**Stage 6: To what extent did we achieve our purpose?**

To what extent: were the purposes fulfilled; was the unit relevant, engaging, challenging and significant; were the resources adequate; were the concepts, skills and attitudes addressed.

The central idea was relevant and engaging for the students. With the help of Joan Marie we were able to elicit the student inquiry questions. Throughout the weeks we researched and investigated each and answered each question in depth. All inquiries into were addressed.

Despite the fact resources were inadequate, the hands on activities and materials helped to drive the unit. The Who’s Who at TIS activity gave the students an opportunity to learn about the members of the school community and understand their roles and responsibilities. Students were able to reflect on what they had learnt and create their own ‘Ideal Community’ and explain their choices to the grade fives. The diorama was created at school rather than at home as stated on the planner. The teachers felt that it would be more child centred than parent centred.

We changed activity #3 to a simple comparison between Japan and a country of their choice. The Venn diagram was considered unsuitable and too complicated for the students on this occasion.

The initial concept of community was difficult for the students to grasp and still remains so for some children. This is an area we wish to improve upon. Some ideas may be to start with the notion of a beehive and then compare that to TIS and then to the home community.

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**Stage 1: What is our purpose?**

A concise description of the central idea to be addressed and the scope of the inquiry

a) Central idea: There are many different types of communities of which we are members.

b) An inquiry into:
   - different types of communities
   - similarities & differences of communities
   - our roles & responsibilities within a community

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**Stage 2: What resources will we use?**

People, places, audio-visual materials, related literature, music, art, computer software etc.

Local community, friends & families, library resources,
Stage 3: What do we want to learn?
The key questions which will drive the inquiry.

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<th>Form</th>
<th>Function</th>
<th>Causation</th>
<th>Change</th>
<th>Connection</th>
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<tbody>
<tr>
<td>What is it like?</td>
<td>How does it work?</td>
<td>Who is it the way it is?</td>
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Teacher Questions:
1. What is a community?
2. Why are communities formed?
3. How are communities the same & different?
4. What are the roles of the different people within a community?
5. What are my responsibilities within my community?
6. How would it feel to be a certain person in a community?

Student Questions:
1. What is a community?
2. Why do some people do their job in the community?
3. Why do people work together?
4. How do people work together?
5. How are communities the same or different?
6. Why are communities different in other countries?
7. How would it feel to do a certain job?

Stage 4: How best will we learn?
Teacher and/or student designed activities which will address the key questions.

Pre-Unit Activities:
Following a stroll around the surrounding community, students will brainstorm on what they saw, and create a magazine collage. These will be posted and students take a “gallery walk” to compare each other’s collages.

Unit Activities:
1. a) Watch a video on communities & discuss.
b) Read a selection of books on communities & discuss.
Information gained from these activities will be added on ‘fact sheets’ posted on the walls.
2. Student question brainstorm session (with PYP Co-ordinator).
3. Teacher will give 4/5 questions for students to answer about their home & school communities. From their answers, students will create a Venn Diagram illustrating the similarities and differences between these communities.
4. Students will complete a “Who’s Who at TIS?” questionnaire/interview on one person and find out what their role is in the school community. Students will share their new information in groups.
5. Students will brainstorm problem-solution scenarios of different members of a community.
6. Mini-plays will be designed and created by groups of students. These will be performed for different members of the community.
7. As a home assignment, students will great a diorama of their ideal community. These will displayed and presented to the Middle School students.

Specialists Input:

Stage 5: How will we know what we have learned?
The strategies which will be used to assess learning.

Pre-Unit Assessment:
Following the stroll around the surrounding community, students will create a community collage.

Formative Assessment:
1) After watching a video and researching books, students will create & share a list of what makes up a community.
2) Students will produce a Venn Diagram on the similarities & differences between different communities (school, home).

Summative Assessment:
1) In groups, students will create a mini-play showing roles & responsibilities of members within a chosen community.
2) Students will design and create a diorama of their ideal community.

Student self-assessment:
- students will help design a checklist for the diorama.
- students will help design a rubric for the mini-plays.

How will we take action?
How the students will demonstrate their ability to choose, act and reflect.