

# 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 fill out any that apply and return to your child's teacher.*

My child is displaying the **learner profiles** from his/her IB unit (risk-taker, principled). Here are some examples:

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Here is how my child is showing the IB **attitudes** (confidence, independence, integrity, respect):

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My child has been demonstrating the **approaches to learning** (social, communication) 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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# IB Elements that Kindergarteners are focusing on during Unit 1/Who We Are:

## Approaches to Learning

### 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

## Attitudes



### Integrity

We have a firm sense of fairness and honesty.



### Respect

We respect ourselves, others, and the world around us.



### Confidence

We are confident in our abilities. We have the courage to take risks, apply what we have learned, and make appropriate choices/decisions.



### Independence

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

## Learner Profiles

### RISK-TAKER

*I try new things.*



I have the courage to try something new. I'm not afraid to give it a go, even if I feel shy. I am resilient and determined. I try to solve problems in different ways. I stand up for what I believe.

### PRINCIPLED

*I do the right thing.*



I always try to do what is right. I am fair and honest. I respect the dignity and rights of all people. I take responsibility for my actions and their consequences.

## 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 \_\_\_\_\_?

### PERSPECTIVE

**What are the points of view?**

Knowledge is not constructed only from the perspective of a particular discipline, individual, or group.

- Does \_\_\_\_\_ look the same if \_\_\_\_\_?
- How do people of other cultures \_\_\_\_\_?
- What different ways can we look at \_\_\_\_\_?
- Does anyone have a different way of explaining/doing \_\_\_\_\_?
- Can we agree/disagree respectfully?

### REFLECTION

**How do we know?**

There are different ways of knowing and it is important to reflect on our own conclusions. We should reflect on both our methods of reasoning and the quality and reliability of the evidence we have considered.

- How can the study of \_\_\_\_\_ help us learn about \_\_\_\_\_?
- What does this tell us about \_\_\_\_\_?
- How did you reach your conclusion?
- What evidence do you have to support \_\_\_\_\_?
- What source of information was most valuable?
- How does \_\_\_\_\_ help us understand \_\_\_\_\_?