Lots of sport, football, dancing etc.  **CT:** Explain this term we will be completing an inquiry unit on how to implement healthy, safe and active practices more successfully at school. | * Students watch and listen to PBL promotional video * Students discuss how the PBL rules relate to being safe, healthy and active * Listen to brief task overview | | *CT and TL prepare before lesson a video clip of the playground at recess or lunch time of students playing/interacting e.g. cola/oval/canteen area for class observation.* |
| **Worktime**  **40 min** | ***GID Overview (20 minutes)***  **TL:**Explain this term we will be using the Guided Inquiry Design Process (GIDP). Form students into small groups and hand groups an envelope with GID jumbled steps and definitions for students to sort.  **TL:** Discuss GIDP order/process.  **TL:** laminate group posters for use in future lessons.  **PBL – Observation/Discussion (20 minutes)**  **CT:** Show prepared video of the playground at recess/lunch  **CT**: Lead discussion on identifying positive and negative behaviours observed in the areas of health, safety and activity by recording on coloured post it notes. Instruct students to stick post it notes on whiteboard when completed.  **TL:** Discuss responses on board and how this term we will follow the inquiry process to try and make improvements to make MPS safer, healthier and more active environment.  **TL:** Introduce inquiry question and explain its importance based on all the pink post it notes with issues that need addressing.  **How can we make Minchinbury Public School a healthier, safer and more active school environment?** | * Students form small groups and sort the GIDP icons in order and match the icons to the definitions. * Students share order and definitions with the class and make any necessary changes before gluing on an a3 sheet to become a group poster. * Students watch prepared video of playground areas including canteen. * Students record positive behaviours observed in the areas of safety, health and activity on yellow post it notes, and negative behaviours on pink post it notes. * Discuss responses on board to form reason for inquiry unit. | | *GIDP image icons and definitions cut out and sorted into envelopes prior to lesson (enough for 7 groups of 4).*  *A3 sheets x 6*  *Laminating pouches x 6*  *Playground video.*  *Yellow and Pink Post it Notes* |
| **Reflection**  **10 min** | **CT:** Show students the two reflection questions to answer on Seesaw inquiry learning folder**.**  - What is working well in our school?  - What would you like to see improved? | * Students write a reflection on Seesaw answering the reflection questions. * Several students share responses with the class or browse responses on Seesaw. | | Seesaw app/website |
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| **Week 2** | **TL:** Play a ‘Mr Yoga Australia’ calming exercise (5 minutes) <https://www.youtube.com/watch?v=eZSYB6WOoHM>  **TL:** Discuss what lifestyle elements are used when we participate in yoga. How do you feel after participating in this activity? Discuss concept of health being of mind and body.  **CT:** Introduce the ‘Live Life Well’ (LLW) initiative with the class. Play the LLW video to further explore. <https://www.mlhd.health.nsw.gov.au/healthy-living/healthy-eating/live-life-well-@-school>  **CT:** Discuss the alarming research and statistics <https://www.healthykids.nsw.gov.au/stats-research.aspx>  **TL:** Show students school canteen menu and discuss foods students are mostly selecting. Invite the canteen manager to talk to the class.  **TL and CT:** Take students on a walk and talk of the school and discuss areas of safety, health and nutrition. Select students to take a 360 photo in preparation for VR creation. | * Complete calming yoga activity. * Discuss benefits of yoga - Healthy mind; Active lifestyle. Define the term ‘healthy.’ * Students watch the introductory video to ‘LLW’ * Students write a PEEL paragraph on their Seesaw inquiry journal about the LLW program and its relevance. * Review statistics and data to form relevance for the inquiry task. * Browse canteen menu choices. Listen to information given by the canteen manager. <https://minchinbur-p.schools.nsw.gov.au/content/dam/doe/sws/schools/m/minchinbur-p/localcontent/menu_primary_2018.pdf> * Walk around the school and look for areas where safety, health or activity could be improved. * Brainstorm on Seesaw topics students would like to explore based on health, safety and activity. | | Laptops  Links to:  - Live Life Well  - School canteen menu  - Padlet  - Seesaw  360 Camera for walk and talk tour of the school. |
