

# PYP Curriculum Parent Guide

Emirates International School Meadows

2024-2025



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# Welcome to Meadows

Dear Parents

Welcome to our vibrant learning community at Emirates International School Meadows (EISM) in the heart of Dubai, United Arab Emirates. As the Primary Years Programme (PYP) Coordinator, it brings me great joy to extend my warmest greetings and introduce you to our exceptional educational environment.

First and foremost, I want to express my sincere appreciation for choosing EISM as the educational home for your children. By joining our esteemed school, you have become an integral part of a community that values excellence, embraces diversity and enables a love for learning. Our school prides itself on nurturing the holistic development of each student and your involvement here will undoubtedly contribute to this endeavour.

As parents of students in the PYP, you are embarking on a journey of discovery and inspiration alongside your children. The PYP encourages inquiry, critical thinking and personal reflection, empowering our learners to become active, compassionate and lifelong learners. Together, we will guide them in developing essential skills such as creativity, collaboration and global-mindedness, equipping them with the tools they need to thrive in an ever-changing world.

At EISM, we believe in the transformative power of education. Our commitment to providing a stimulating and inclusive learning environment is reflected in our facilities, dedicated staff and an array of resources. As you and your children settle into the school year, you will witness firsthand the immense potential that lies within our students, as well as the support they receive from our close-knit community.

Your involvement and support are crucial to enhancing our collaborative culture, inspiring our students and contributing to the continuous growth of our school. We encourage you to engage with our educational community, share your ideas and participate in meaningful dialogues that ignite innovation and educational excellence.

Throughout the year, you can expect a supportive network of teachers, dedicated mentors and opportunities for parent involvement to nurture the growth and development of your children. We believe in the power of collective expertise and together we will create a harmonious and stimulating learning environment that celebrates the diversity and cultural richness of our students and staff.

On behalf of the entire EISM community I extend my warmest welcome once again. As we embark on this exciting journey together I am confident that your dedication, passion, and commitment will contribute significantly to the success of our students and the realisation of our school's vision.

Yours in inquiry

Sumayya Shariff  
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PYP Coordinator and Curriculum Lead.

*"Inquiry learning sparks innovation and creativity, as students explore new ideas and perspectives."*

# Why choose the PYP?

The Primary Years Program (PYP) of the International Baccalaureate (IB) Programme puts the student at the center of the learning process. It explicitly values the diversity of its students, parents and teacher populations and strives to benefit from its diversity by exploring multiple perspectives and experiences.

The PYP integrates best practices from different national curriculums and is in line with current educational research. The PYP aims to offer a balanced programme that focuses on acquiring significant knowledge, developing essential skills, understanding meaningful concepts and developing positive attitudes, leading to thoughtful action.

The PYP maintains that an inquiry based teaching method, structured in Units of Inquiry with cross curricular links to other subject areas, is an effective approach to teach the knowledge, skills and concepts that we value.

# What will your child be learning?

The PYP has designed a transdisciplinary curriculum, which draws the individual disciplines into a coherent whole, while preserving the essence of each subject.

Your child will:

- develop a deep understanding of important concepts;
- conduct research into knowledge which has local and global significance;
- acquire and practice a range of essential skills;
- be encouraged to develop positive attitudes towards learning, the environment and other people; and
- have the opportunity for involvement in responsible action and service.

In the spirit of internationalism, students are required to learn a second language in addition to the language of instruction of the school.

# There are 6 Transdisciplinary Themes



# The PYP

The Primary Years Programme (PYP) is an educational framework developed by the International Baccalaureate (IB) for students aged 3 to 12. It aims to nurture and develop young learners holistically, focusing on their intellectual, social, emotional, and physical well-being. Here is a snapshot of the PYP:

**1. Inquiry-based Learning:** The PYP emphasises inquiry as a primary approach to learning. Students are encouraged to ask questions, investigate, and actively engage in their learning process. Through inquiry, they develop critical thinking, problem-solving skills, and a love for lifelong learning.

**2. Transdisciplinary Curriculum:** The PYP offers a transdisciplinary curriculum, which means that it integrates various subject areas into meaningful units of inquiry. Students explore overarching themes and make connections across disciplines, fostering a holistic understanding of knowledge.

**3. Learner Profile:** The PYP promotes the development of a set of attributes known as the "Learner Profile". These attributes include being knowledgeable, inquirers, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The aim is to cultivate well-rounded individuals who contribute positively to the world.

**4. Action and Service:** The PYP encourages students to take action and apply their learning to make a difference in their communities. It emphasizes the importance of service and promotes responsible citizenship by engaging students in meaningful actions that address real-world issues.

**5. Assessment:** The PYP employs a comprehensive assessment framework that focuses on the development of skills, attitudes, and conceptual understanding. It utilizes a variety of assessment strategies, including formative and summative assessments, to provide feedback on student progress and guide instruction.

**6. Collaborative Learning:** Collaboration is an essential element of the PYP. Students engage in collaborative projects, group work, and discussions, fostering effective communication, teamwork, and respect for diverse perspectives.

