

Sharing The Planet

YEAR 2 UNIT OF INQUIRY OVERVIEW

Year 2 2014

An inquiry into the struggle to share finite resources, access to equal opportunities, and peace and conflict resolution. This theme provides ample opportunities for students to engage with and reflect upon the concepts of global poverty, education for all, peace keeping and conflict prevention.



CENTRAL IDEA: People in communities can make a positive difference to the lives of others

Enduring Understandings:

What do we want the students to remember for a lifetime?

- ❖ Helping others begins with themselves

Teacher Questions:

- What do people do to help each other within a community?
- How do you and your family connect with the community?
- When a section of your community is unavailable, what happens? If we were to take away 'Church' (for example) what would happen?
- Do your values and attitudes affect you as a world citizen?

Lines of Inquiry

What is the focus of our inquiry?

People have different roles within a community

People access a variety of services for different reasons

Communities have a collective responsibility towards one another

Inquire. Explore. Discover.

PYP Attitudes

What attitudes do we want students to demonstrate?

APPRECIATION – To be grateful for the things I have

TOLERANCE – To accept others for who they are

RESPECT – To be polite and kind to others

EMPATHY – To understand what other people are going through

Learner Profile Attributes

What attributes do we want students to exemplify?

CARING- They show empathy, compassion and respect towards the needs and feelings of others. They act to make a positive difference to the lives of others and to the environment.

OPEN MINDED - They seek and evaluate a range of points of view and are willing to grow from the experience.

PRINCIPLED - They act with integrity, fairness and respect for individuals, groups and communities. They take responsibility for their own actions and the consequences that accompany them.



How can parents help at home?

To deepen your child's understanding of their inquiry, you could:

- ❖ Try to locate signs and facilities that cater for different people in our community e.g. senior citizen's clubs
- ❖ Talk with your child about some of the services your family has used in the past, is using now or may use in the future e.g. Maternal & Child Health Services, Aged Care Facilities
- ❖ Encourage your child to talk about how they can help in their community

Skills

What Transdisciplinary skills will students acquire and practise during the unit?

RESEARCH - *Students will survey and collate data about their family and friends on how they help in the community.*

SOCIAL – *Accepting responsibility; Respecting others; Cooperating - Students will be encouraged to take responsibility for their own actions and work cooperatively and respectfully with their grade to develop a positive learning environment.*

COMMUNICATION – *Developing active listening skills by partaking in discussions.*

SELF-MANAGEMENT – *Managing their actions and responses in their learning.*



Key Concepts

CONNECTION – How is it connected to other things?

RESPONSIBILITY – We are not just passive observers, as we can make choices that make a difference.

Related Concepts - citizenship, diversity, family, identity, rights, networks, prejudice.