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| **Week 3** | **CT:** Model skimming and scanning strategy to the class.  **TL:** Discuss reliable sources, bias and referencing.  **TL:** Provide a tub of books on the topic of nutrition, safety and active lifestyle. Add useful links to Seesaw for students to explore  **TL and CT**: Assist inquiry groups with techniques discussed | * Students form Inquiry circles based on interest from previous lesson. Groups work together to take notes in exploring stage in their own words on a shared google docs. * Explore range of definitions of chosen element healthy, safety or activity and add to shared google doc. * Explore the ‘Live Life Well’ website information for kids and teens. <https://www.healthykids.nsw.gov.au/kids-teens.aspx> * Explore Nestle for healthier kids school program – online videos and games   <https://www.healthyactivekids.com.au/other-resources/online-videos>  <https://www.healthyactivekids.com.au/other-resources/online-games>   * Read a range of informative texts provided by the TL. * Review the school’s PBL matrix * Investigate the 5 food groups <https://healthy-kids.com.au/food-nutrition/5-food-groups/> * On Seesaw, write a reflection on the inquiry journal  1. What have I learned? 2. What would I like to explore more? | | Laptops  Tub of Informative texts on nutrition and physical activity.  PBL matrix  Seesaw |
| **Stage of Inquiry** | **Teachers** | **Students** | | **Resources** |
| **Week 4** | **TL:** Model inquiry questions using ‘What a good one looks like (WAGOLL) and what makes it a good question.  **CT and TL:** Assist students in checking their inquiry question is suitable and allows for depth of inquiry. | * Review the Seesaw inquiry journal topic ideas * Select a topic or area of interest and meet in an inquiry circle with students of similar interests. * Inquiry circles brainstorm inquiry questions based on their group interest and post on Seesaw Inquiry Journal. * Select a final inquiry question to focus on and ensure if fits within the overarching inquiry question. | | Laptops  Seesaw  Padlet |
| **Stage of Inquiry** | **Teachers** | **Students** | | **Resources** |
| **Week 5,6** | **TL:** Discuss difference between facts and interpretation (explanation of the meaning) and how when we go deep, we begin to interpret and understand what we are reading in order to offer suggested improvements.  **TL and CT:** Assist students during research and conference with inquiry groups. | * From previous resources read, students decide which ones were most appropriate for their inquiry question and read material in more depth. Take notes on Seesaw inquiry journal. * Students in their inquiry circle create a survey to be completed by all stage 3 classes using google forms to find out student perceptions and habits around health, safety and activity at MPS to help form school community research. Analyse data collected. | | Laptops  -Seesaw  -Google Forms |
| **Stage of Inquiry** | **Teachers** | **Students** | | **Resources** |
| **Week 7-8** | **TL:** Prior to lesson add 360 photos from week 2 into co spaces and ensure you have signed up ready to give students a class code.  **TL:** Model Co Spaces Edu to students using the following link and allow access using the class code<https://www.youtube.com/watch?v=Mi5MYVpAmuU>  **CT:** Monitor and assist students in getting in to Co Spaces Edu and using the tools modelled. | * Groups create a Co Spaces Edu VR experience to showcase their findings and suggestions based on their inquiry question. * Students may choose to add to multiple scenes or environments of the school that suit their topic e.g. health – canteen, toilets etc * Students add objects and animations that may include speech bubbles or thought bubbles to communicate their learning and message | | Laptops  360 photos uploaded to co spaces edu prior to the lesson.  Links to  -Seesaw  -CoSpaces |
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| **Week 9** | **TL:** Select order of presentations.  **CT:** Explain peer evaluation procedure (Two stars and a wish).  **TL and CT:** Complete assessment rubric as students are presenting, | * **Whole class presentation**: Inquiry groups present their VR experience to the class with their suggested improvements. * **Individual Viewing:** Students view group VR demonstrations using VR headsets taking turns. * Students complete two stars and a wish feedback form for 3 groups who they viewed whilst waiting for their next VR viewing. | | **TL:** Invite principal to the presentation and another class for an authentic audience  iPads,  VR headset  IWB |
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| **Week 10** | **TL:** Show students google forms unit evaluation survey and share the link with the class.  **CT:** Assist students getting on to the survey.  **TL and CT:** Using gathered unit evaluation surveys, complete a final teacher evaluation with strengths of unit and areas for change. | * Students complete a marking rubric to self-evaluate their marks. * Students review peer feedback from previous lesson and assessment rubric given by the teacher. * Students complete a unit evaluation on google forms * Students write a PEEL paragraph on SEESAW to summarise their learning and feelings towards using the Guided Inquiry Design approach. | | **TL:** Prepare student unit evaluation survey on google forms prior to the lesson.  Laptops/iPads |
| **Assessment:** Students will be assessed using the ‘The Structure of the observed learning outcome (SOLO) taxonomy (Songer, Kelcey, & Gotwals, 2009). This model gives a scale of a student’s depth of learning of the general capabilities in Critical and Creative Thinking(Appendix 1) | | | | |