

ATLs (Approaches to Learning)

Outside of School

Discuss the **two** Learner Profile traits at your table. On a sticky note:

1. Write an attitude (or two) that can be linked with one of the traits at your table.
2. Write an example of how your child(ren) demonstrate (or might demonstrate) this trait outside of school.
3. Place the sticky note on the chart.
4. Go to another table when you hear the bell.

Thinking skills

Skill	Methods to practice the skill or demonstrate at home:
<p><u>Acquisition of knowledge:</u> Gain specific facts, ideas, vocabulary; remember.</p>	<ul style="list-style-type: none"> • Word-a-day calendars • Make pictures of words • Cook • Handcrafts, art, music, sports • Read about or view a video about a topic of interest • Participate in the units at home as well and add materials to portfolios or learning journals • Be sure to triangulate source-checks (i.e. use at least 3) when using social media or other sources (be sure to include context) • Study a topic as a family (i.e. Ancient Rome, a language) • Collect football player cards (or other collector cards) with facts • Listen to friends' ideas and follow up with questions • Dinner discussions about specific facts, ideas, vocabulary that are important from the day

<p><u>Comprehension:</u> Grasp meaning from material learned; communicate and interpret learning.</p>	<ul style="list-style-type: none"> • Read and summarise a text • Summarise a movie • Daily practice to summarise the day in 12 words or less
<p><u>Application:</u> Make use of previously acquired knowledge in practical or new ways.</p>	<ul style="list-style-type: none"> • Find out what students are learning at school (i.e. in Math or Unit or Language) and ask them how they can show or apply this learning out of school (or look for ways they do apply it and point it out). Be sure to tell the Contact Teacher when the application is relevant to the units of inquiry or have your child bring a record of the application to share with their Teacher
<p><u>Analysis:</u> Take knowledge or ideas apart; separate ideas into parts; see relationships; find unique characteristics.</p>	<ul style="list-style-type: none"> • Bake healthy and unhealthy variants and compare results (i.e. of how you feel after eating them)
<p><u>Synthesis:</u> combine parts to create wholes; create, design, develop and innovate.</p>	<ul style="list-style-type: none"> • Lego • Take events from the day and create a story (draw it? act it? Write it? change it?) • Contribute knowledge to dinner conversations
<p><u>Evaluation:</u> make judgments or decisions based on chosen criteria; standards and conditions.</p>	<ul style="list-style-type: none"> • Consider what to do or buy based on set criteria. Create the criteria! (i.e. how to best use allowance) • Choose a snack based on predetermined criteria (salty, crunchy, non-dairy, etc.) • Evaluate why different rules apply to different people in different situations • Board games, such as Code Names (one word clues are offered). Many board games require multiple levels of thinking.
<p><u>Dialectical thought:</u> Think about two or more different points of view at the same time; understand those points of view; be able to</p>	<ul style="list-style-type: none"> • Encourage & model discussion & curiosity when different perspectives exist • Dinner discussions: would you rather questions (i.e. would you rather have a dog or a cat and why); encourage other differences of

<p>construct an argument for each point of view based on knowledge of the other(s); realize that other people can also take one's own point of view.</p>	<p>opinion in the discussions</p> <ul style="list-style-type: none"> • Following conflicts, discuss what the other person may have been feeling
<p>Metacognition: Analyse one's own and others' thought processes; thinking about how one thinks and how one learns.</p>	<ul style="list-style-type: none"> • When your child is doing something you want/like, stop them and ask what they are thinking about and how they came to take these actions. • Following a conflict at school, create time to think about the situation and what role each person played and what choices your child made and why

Social skills

Skill	Methods to practice the skill or demonstrate at home
<p><u>Accept responsibility:</u> take on and complete tasks in an appropriate manner; be willing to take a share of the responsibility.</p>	<ul style="list-style-type: none"> ● Have age appropriate chores, such as doing dishes, clearing the table, filling the dishwasher, walking the dog, taking out the garbage, cleaning room, picking up after play ● Practice taking care of own health (i.e. glasses, contact lenses, braces, etc.)
<p><u>Respect others:</u> listen sensitively to others; make decisions based on fairness and equality; recognise that others' beliefs, viewpoints, religions and ideas may differ from one's own; state one's opinion without hurting others.</p>	<ul style="list-style-type: none"> ● Volunteer with or play with small kids, in seniors' homes, at a hospital. ● Check-in with a friend who is sick or injured (chat or phone call) ● Have a discussion with someone from a different religion. ● Visit with friends for dinner and learn about respecting others' eating cultures, religions, etc. ● Encourage friends especially as they are learning a new skill ● Ask and encourage curious questions about cultural differences ● Practice to be in disagreements and listen to each other, while offering evidence for own opinions ●
<p><u>Cooperate:</u> work cooperatively in a group; be courteous to others; share materials; take turns.</p>	<ul style="list-style-type: none"> ● Play with siblings or friends ● Accomplish tasks with siblings or friends ● When friends or siblings wish to do something different, parents can help them discuss alternatives and make a plan together ● Help parents do shopping and prepare and make meals
<p><u>Resolve conflict:</u> listen carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.</p>	<ul style="list-style-type: none"> ● When doing chores, work together to complete a task without arguing about who did what/fair share ● Come up with good reasons (with proof) why he/she should be able to have more screen time (parents come up with evidence for what they want too) ● Siblings give great practice! Discuss problem solving strategies during family meetings