**7. International Mindedness:** The PYP fosters an appreciation for cultural diversity and promotes global understanding. Students explore different cultures, perspectives, and global issues, developing an international mindset and a sense of global responsibility.

**8. Home-School Partnership:** The PYP recognises the importance of collaboration between teachers, students, and parents/guardians. It encourages open communication, involvement in the learning process, and active participation in school activities.

Overall, the Primary Years Programme provides a framework that encourages students to become active, compassionate, and lifelong learners. It aims to develop critical and creative thinking, intercultural understanding, and the skills necessary to navigate an ever-changing world.

*"True learning begins when curiosity takes over and inquiry becomes the driving force."*

# What is the Programme of Inquiry (POI)?

The Programme of Inquiry (POI) is a central component of the International Baccalaureate (IB) Primary Years Programme (PYP). It outlines a framework of Transdisciplinary Themes, Key Concepts, and subject areas that guide the curriculum and learning experiences for students.

The POI is designed to promote inquiry-based learning and enable the development of essential skills and attributes in students. It consists of six Transdisciplinary Themes that explore broad and globally significant ideas. These themes provide a context for learning across subject areas and encourage connections between different disciplines. The six Transdisciplinary Themes are:

<p><b>WHO WE ARE</b></p> <p>An inquiry of the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.</p>	<p><b>WHERE WE ARE IN PLACE AND TIME</b></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; and our appreciation of the aesthetic.</p>
<p><b>HOW THE WORLD WORKS</b></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; and economic activities and their impact on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; and peace and conflict resolution.</p>

Within each Transdisciplinary Theme, there are key concepts that serve as a lens through which students explore and deepen their understanding of the theme. The POI also incorporates subject-specific knowledge and skills from various disciplines, such as Language, Mathematics, Science, Social Studies, Arts, and Physical Education.

The Programme of Inquiry is designed to provide a comprehensive and holistic approach to education, encouraging students to become active, compassionate, and lifelong learners. It promotes critical thinking, inquiry, and reflection while fostering an appreciation for different perspectives and cultures.

# IB LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB Learners we strive to be:

## **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## **BALANCED**

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

## **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# Language in the PYP

Language is fundamental to learning, thinking, and communicating and permeates the whole curriculum. It is necessary not only to learn language, but also learn about language and through language. Learning best takes place in authentic contexts, and literature plays a special role in enabling this to happen. The strands of oral, written and visual communication are learned across and throughout the subject areas. Each aspect is only relevant in relation to the whole.

PYP schools have a special responsibility to recognise and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic program and in the social life of the school, as well as to develop as individuals. All teachers in a PYP school are considered teachers of language.

Language learning plays a major role in schools where the language(s) of instruction may not be the student's first language. Research has shown that development of mother-tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with and maintain esteem for the language, literature, and culture of their home country. It is a strong predictor of their long-term academic achievement, including acquisition of other languages. Respect for differences between languages and between dialects should be promoted. Every child benefits from having access to different cultures, perspectives, and languages. Acquisition of more than one language enriches personal growth and helps facilitate international understanding.

Therefore, a PYP school provides the opportunity for all students to learn more than one language. Exposure to and experience with language, in all its richness and diversity, opens doors to key questions about life and learning, and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world.

The IB Learner Profile is integral to teaching and learning language in the PYP because it represents the qualities of effective learners and internationally minded students. The Learner Profile, together with the essential elements of the program—knowledge, concepts, skills and action—informs planning, teaching, and assessing in language.

# Mathematics in the PYP

In the PYP, Mathematics is viewed primarily as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics and can begin to use it as a way of thinking, rather than seeing it as a series of facts and equations to be memorised. The power of Mathematics for describing and analysing the world around us is such that it is a highly effective tool for solving problems.

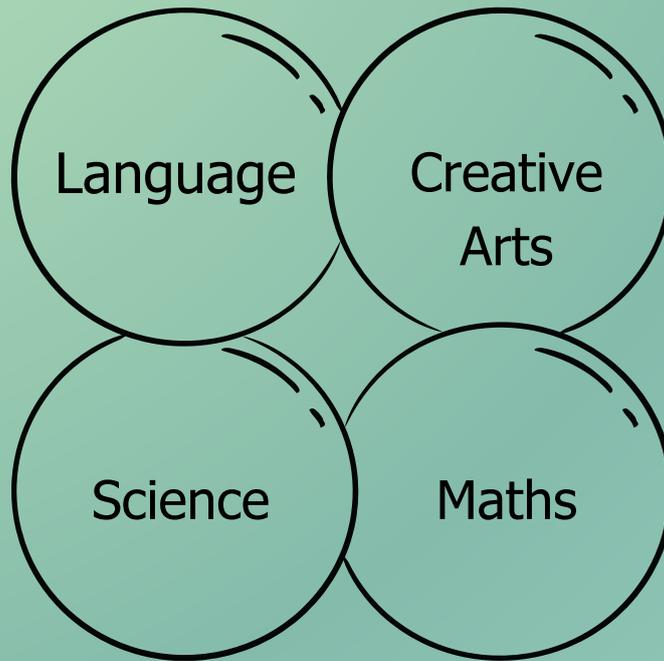
It is also recognised that students can appreciate the intrinsic fascination of Mathematics and explore the world through its unique perceptions. It is important that students acquire Mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction. Moreover, it is fundamental to the philosophy of the PYP that, since it is to be used in context, Mathematics needs to be taught in relevant, realistic contexts, rather than through an attempt to impart a fixed body of knowledge directly to students.

