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| **Teacher(s)** | **Ms. Leventis** | **Subject group and discipline** | **Design** | | |
| **Unit title** | **Obstacle Course Design** | **MYP year** | **3** | **Unit duration (hrs)** | **15** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Systems** | **Ergonomics** | **Identities and Relationships**  **Exploration: Psychological and social development** |
| Statement **of inquiry** | | |
| **Ergonomics and systems need to adapt to different stages of psychological and social development.** | | |
| **Inquiry questions** | | |
| Factual**—** **What kinds of obstacle courses are best for different age groups?**  Conceptual**— How do kids change and develop? How are people’s physical, spatial and mental abilities different at different ages?**  Debatable**— Are obstacle courses fun for everyone?** | | |
| **ATL Skills:**  In order to design and build an engaging and successful obstacle course, students must communicate in a clear, concise, logical and persuasive manner using supporting evidence. | | |