<p><u>Group decision-making:</u> listen to others; discuss ideas; ask questions; work towards and get consensus.</p>	<ul style="list-style-type: none"> ● Make appropriate family decisions together (trips, movies, activities) ● While discussing consensus, democracy, autocracy and when each type of decision-making is appropriate or not ●
<p><u>Adopt a variety of group roles:</u> understand what behaviour is appropriate in a given situation and act accordingly; be a leader in some circumstances, a follower in others.</p>	<ul style="list-style-type: none"> ● Try out new activities where you meet kids you don't know ● Encourage siblings to take on the role of their sibling or parent for an hour or a day. ● Informal chore lists so you can help each other when needed ● Discuss how everyone has a different role to play (i.e. why do parents drive the car or go to work and not children? Why do adults fill roles that children cannot yet?) What different roles do your family members fill at home, school, community, etc? ● Encourage your child and their friends to swap roles of deciding who chooses the activities and who follows them ● Join a theatre group, music or sports team

Communication skills

Skill	Methods to practice the skill or demonstrate at home
<p><u>Listen</u>: listen to directions; listen to others; listen to information.</p>	<ul style="list-style-type: none"> ● Read a family book aloud ● Tell a two minute story to a family member and have the listener summarise it aloud ● Ask questions after listening to ensure understanding ● Take turns to share & listen to stories at the table (use a talking item, such as the salad bowl and whoever has the salad bowl in front of them is the speaker) ● Interview a friend or an interesting adult (with permission) ● Music with lyrics to learn new languages (Go Noodle has many English songs with tonnes of language for language learners)
<p><u>Speak</u>: speak clearly; give oral reports to small and large groups; express ideas clearly and logically; state opinions.</p>	<ul style="list-style-type: none"> ● Give feedback about needs or wants in a positive & polite manner ● Offer a synopsis of the day or a specific event (i.e. what made you laugh today? How did you help someone today? What did you learn today?) ● Make a video review of a book or movie ● Practice school presentations at home ● Practice speaking with parents' friends or adult family members
<p><u>Read</u>: read a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.</p>	<ul style="list-style-type: none"> ● Comics, books, news ● Read to the dog, siblings, parents ● Make a recording of a reading for a younger sibling
<p><u>Write</u>: record information and observations; take notes and paraphrase; write summaries; write reports; keep a journal or record.</p>	<ul style="list-style-type: none"> ● Keep a journal ● Make a grocery list ● Keep a list of books you've read in a special place ● Travel diary ● Write a story with illustrations

<p><u>View</u>: interpret and analyse visuals and multimedia; understand the ways in which images and language interact to convey ideas, values and beliefs; make informed choices about personal viewing experiences.</p>	<ul style="list-style-type: none"> ● View and analyse videos of a recording of self playing music or a sport ● Understand advertising (i.e. search for the 4-part series called <u>The Century of the Self</u> and watch as a family. Appropriate for PYP4 and up) ● Play Concentration (examine 12 items on a tray for 2 minutes then cover the tray and recall/write as many items as you can recall) ● Observe how another group of children handles a conflict ● Choose and watch appropriate movies and videos based on criteria or discuss values
<p><u>Present</u>: construct visuals and multimedia for a range of purposes and audiences; communicate information and ideas through a variety of visual media; use appropriate technology for effective presentation and representation.</p>	<ul style="list-style-type: none"> ● Crafts or drawing about the day's events or topics ● Piano or musical recitals ● Share homemade films with family ● Make films as a gift for friends and family (i.e. What I Appreciate About You) ● Create a cartoon series to tell a story ● Draw ● Draw a map of your summer holiday or weekend trip ● Give a show on the trampoline or through dance with tricks, dance moves, and information for the audience
<p><u>Non-verbal communication</u>: recognize the meaning of visual and kinesthetic communication; recognise and create signs; interpret and utilise symbols.</p>	<ul style="list-style-type: none"> ● Join a theatre or dance group ● Play charades ● Interpret road signs

Self-management skills

Skill	Methods to practice the skill or demonstrate at home
<p>Gross motor skills: exhibit skills in which groups of large muscles are used and the factor of strength is primary.</p>	<ul style="list-style-type: none">• Skate; ski; trampoline (with others too)• Walk to school or lessons• Climb• Push-ups• Gymnastics• Ride a bike• Skip• Sit up right at the table• Carry a school bag• Dance party• Swim
<p>Fine motor skills: exhibit skills in which precision in delicate muscle systems is required.</p>	<ul style="list-style-type: none">• Play an instrument• Lego• Build models• Draw• Hang clothes with clothes pins• Use safety pins; hand sew; knitting; weaving; macrame; tying knots; tying friendship bracelets• Colour• Whittle after learning knife safety• Use a knife & fork to cut and eat own food• Crafts that require cutting with scissors & folding• Tie shoelaces• Do up buttons• Write thank you letters after receiving gifts• Play-doh or modelling clay• Draw simple 3-D figures (squares & rectangular prisms)• Controlled handwriting within lines; cursive writing <p>https://childdevelopment.com.au/resources/child-development-charts/fine-motor-developmental-chart/</p>

