

ACTION

Recreated by Natasha Hutchins www.prodivame.com from Erin Luanda's poster at pypatcoe.blogspot

REFLECT

Remember that **ACTIONS** are VERBS.

We DO things to SHOW that we have CHANGED from our LEARNING.

Verbs come in all sorts of **shAPES** and **SIZES**, so maybe you will use one of these instead of just "doing"...

Add your **ACTION** to our wall on a note whenever you reflect.

Let's take **ACTION** together!

CHOOSE

ACT

Doing

Are you **DOING** something?
Are you giving?
Are you helping someone?
Are you contributing to our class?

Having

Are you **HAVING** more of something?
Do you have more respect or care?
Do you have more knowledge?
Do you have more determination?

Thinking

Are you **THINKING** differently?
Are you changing your mind?
Are you wondering about something?
Are you inquiring?

Saying

Are you **SAYING** something?
Are you informed?
Are you discussing or debating?
Are you asking or explaining?

Feeling

Are you **FEELING** differently?
Are you changing your mind? Are you loving something? Are you feeling inspired or worried?
Do you admire anything?

Being

Are you **BEING** an improved person?
Are you changing your behaviours?
Are you more patient?
Are you more committed?

The Book of PYP Essential Elements

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Action

Created for teacher, parent and student use by
Natasha Hutchins www.prodivame.com

Adapted from IBO Making the PYP Happen and Erin Lundie

Learner Profile

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R E S E A R C H	Formulating Questions
	I identify something I want or need to know. I ask compelling and relevant questions that can be researched.
	Observing
	I use all the senses to notice relevant details.
	Planning
	I develop a course of action. I write an outline. I devise ways of finding out necessary information.
	Collecting Data
	I gather information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
	Recording Data
	I describe and record observations by drawing, note taking, making charts, tallying, writing statements.
Organising Data	
I sort and categorise information. I arrange information into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.	
Interpreting Data	
I draw conclusions from relationships and patterns that emerge from organised data.	
Presenting Research Findings	
I effectively communicate what has been learned. I choose appropriate media.	

SELF-MANAGEMENT

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Gross Motor Skills

I exhibit skills in which groups of large muscles are used and the factor of strength is primary.

Fine Motor Skills

I exhibit skills in which precision in delicate muscle systems is required.

Spatial Awareness

I display a sensitivity to the position of objects in relation to myself or each other.

Organization

I plan and carry out activities effectively.

Time Management

I use time effectively and appropriately.

Safety

I engage in personal behaviour that avoids placing myself or others in danger or at risk.

Healthy Lifestyle

I make informed choices to achieve a balance in nutrition, rest, relaxation and exercise.
I practise appropriate hygiene and self-care.

Codes of Behaviour

I know and apply appropriate rules or operating procedures of groups of people.

Informed Choices

I select an appropriate course of action or behaviour based on fact or opinion.

Learner Profile

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The aim of IB is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
As an IB learner, I strive to be:

Inquirers

I nurture my curiosity, developing skills for inquiry and research. I know how to learn independently and with others. I learn with enthusiasm and sustain my love of learning throughout my life.

Open-minded

I critically appreciate my own cultures and personal histories, as well as the values and traditions of others. I seek and evaluate a range of points of view, and I am willing to grow from the experience.

Knowledgable

I develop and use conceptual understanding, exploring knowledge across a range of disciplines. I engage with issues and ideas that have local and global significance.

Caring

I show empathy, compassion and respect. I have a commitment to service, and I act to make a positive difference in the lives of others and in the world around me.

Thinkers

I use critical and creative thinking skills to analyse and take responsible action on complex problems. I exercise initiative in making reasoned, ethical decisions.

Risk-takers

I approach uncertainty with forethought and determination; I work independently and cooperatively to explore new ideas and innovative strategies. I am resourceful and resilient in the face of challenges and change.

Communicators

I express myself confidently and creatively in more than one language and in many ways. I collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Balanced

I understand the importance of balancing different aspects of my life—intellectual, physical, and emotional—to achieve well-being for myself and others. I recognise my interdependence with other people and with the world in which I live.

Principled

I act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. I take responsibility for my actions and their consequences.

Reflective

I thoughtfully consider the world and my own ideas and experience. I work to understand my strengths and weaknesses in order to support my learning and personal development

Trans-disciplinary Themes

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COMMUNICATION

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Listening

I listen to directions.
I listen to others.
I listen to information.

Speaking

I speak clearly.
I give oral reports to small and large groups.
I express ideas clearly and logically.
I state opinions.

Reading

I read a variety of sources for information.
I read a variety of sources for pleasure.
I comprehend what has been read.
I make inferences and draw conclusions.