The IB Learner Profile is integral to teaching and learning Mathematics in the PYP because it represents the qualities of effective learners and internationally-minded students. The Learner Profile, together with the essential elements of the program—knowledge, concepts, skills and action—informs planning, teaching, and assessing in Mathematics.

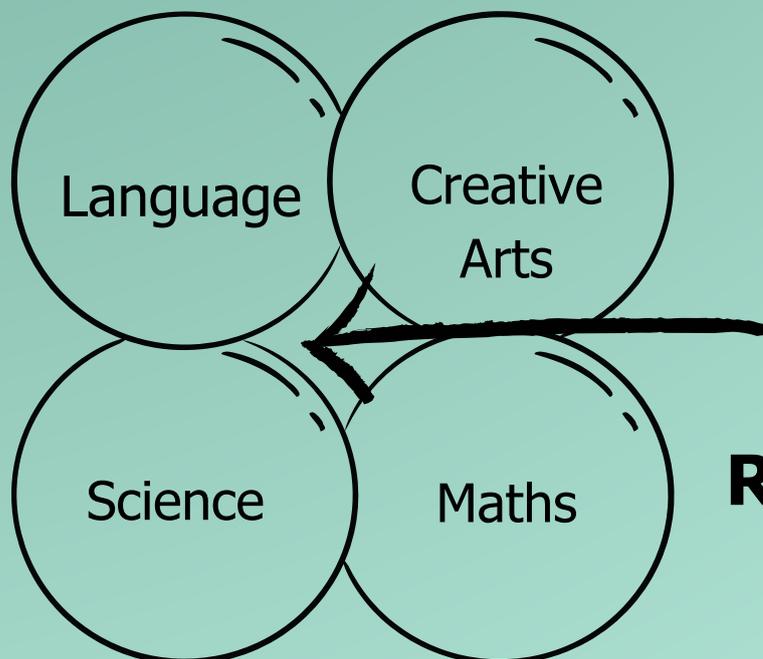
*"True learning begins when curiosity takes over and inquiry becomes the driving force."*

# What does Transdisciplinary mean?

## Traditional learning



## Transdisciplinary Learning



**Real World Problems**

# Within the Transdisciplinary unit, students will use....

Math



Language  
& Culture



Social  
Studies



Arts



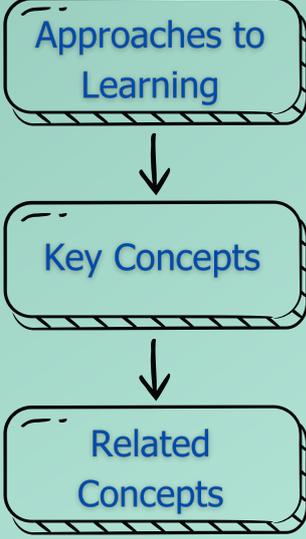
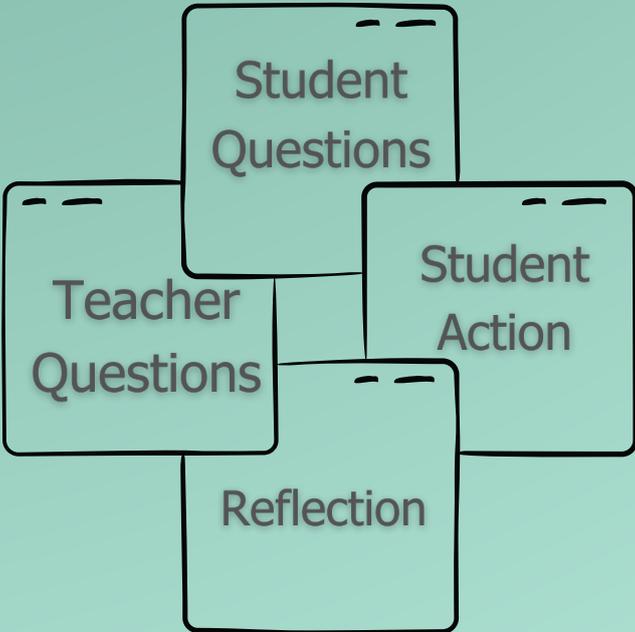
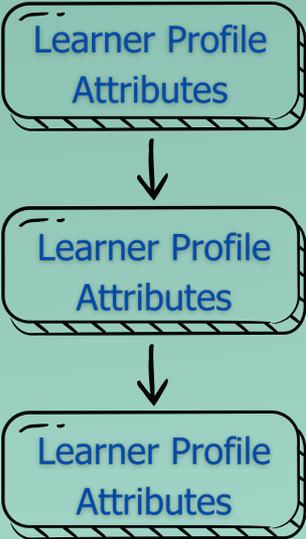
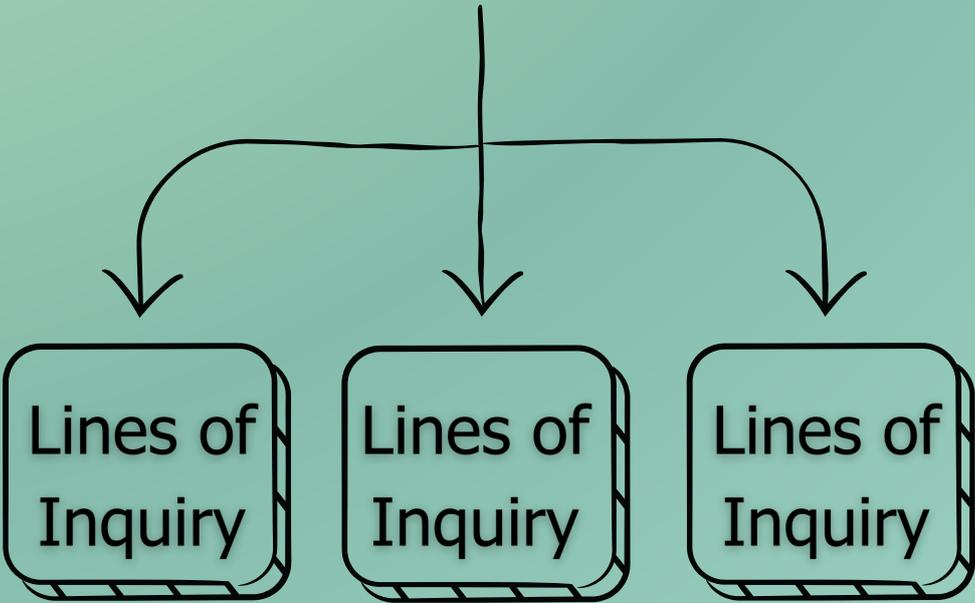
Literacy



as tools to explore the concept of patterns, voice, prediction, and storytelling.

Transdisciplinary Theme

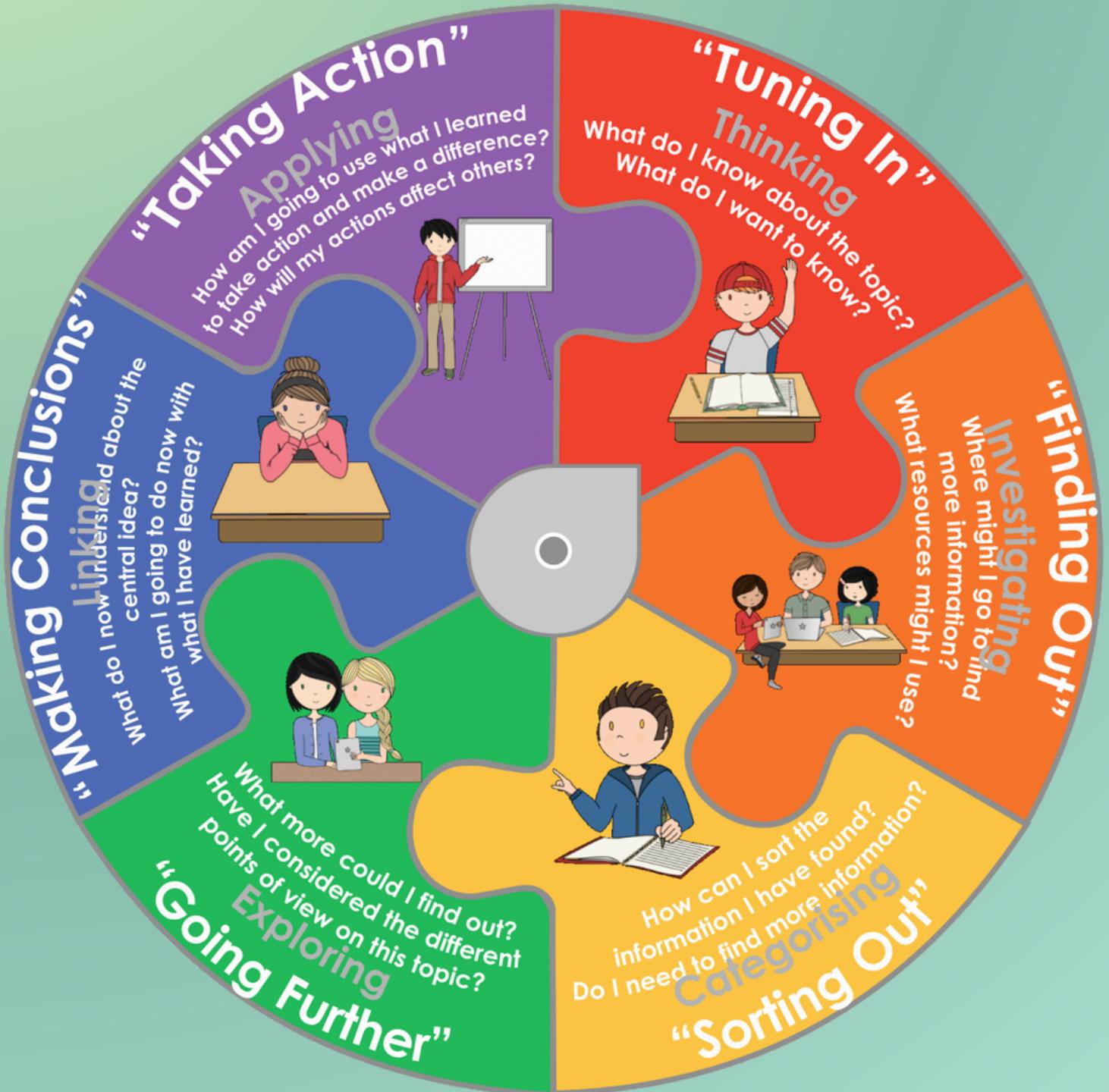
Central Idea



# Programme of Inquiry (POI)

	UOI 1	UOI 2	UOI 3	UOI 4	UOI 5	UOI 6
<b>EY 1</b>	Making caring choices with our bodies helps us, and those around us	Living Things Need the Same Things to Grow	We all have responsibilities in our communities	Stories help us learn, imagine, and have fun	<p><b>The POI runs from a 4-6 week period where big topics and ideas are delved into.</b></p> <p><b>*subject to change annually based on our POI Review</b></p>	
<b>EY 2</b>	Understanding and Celebrating Our Differences	An inquiry into what happened a long time ago	Our Connection with the Ocean	How stories make us feel		
<b>Year 1</b>	Friends and Families define and shape who we are	Plants and animals play a role in our world	Inventions are ideas designed to meet our needs	People express their uniqueness through language		
<b>Year 2</b>	An inquiry into whether all heroes wear capes	People's natural curiosity has led them to think beyond our own planet	Living things are suited to their environment	Patterns are everywhere	We all depend on each other	An inquiry into the development and impact of different communication methods
<b>Year 3</b>	Communities have rights and responsibilities	Ancient civilisations have shaped our world.	Science impacts our understanding of Earth.	Our use of water impacts our world.	Urban areas have features and infrastructure to meet the needs of their population.	Celebrations and traditions shape the culture of a community
<b>Year 4</b>	We can learn how to be role models by observing the actions of others	Exploration by great explorers leads to discoveries	Rivers play a vital role in shaping our environment and communities, influencing the plants, animals, and people that depend on them	Technology impacts communication through time	Ecosystems are affected by human activity	Consumption of products impacts trade
<b>Year 5</b>	Human beings function differently to other living things	Architecture reflects the technological and social ideas of the time	Energy may be converted, transformed and used to support human progress	There are complex interconnections between mankind and space	How have Historical events shaped the world we live in	Advertisers use techniques to persuade target audiences
