



# What is Flight? Community of Inquiry

YEAR 5 AND 7  
BIOLOGICAL SCIENCES  
PHYSICAL SCIENCES  
DESIGN AND TECHNOLOGIES



**QGC**

**FUTUREMAKERS**



**QUEENSLAND  
MUSEUM NETWORK**



**Queensland  
Government**

# Future Makers

Future Makers is an innovative partnership between Queensland Museum Network and Shell's QGC business aiming to increase awareness and understanding of the value of science, technology, engineering and maths (STEM) education and skills in Queensland.

This partnership aims to engage and inspire people with the wonder of science, and increase the participation and performance of students in STEM-related subjects and careers — creating a highly capable workforce for the future.

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# ENGAGE

## What is Flight?

### Teacher Resource

In this activity, students participate in a community of inquiry to unpack the significant elements of flight. This process provides students with an opportunity to reach a deep, shared understanding of the concepts and issues underpinning the inquiry topic.

The community of inquiry is a process of discussion where participants pose open-ended questions, listen to the viewpoints of others, and share their own ideas. Disputed or contestable issues and concepts are considered collaboratively within a supportive and respectful classroom environment where all views are considered and respected. It is important that all participants reflect on their thinking.

The following ways of working are used during the community inquiry process. These should be put up on a wall for all students to refer to throughout the process:

- Listen attentively to others
- Build upon and connect ideas
- Have respect for others, yourself and place
- Disagree reasonably and respectfully
- Many responses and opinions may be considered to be correct

In this activity, students firstly consider how they would respond to the overarching inquiry question: **What is flight?**

Students may choose to respond to this question with a definition, a single word or phrase, or use their own life experiences to provide a context for their response/s.

Students then share their response/s with a peer, before participating in a whole-class discussion. Key points, words and phrases should be recorded throughout the discussion and remain on display for the entire unit of work. This provides students with an opportunity to refer back to, edit and refine their response to the inquiry question. The aim here is to develop a strong conceptual definition of flight by the end of the unit.

A similar process can be applied to a variety of inquiry topics using different question stems, including: What is...? Why might we...? How might we...?

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### Curriculum Links

#### General Capabilities

##### Literacy

Composing texts through speaking, writing and creating

#### Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas