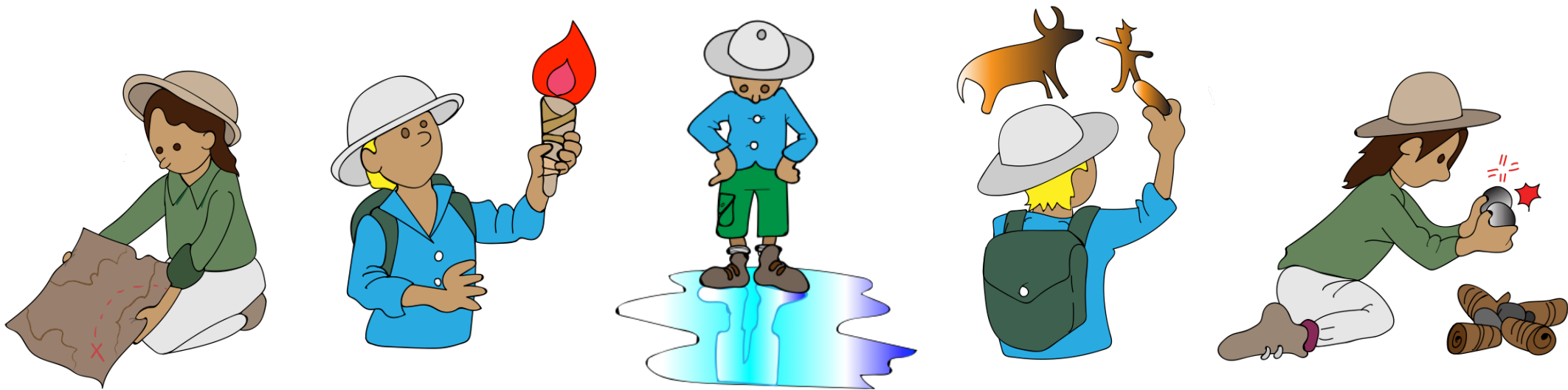




# INQUIRY JOURNEY



The inquiry journey represents the possible options or stops as ideas, perspectives or attitudes are investigated. There is no one starting point or defined path that this journey must follow. The journey may wind around, double back; it may be straight or occasional there may be a stop that can be missed... perhaps even a new stop added.



# CREATE

- Find a way to share and show what you know with others
- Create a presentation, representation, etc. of what you know, have discovered or even the process you took

## Questions to consider

- *How can I create something to solve a problem?*
- *How can I do something in a new way?*
- *What will I create to share my thinking, feelings, etc. with others?*
- *What action can I take with my learning?*



# EXPLORE

- Find a way to explore ideas, to test ideas or develop a hypothesis
- Discover new ideas, identify misconceptions, learn facts, skills, perspectives or attitudes, etc.

## Questions to consider

- Questions to consider
- *Where can I find information, perspectives, evidence, etc.?*
- *Who can help me?*
- *How can I make discoveries?*
- *How can I double check on my current ideas?*



# RECORD

- Find a way to record the process and discoveries in a way that makes sense to you
- Use these recordings in the CREATE phase or merge the phases together

## Questions to consider:

- *How will I collect and keep my information?*
- *How will I record my process, discoveries, perspectives, etc.?*
- *Who will record ideas with me?*
- *What is the purpose of my records? How could they help? Who will see them?*



# REFLECT

- Reflect on the choices made, ideas that are present, perspectives that are shared, anything that will or has impacted you as a learner and the ideas and skills you hold.
- Use reflections to guide choices before, during or after an inquiry

## Questions to consider:

- *How will I reflect on ideas, process, discoveries, perspectives, etc.?*
- *What do I already know? What am I curious or wondering about?*
- *What will/ have I discovered?*
- *Has my focus changed? Why? Why not?*



# PLAN

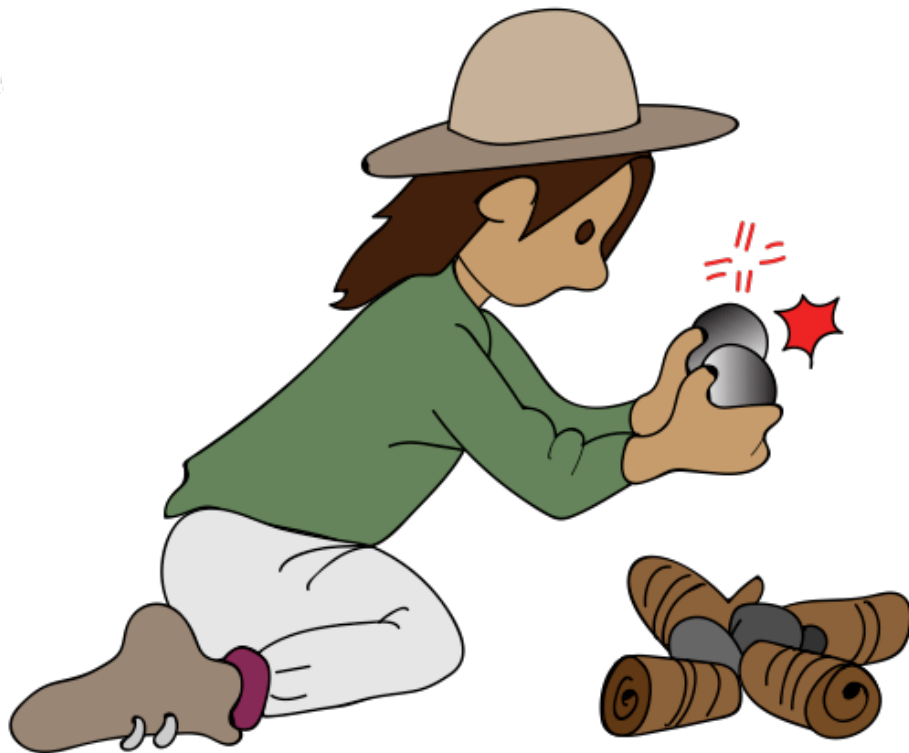
- Make choices, develop a plan or process to guide your choices
- Be ready to adapt your plan when new possibilities arise

## Questions to consider

- *What do I want to find out?*
- *How can I organize my own ideas, perspectives, feelings, etc.?*
- *What tools or resources will I need?*
- *What choices can I make?*
- *Who might support me?*
- *What processes, skills, or attitudes, etc. might I use during the inquiry?*

# CREATE

A way to share and show what you know or discover or invent with others.



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# EXPLORE

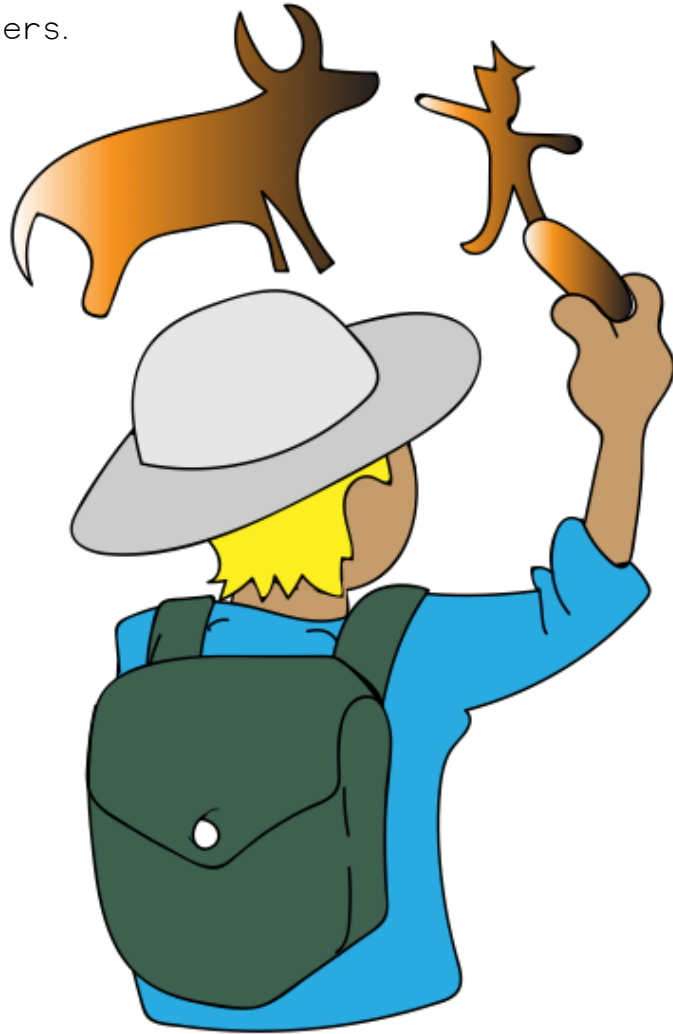
Explore, discover ideas or test ideas. Find ways to innovate or reorganise thinking.



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# RECORD

Record the process, discoveries and perspectives in a way that makes sense to you and can be shared with others.



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# REFLECT

Use reflections to guide choices before, during or after an inquiry



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# PLAN

Make choices, develop a plan or process to guide your choices

Be ready to adapt your plan when new possibilities arise



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*BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "*





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