| Activities | Tools / Resources / Materials / Contacts |
|---|---|
| Know where you stand (solution) | Individual summary on their Google Docs. |

What is the product from the solution to the Problem / Inquiry?

Forum for Learning / Sharing Information

- Blog
- Audio Recording
- Podcast / Vodcast
- PhotoStory
- Publisher for Newsletter to go home
- News Report
- Radio Interview

# Problem Solving / Inquiry Project

Planning Booklet

Teacher: _____

Grade: Primary | Intermediate

## Mission Statement

What evidence will indicate they have achieved it?

- Formative / Summative
- Observations—Checklists + Data Collection

## Problem / Inquiry Big Question

How prepared can you be for any natural disaster?

- What steps could be taken for preparing us for an earthquake?
- Why is this more relevant for BC residents?

“October 2012, a 7.7 magnitude earthquake struck Haida Gwai.”

## Assessment—Standards Based—Informative Assessment

Go back and take a look at your ILOs. What is the evidence to show they have got it? Use a rubric. Keep it simple.

| Strategies | Evidence and What's Next |
|---|---|
| Graphic Organizer | Brainstorm |
| Checklist | Have you found answers to all the questions generated? |
| Ticket out the Door | Used in multiple instances to check understanding or pull out the important info that speaks to the students. |
| Mini-Assessment | Peer / Teacher assessment |
| Observations | How the student performed in a group. |
| Group Dialogues | After collaborating with other groups. |
| Rubrics | Work habits, individual or group Research / Information |

## Generating Buzz

You are part of a research team investigating how prepared we are in the event of an earthquake.

Simulate an earthquake or show some news footage.
Present the classroom messed up after an earthquake.

## Understanding the Problem

- History of Earthquakes in BC and nearby (Los Angeles). How this may indicate our risk?
- Understand the relationship of how our geography and location increase the risk and impact of potential earthquakes.
- What are basic/essential resources for being prepared? (Science around food/ water etc.)
- Existing government emergency preparedness information. (Kits, emergency plans etc.)

## Research / Activities

Dig into topic that add / change / improve prior knowledge

Ask Experts. Contact Community. Draw info from Students. What's Missing?
Be specific, How do you know? Assess Bias, Fact, and Opinion.

What are the Activities?

| Activities | Tools / Resources / Materials / Contacts |
|---|---|
| Hook/Intro Lesson (Generating the Buzz) | Youtube Earthquake Video |
| What do they know? (Accessing Prior Knowledge) | Kidspiration / Inspiration to record what they know |
| Indentify the information you need to solve the problem. (Refining the questions) | Google Docs - Teams |
| Brainstorming ways to find the answers to the questions raised. | Class Brainstorm |
| Narrow and group their focus based on interest in the questions generated in "Understanding the Problem" | From the small group talk time, move to a big group class kidspiration |
| Learning may look different for groups. Online research. Bringing in an expert. Fieldtrips. | Variety of tools, materials, resources. Use Google Docs to record their findings |
| Keep students interested by adding additional facts or unexpected twists. Increasing engagement. Adding a time sensitive aspect (They need to know by….) | News Report—Principal comes in with late breaking news of another earthquake. This may increase urgency. |
| Sharing Session from different groups. (Spiral of Inquiry) What is still missing? What new questions arose? | Reporting out activity. |