Writing

I record information and observations.
I take notes and paraphrase. I write summaries.
I write reports.
I keep a journal or record.

Viewing

I interpret and analyse visuals and multimedia.
I understand the ways in which images and language interact to convey ideas, values and beliefs.
I make informed choices about personal viewing experiences.

Presenting

I construct visuals and multimedia for a range of purposes and audiences.
I communicate information and ideas through a variety of visual media.
I use appropriate technology for effective presentation and representation.

Non-verbal Communication

I recognise the meaning of visual communication.
I recognise the meaning of kinaesthetic communication.
I recognise and create signs.
I interpret and utilise symbols.

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S O C I A L	Accepting Responsibility
	I take on and complete tasks in an appropriate manner. I am willing to assume a share of the responsibility.
	Respecting Others
	I listen sensitively to others. I make decisions based on fairness and equality. I recognise that others' beliefs, viewpoints, religions and ideas may differ from my own. I state my opinion without hurting others.
	Cooperating
	I work cooperatively in a group. I am courteous to others. I share materials. I take turns.
	Resolving Conflict
	I listen carefully to others. I compromise. I react reasonably to the situation. I accept responsibility appropriately. I am fair.
	Group Decision-Making
	I listen to others. I discuss ideas. I ask questions. I work towards and obtain consensus.
Adopting a Variety of Group Roles	
I understand what behaviour is appropriate in a given situation. I act accordingly. I am a leader in some circumstances. I am a follower in other situations.	

Who We Are	How the World Works
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
Where We Are in Place and Time	How We Organise Ourselves
An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
How We Express Ourselves	Sharing the Planet
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

concepts

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T H I N K I N G	Acquisition of Knowledge
	I gain specific facts, ideas or vocabulary. I remember in a similar form.
	Comprehension
	I grasp meaning from material learned. I communicate and interpret learning.
	Application
	I make use of previously acquired knowledge in practical or new ways.
	Analysis
	I take knowledge or ideas apart. I separate what I am thinking into component parts. I see relationships. I find unique characteristics.
	Synthesis
	I combine parts to create wholes. I create, design, develop and innovate.
Evaluation	
I make judgments or decisions based on chosen criteria. I use standards and conditions.	
Dialectical Thought	
I think about two or more different points of view at the same time. I understand those points of view. I am able to construct an argument for each point of view based on knowledge of the other(s). I realise that other people can also take one's own point of view.	
Metacognition	
I analyse my own and others' thought processes. I think about how I or others think. I think about how I or others learn.	

Approaches to Learning

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Form	Connection
<p>What is it like?</p> <p>Related concepts: Properties, structure, similarities, differences, pattern.</p>	<p>How is it connected to other things?</p> <p>Related concepts: Systems, relationships, networks, homeostasis, interdependence.</p>
Function	Perspective
<p>How does it work?</p> <p>Related concepts: Behaviour, communication, pattern, role, systems.</p>	<p>What are the points of view?</p> <p>Related concepts: Subjectivity, truth, beliefs, opinion, prejudice.</p>
Causation	Responsibility
<p>Why is it like it is?</p> <p>Related concepts: Consequences, sequences, pattern, impact.</p>	<p>What is our responsibility?</p> <p>Related concepts: Rights, citizenship, values, justice, initiative.</p>
Change	Reflection
<p>How is it changing?</p> <p>Related concepts: Adaptation, growth, cycles, sequences, transformation.</p>	<p>How do we know?</p> <p>Related concepts: Review, interpretation, evidence, responsibility, behaviour.</p>

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Attitudes

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Appreciation	Empathy
I appreciate the wonder. I appreciate the beauty of the world. I appreciate the world's people.	I imagine myself in other's situations so I can understand his/her reasoning and emotions. I am open-minded and reflective about the perspectives of others.
Commitment	Enthusiasm
I am committed to my own learning. I persevere. I show self-discipline. I am responsible.	I enjoy learning. I willingly putting the effort into the process.
Confidence	Independence
I feel confident in my ability as a learner. I have the courage to take risks. I apply what I have learned. I make appropriate decisions and choices.	I think and act independently. I make my own judgments based on reasoned argument. I am able to defend my judgments.
Cooperation	Integrity
I cooperate. I collaborate. I lead or follow as the situation demands.	I am honest. I demonstrate a considered sense of fairness.
Creativity	Respect
I am creative and imaginative in my thinking. I am creative and imaginative in my approach to problems and dilemmas.	I respect myself. I respect others. I respect the world around me.
Curiosity	Tolerance
I am curious about the nature of learning. I am curious about the world. I am curious about the world's people and cultures.	I am sensitive about differences and diversity in the world. I am responsive to the needs of others.