<b>Year 6</b>	Our bodies react in different ways to external and internal influences	Leaders and business assist in the development of our local economy	PYP Exhibition	Prejudice and conflict influence global societies	Human migration is a response to circumstances, challenges and opportunities	Laws and rights are essential for ensuring justice and fairness in society

# What is the Inquiry Cycle in the PYP?



The inquiry cycle in the Primary Years Programme (PYP) is a structured framework that guides the teaching and learning process. It encourages students to explore, question, investigate, and reflect on their learning experiences.

The inquiry cycle consists of the following stages....(see next page)

## TUNING IN

This stage aims to stimulate students' curiosity and engage them in the topic or concept being studied. It involves activities that activate prior knowledge, provoke questions, and generate interest. The Tuning In stage sets the foundation for inquiry by creating a connection between students' existing knowledge and the new concept or idea they will explore.

## FINDING OUT

In this stage, students gather information and conduct research to deepen their understanding of the topic. They explore various resources, such as books, websites, interviews, experiments, and field trips, to gather data and facts. Students develop skills in information literacy, critical thinking, and communication as they seek answers to their questions and investigate different perspectives.

## Sorting Out

After gathering information, students engage in analysing and organising their findings. They identify patterns, make connections, and develop conceptual understandings. This stage encourages students to think critically, synthesize information, and develop their own interpretations. Students may create graphic organizers, diagrams, or concept maps to represent their understanding and facilitate meaningful connections.

## GOING FURTHER

In this stage, students extend their learning by applying their knowledge and understanding in authentic contexts. They engage in hands-on activities, experiments, simulations, or projects that allow them to transfer their knowledge and skills to real-life situations. Students may collaborate, experiment, create, or problem-solve, actively engaging with the concepts they have explored.

