

**STEP 1: Starting Questions**

Description	PSII Learner.....	PSII Teacher....
Generate initial questions based on interest/curiosity or based on a former inquiry that led to new questions.	Creates or co-creates a question or questions that are of a kind that will allow for inquiry to take place.	Helps learner as needed to develop questions that are conducive to inquiry.

**Example:** “I am very interested in sleep and dreaming. Some questions that I can think of right now are:

- Does everyone dream? How often?
- I heard if you die in your dream, you die in real life? Is that true?
- Are dream interpretations real?
- What causes insomnia?
- How much sleep is actually required to live?

**STEP 2: Initial Research and Thought – Deepening the Inquiry**

Description	PSII Learner.....	PSII Teacher....
Engage in research (books, internet, discussion, reflection, mini-project, lab...) that will better inform the inquiry.	Takes on early research based on initial questions. May discuss with teacher and/or classmates to help hone inquiry. Research may involve creating something or doing something rather than just reading/talking about it.	Discuss research options with learner. May teach a class or two or lead a group discussion on topics related to early questions. May help learner interpret texts and other sources found. May help learner design a lab or exploratory activity to help flesh out learner’s understanding of topic.

**Example:** In order to think beyond my initial questions, I will research those questions as a means of scaffolding to a deeper set of questions that will eventually turn into activities.

- Internet research on sleep and dreaming
- Consult books/journals in the library on dreaming
- Talk to an expert about the validity of dream interpretation.
- Ask teacher for a lesson on sleep science and brain science related to dreaming.
- Have a discussion with inquiry circle about people’s thoughts on dreams and their meanings

**STEP 3: New Questions**

Description	PSII Learner...	PSII Teacher...
Based on research and reflection in Step 2, learner now creates more and deeper questions. These will be the basis for lessons, activities and projects.	Creates new questions. Could be done in a mind map from original questions, or just a list of questions. Uses types of questions that best lend themselves to inquiry.	Assists student in formulating question that will lead to quality inquiry and that can also translate into activities that are appropriately suited to learner’s academic and personal development goals.

**Example:** “After completing my work in step 2, I now know more about this topic. My new questions are:

- Is lucid dreaming possible and can it help people address real issues?
- What are the various contemporary schools of thought on the meaning of dreams?
- How have dreams been portrayed in literature?
- Do different cultures in the worlds place different levels of importance on dreams?
- Are dreams part of the regenerative process of sleep?
- What are the characteristics of the various sleep stages (REM, alpha, delta...)?
- Is it easier to wake up in the morning if you are at the end of a sleep cycle?
- What is the relationship between diseases and disorders and sleep deprivation?
- Do artists often refer to their own dreams for inspiration?
- What is the difference between nightmares and night terrors?
- On average, how much sleep do people really get each night?
- Does a darker bedroom make it easier to dream?
- What equipment/techniques are used to measure levels of consciousness?
- Is hypnosis at all related to sleep and dreaming?
- Is it dangerous to wake a sleep walker?

**STEP 4: Plan Learning Activities**

Description	PSII Learner...	PSII Teacher...
Using refined and deepened questions as a guide, learner (with help of teacher as required) develops a plan for learning activities, including projected timelines and expected artefacts of the learning that takes place.	Learner uses planning tools (e.g. lists, webs, Gantt chart) to flesh out learning activity specifics, to set timelines, and to schedule just-in-time lessons, to propose group activities, and to coordinate with mentors/experts/etc.	Teacher assists learner, as needed, to develop a rich and detailed plan. The teacher may help coordinate resources (teachers, other learners, mentors, experts) and to suggest activities and possible artefacts of learning.

**Example:** 'Based on my new questions, here is how I would like to pursue the learning within this line of inquiry:

- Conduct secondary research on dream and sleep science, including lucid dreaming, sleep stages, the role of sleep in health, nightmares, night terrors, and sleepwalking (1 week timeline)
- Write a story about a lucid dreamer who harnesses the power of the surreal dreamworld to develop cures for major illnesses in the real world (2 to 3 weeks, including editing and writing workshops)
- Ask for teacher-led writing workshops on character development and suspense creation. (2 to 3 lessons; invite other students who are writing things)
- Ask teacher for a list of literature titles in which dreaming plays a major part. Read some of those (1 week), and synthesize the main themes in a short essay. (1 week)
- Conduct some primary research on the relationship between darkness of room and dreaming. (ask for student volunteers to participate for one week in either a dark room or a brighter room and to report on dream (remembered) frequency and analyse results (one month).
- Ask teacher for a lesson/discussion on research methodology so my study (above) is as good as it can be (1 hour)
- Display results from activity above in the form of a lab report and using graphs/charts.
- With teacher's help, set up a visit to the VIHA sleep clinic to interview technicians, doctors, nurses (not sure who will be available) about the equipment they use in monitoring sleep and diagnosing sleep issues. (1 hour)
- Visit the clinic (above) (2 hours) and then write an thank you letter (1 hour) and a short reflection on what I learned there (1 hour).
- Develop reflection from above into a Powerpoint presentation (3 hours) and present to the school (1 hour).
- Research famous artists who have credited their dreams as sources of inspiration for their work. Interview some local artists and ask them about the influence of dreams on their work. (1 week) These interviews could be recorded on the zoom recorder (with artists' permission) and made into a podcast. (3 to 4 hours)

(These examples touch on learning outcomes in all competency areas, plus major outcomes in English, Science, Psychology, Math, Art, Social Studies, Drama, Digital Media, Social Studies...)

### Step 5: Engage in Learning Activities

Description	PSII Learner...	PSII Teacher...
<p>Learner carries out planned activities, updating teachers as changes to plan occur. Assessments of learning and learning artefacts takes place throughout the inquiry, based on completion timelines. Assessment will include referencing BC learning outcomes in relevant courses.</p>	<p>Learner follows plan to complete learning activities associated with the inquiry. Learner may need to ask for “just in time” lessons as the inquiry unfolds. Learner completes daily workplan as fits their inquiry timelines.</p>	<p>Teacher monitors student progress, offering support and suggestions as needed. Teacher ready to assist with “just in time” lesson, or with accessing resources (people, rooms, equipment, organizing student groups). Teacher meets with student several times throughout inquiry for assessment purposes.</p>

Learner may have multiple inquiries going at once. It is important that learner organizes time (with teachers’ help) to best fit the projected timelines for each activity in the inquiry, starting with Step 1. One inquiry may lead to ideas for other inquiry topics or questions, and learners should always write ideas down in “parking lot,” allowing them to find those ideas again later if they want to pursue them.