## TAKING ACTION

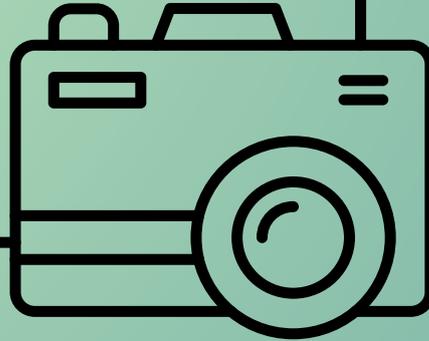
The final stage of the inquiry cycle emphasizes the importance of taking action based on newfound understandings. Students are encouraged to apply their learning to make a positive impact in their community or beyond. This action can manifest in various ways, such as raising awareness, implementing solutions, advocating for change, or engaging in service projects. Taking action fosters students' sense of responsibility and empowers them to become active contributors to a better world.

## MAKING CONCLUSIONS

The Making Conclusions stage encourages students to reflect on their learning journey and draw conclusions. They evaluate their findings, consider different perspectives, and make connections to their own lives and the broader world. Students may articulate their understandings through discussions, presentations, debates, or creative expressions, highlighting their growth, insights, and personal reflections.

**It is important to note that the inquiry cycle is not always linear, and students may move back and forth between stages as they explore and deepen their understanding. The cycle promotes an active and student-centered approach to learning, nurturing curiosity, critical thinking, and lifelong inquiry skills.**

# PYP in a snapshot



## PYP: FROM PRINCIPLES INTO PRACTICE

### THE KEY CONCEPTS

THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

- FORM**  
What is it like?
- FUNCTION**  
How does it work?
- CAUSATION**
- CHANGE**
- CONNECTION**
- PERSPECTIVE**  
What are the points of view?
- RESPONSIBILITY**

### APPROACHES TO LEARNING

- SOCIAL SKILLS**
  - Developing positive interpersonal relationships and collaboration skills
  - Developing social-emotional intelligence
- RESEARCH SKILLS**
  - Information-literacy skills
  - Media-literacy skills
  - Ethical use of media/information
- THINKING SKILLS**
  - Critical-thinking skills
  - Creative-thinking skills
  - Transfer skills
  - Reflection/metacognitive skills
- COMMUNICATION SKILLS**
  - Exchanging-information skills
  - Literacy skills
  - TCT skills
- SELF-MANAGEMENT SKILLS**
  - Organization skills
  - States of mind

### KNOWLEDGE TRANSDISCIPLINARY THEMES

- Who We Are**
- Where We Are in Place and Time**
- How We Express Ourselves**
- How the World Works**
- How We Organise Ourselves**
- Sharing the Planet**

### AGENCY

PYP LEARNERS....

- ARE ACTIVELY ENGAGED IN VARIOUS STAGES OF LEARNING, INCLUDING: THINKING ABOUT, PLANNING, MODIFYING AND CREATING
- ARE ACTIVELY INVOLVED IN DISCUSSION, QUESTIONING AND BY BEING SELF-DIRECTED IN THEIR CREATING (AS OPPOSED TO PASSIVE RECEIVING)
- APPLY THEIR UNDERSTANDING OF CONCEPTS THROUGH THE CONSTRUCTION OF THEIR PROJECTS/PLAY
- MAKE CONNECTIONS TO THE REAL WORLD BY TAKING PAST EXPERIENCES INTO THEIR PLAY WORLDS
- HAVE AN ACTIVE VOICE AND STAKE IN THE CLASSROOM/COMMUNITY
- FACE CHALLENGES AND ARE GIVEN THE FREEDOM TO INDEPENDENTLY OVERCOME THESE OR FAIL THROUGH TRIAL AND ERROR OR EXPERIMENTATION
- ARE RISK-TAKERS
- EXPRESS THEIR THEORIES OF THE WORLD AND THESE ARE HONOURED IN THE ENVIRONMENT
- REFLECT ON THEIR ACTIONS AND SELF-REGULATE

**VOICE**  
students question, guide and direct learning  
students propose and initiate action  
students participate in decision making

**CHOICE**  
students co-construct learning goals  
students engage with multiple perspectives

**OWNERSHIP**  
students define own learning goals  
students reflect on own learning goals  
student ideas are supported throughout planning and taking action.

### LEARNER PROFILE ATTRIBUTES

- INQUIRERS
- KNOWLEDGEABLE
- THINKERS
- COMMUNICATORS
- PRINCIPLED
- OPEN-MINDED
- CARING
- RISK-TAKERS
- BALANCED
- REFLECTIVE

### APPROACHES TO TEACHING

- BASED ON INQUIRY
- FOCUSED ON CONCEPTUAL UNDERSTANDING
- DEVELOPED IN LOCAL AND GLOBAL CONTEXTS
- FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION
- DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS
- INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

### Central Idea

THE PRIMARY CONCEPTUAL LENS THAT FRAMES THE TRANSDISCIPLINARY UNIT OF INQUIRY AND SUPPORT STUDENTS' CONCEPTUAL UNDERSTANDINGS OF THE TRANSDISCIPLINARY THEME UNDER WHICH IT IS SITUATED

### Lines of Inquiry

STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY

THE LEARNER	LEARNING AND TEACHING	THE LEARNING COMMUNITY
AGENCY	TRANSDISCIPLINARY LEARNING	COMMUNITY OF LEARNERS
EARLY LEARNER	APPROACHES TO LEARNING	INTERNATIONAL MINDFULNESS
LEARNER PROFILE	INQUIRY	LEADERSHIP
ACTION	CONCEPTS	COLLABORATION
THE EXHIBITION	DEVELOPING A PROGRAMME OF INQUIRY	LEARNING ENVIRONMENTS
	ASSESSMENT	TECHNOLOGY
	LANGUAGE	

### Action

USE LESS PAPER  
SWITCH OFF THE LIGHTS WHEN LEAVING THE ROOM  
ALWAYS FINISH YOUR FOOD  
BUY YOUR OWN BOTTLE TO DRINK

- PARTICIPATION**  
contributing as individual or group
- ADVOCACY**  
action to support social / environmental / political change
- SOCIAL JUSTICE**  
relation to rights, equality and equity, social well-being and justice
- SOCIAL ENTREPRENEURSHIP**  
innovative, resourceful and sustainable social change
- LIFESTYLE CHOICES**  
eg. consumption, impact of choices

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#The power of inquiry learning lies in the process, not just the final outcome."

This is an example of a  
Year 6 Unit of Inquiry  
under the  
Transdisciplinary  
Theme of Sharing The  
Planet

# Year 6 Sharing The Planet

↑↓  
Transdisciplinary  
Theme

## Central Idea

An Exploration of Biodiversity and Conservation

↑↓  
Big Idea

## Lines of Inquiry

The interconnectedness of ecosystems  
Conservation strategies and their effectiveness  
Sustainable living and responsible stewardship

↑↓  
Sub-Ideas



1. The interconnectedness of ecosystems:

- How are different species dependent on each other within an ecosystem?
- What happens when there is a disruption in the balance of an ecosystem?
- How can human activities impact biodiversity and the functioning of ecosystems?

↑↓  
Teacher  
Questions  
to  
provoke  
the  
Inquiry

2. Conservation strategies and their effectiveness:

- What are the various conservation strategies used to protect biodiversity?
- How do protected areas, such as national parks and reserves, contribute to conservation efforts?
- What are the challenges faced in implementing conservation strategies, and how can they be overcome?

→  
Teacher Questions to provoke the  
Inquiry

3. Sustainable living and responsible stewardship:

- How can individuals and communities contribute to the conservation of biodiversity?
- What are the sustainable practices that promote responsible use of natural resources?
- How can we raise awareness about the importance of biodiversity and encourage others to take action?

→  
Teacher Questions to provoke the  
Inquiry

These lines of inquiry will allow students to delve into the concepts of interconnectedness, conservation strategies, and personal responsibility in relation to biodiversity and conservation. Through research, exploration, and critical thinking, students can develop a deeper understanding of the topic and its significance for the planet.



# Central Idea:

## An exploration into Biodiversity and Conservation



### Subject Areas:

Science, Language, Social Studies

**Objective:** To develop students' understanding of biodiversity, conservation, and the importance of sharing the planet responsibly.

### Cross-Curricular Links:

#### 1. Science:

- Investigate and analyse the concept of biodiversity by studying different ecosystems, species, and habitats.
- Explore the interdependence of organisms within ecosystems and how changes in biodiversity can impact the balance of nature.
- Discuss the importance of conservation efforts to protect endangered species and preserve habitats.

#### 2. Language:

- Develop communication skills by engaging in discussions and debates about conservation issues, such as deforestation, pollution, and habitat destruction.
- Encourage critical thinking and research skills through reading and analysing informational texts related to biodiversity and conservation.
- Enhance writing skills by creating persuasive essays or letters advocating for the protection of a specific ecosystem or endangered species.

#### 3. Social Studies:

- Examine the global impact of human activities on the planet and discuss sustainable practices for sharing the planet responsibly.
- Investigate different cultures and their traditional knowledge about nature conservation and sustainable living.
- Discuss the role of international organizations, such as the United Nations and non-governmental organisations, in promoting global environmental protection.

#### 4. Mathematics:

- Conduct data analysis by collecting and interpreting information related to biodiversity, such as population sizes, species distribution, and habitat loss.
- Use mathematical models to understand concepts like population growth, carrying capacity, and ecological footprints.
- Explore the economic aspects of conservation by analyzing the costs and benefits of preserving ecosystems versus exploiting natural resources.

#### 5. Art:

- Express their understanding of biodiversity and conservation through artistic forms, such as creating posters, sculptures, or paintings that depict the beauty and importance of nature.
- Explore environmental art and artists who use their work to raise awareness about environmental issues.
- Collaboratively design a mural or installation related to the theme of sharing the planet, incorporating artistic elements from different cultures.

By incorporating these cross-curricular links, students will have a comprehensive understanding of the theme "Sharing the Planet" while strengthening their knowledge and skills across multiple subject areas.



# Action Component

Every Unit of Inquiry should have an Action component. A practical skill where students are given an opportunity to showcase their learning

## "Biodiversity Guardians"

**Description:** In this action component, students will become "Biodiversity Guardians" and take active steps to promote biodiversity and conservation within their school and local community. Through various activities, they will raise awareness, initiate change, and make a positive impact.

### Steps for Implementation:

#### 1. Awareness Campaign:

- Research and create informative posters, presentations, or videos highlighting the importance of biodiversity and the impact of human activities on ecosystems.
- Organise an exhibition or assembly where students can showcase their work and educate their peers about biodiversity conservation.

#### 2. School Biodiversity Audit:

- Conduct a biodiversity audit of the school grounds, identifying different species of plants, animals, and insects.
- Collaborate with the school administration to develop plans for habitat creation and enhancement within the school premises.

#### 3. Community Outreach:

- Engage with local environmental organizations or experts to organize workshops or guest lectures on biodiversity and conservation.
- Collaborate with community members to initiate local conservation projects, such as planting native trees, creating pollinator gardens, or organising clean-up drives.

#### 4. Sustainable Practices:

- Advocate for sustainable practices within the school and community, such as reducing waste, conserving water and energy, and promoting responsible use of resources.
- Develop and distribute informational materials or conduct workshops to educate others about sustainable living practices.

#### 5. Reflection and Celebration:

- Provide opportunities for students to reflect on their actions and evaluate the impact of their initiatives.
- Celebrate the achievements and efforts of students through a culminating event, such as a "Biodiversity Fair" where students can showcase their projects and share their experiences with the wider community.

By engaging in these actions, students will actively contribute to the conservation of biodiversity, develop a sense of responsibility towards the environment, and inspire others to become stewards of the planet.

# Action

In the PYP, action is considered to be both an application of learning and an opportunity for students to engage in a form of contribution or service. All students must complete an authentic and appropriate action element. This may take place at school or away from school with supervision and parent permission. Students are encouraged to think of a variety of ways to take action.



## I WANT TO INFORM PEOPLE

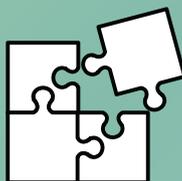


- Info poster
- Video
- Art project
- Persuasive Letter
- Puppet show
- Class visit on Zoom
- Infomercial
- Start a club
- Infographic
- Digital Display
- Photography
- Social Media campaign
- Viral Video
- Make a Website
- Photo Gallery
- Design a game
- Present Data



## I WANT TO CHANGE MY BEHAVIOUR AND CHOICES AND I WANT TO INSPIRE OTHERS TO CHANGE THEIR BEHAVIOUR AND CHOICES

- Pledge
- Petition
- Journal reflection
- Daily/Weekly challenge
- Start a campaign
- Design an app for tracking behaviour
- Contest
- Competition
- Ask an expert



## I WANT TO PREVENT A PROBLEM OR IMPROVE A SOLUTION

- Design something
- How to Design an App
- Organise an activity
- Organise an online event
- Invent something
- Draw blueprints
- Prototype
- Persuade
- Action plan
- Create a game
- Sell a product
- Propose a change
- Compare and contrast



## I WANT TO BUILD SOMETHING TO UNDERSTAND MY TOPIC BETTER AND I WANT TO DESIGN A SOLUTION

- Build a model
- Prototype
- Alter/improve technology
- Build/make a product
- Design a system
- Make samples
- Make a scoring system
- Design an evaluation tool
- Diorama
- Triorama
- Stop Motion video
- Minecraft simulation
- Scratch programming
- LEGO model

## **The Learner:**

Describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

## **Learning and teaching:**

Articulates the distinctive features of learning and teaching (how best to support learners?)

## **The Learning community:**

Emphasises the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

## **Form:** What is agency in the enhanced PYP curriculum?

In the new enhanced PYP curriculum there is a shift towards a greater emphasis of providing more deliberate autonomy for our students, thus developing leadership. This form of leadership can be viewed as deliberate, independent decision making for one's own success or leading synergistically within a group.

Agency is basically when our students have ownership of their own learning and action that comes from that learning. Our job is to facilitate opportunities with their learning that enable more active participation for the kids.

## **Function:** What is a learner- centered environment and how does it work?

Within a learner-centred environment there is a lot more student participation with reflection and responsibility than in a teacher-centred environment. The children identify and set their own goals, help to choose their own differentiated activities and reflect upon how well they have met their goals. It becomes more of a partnership with the teacher when the students are helping to design the projects and activities along the lines of inquiry, which is driven by their curiosity and interest.

With a learner-centred classroom the teacher becomes the facilitator of the learning and assessment, monitoring the action, the progress and checking in with the kids. It has been an explicit expectation of the PYP for a while, that successful inquiry will lead to student initiated action as a direct result of the learning process, which in turn, extends the students' learning.

Student action looks like:

- independent thinking
- decision making
- taking a risk
- making mistakes
- problem solving
- fixing mistakes
- researching
- cooperation
- communication
- lots of reflection
- responsibility
- commitment



# Planting the Seeds of a PYP Learner





Our journey into  
inquiry starts