<p><u>Spatial awareness:</u> display a sensitivity to the position of objects in relation to oneself or each other.</p>	<ul style="list-style-type: none"> • Awareness of where elbows are while eating at the table • play football or other sport that requires spatial awareness (i.e. a sport with boundaries, obstacles or other people)
<p><u>Organisation:</u> plan and carry out activities effectively.</p>	<ul style="list-style-type: none"> • Try out a new morning schedule & observe that more time is needed if new activities will be included before school • Learn to organise homework time before table or TV time • Responsible to pack and bring school backpack, gym clothes, etc. to school • Plan and carry out games with friends • Keep room tidy and own items tidy around the house
<p><u>Time management:</u> Using time effectively and appropriately.</p>	<ul style="list-style-type: none"> • Homework is completed at the start of the week to find time for hobbies later in the week • Child is beginning to be or is held responsible to be ready and on time for his/her own schedule (homework, extra-curricular activities, sports, music lessons, parties, play dates) • Set own morning alarm, or alarms for getting dressed, eating breakfast and to bus or school or other lessons on time • Use small windows of time to read
<p><u>Safety:</u> Engage in personal behaviour that avoids placing oneself or others in danger or at risk.</p>	<ul style="list-style-type: none"> • Be aware of/discuss repercussions of actions (own & others) • Independently put on seat belt, wear helmets • Remind family members of safety issues or concerns. • Learn how to report safety issues to proper systems or people (i.e. how to use the fire extinguisher & fire blanket, call 110)
<p><u>Healthy lifestyle:</u> Make informed choices to achieve a balance in</p>	<ul style="list-style-type: none"> • Sleep well • Drink enough water and increase when extra active

<p>nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.</p>	<ul style="list-style-type: none"> • Fruits and vegetable snacks • Low sugar diet • Participate regularly in sports & active activities • Baking with less sugar or sugar substitutes (i.e. figs or dates)
<p><u>Codes of behaviour:</u> Know and apply appropriate rules or operating procedures of groups of people.</p>	<ul style="list-style-type: none"> • Play on a sports team, play with a band or musical group • Play boardgames
<p><u>Informed choices:</u> Select an appropriate course of action or behaviour based on fact or opinion.</p>	<ul style="list-style-type: none"> • Make lists of pros and cons for a family or individual decision

Research skills

Skill	Methods to practice the skill or demonstrate at home
<p><u>Formulate questions:</u> identify something one wants or needs to know and ask intriguing and relevant questions that can be researched.</p>	<ul style="list-style-type: none"> • When you find strange or unique items, inquire about their purpose • Decide on research questions prior to accessing Internet • Support and facilitate “why” questions by investigating with your child rather than giving an answer • Use family discussions to formulate questions for investigation • Keep a family question/inquiry book to investigate together and go through the research skills
<p><u>Observe:</u> use all the senses to notice relevant details.</p>	<ul style="list-style-type: none"> • Observe a task and try to participate and notice relevant details • Discuss places you see on family trips and connect with information you’ve read • Open the windows, get outside to notice the smells, sounds, temperature on your skin, sights of the seasons
<p><u>Planning:</u> develop a course of action; write an outline; devise ways of finding out necessary information.</p>	<ul style="list-style-type: none"> • Find out how much something costs & how to save for it • Think about how to spend spare time and discuss with parents • Participate in summer or weekend plans, including driving route to target fun things to do
<p><u>Collect data:</u> gather information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.</p>	<ul style="list-style-type: none"> • Read & find questions and check the Internet (discuss with parents) • Interest in strange animals (or other personal interest) can be explored through YouTube, books, TV • Read different books • Go to the library archives • Speak with and ask questions of different people • Ticket to Ride or other board games that encourage students to learn data (i.e. from maps) • Information via collector cards • Use Internet to discover answers for specific questions (while discussing reliable sources)

<p><u>Record data:</u> describe and recording observations by drawing, note taking, making charts, tallying, writing statements.</p>	<ul style="list-style-type: none"> ● Make notes of observations in a notebook to refresh memory. ● Make diagrams and information sheets about favourite Pokemons/dinosaurs or other topic
<p><u>Organize data:</u> sort and categorize information; arrange into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.</p>	<ul style="list-style-type: none"> ● Organise collectors' cards based on criteria ● Use spreadsheets to organise information ● Use role play to organise toys (i.e. store owner, horse carer who needs to care for and feed animals, teacher with a seating plan, birthday party planner)
<p><u>Interpret data:</u> draw conclusions from relationships and patterns that emerge from organized data.</p>	<ul style="list-style-type: none"> ● Pick best teams from data on collectors' cards or other data based on criteria
<p><u>Present research findings:</u> effectively communicate what has been learned; choose appropriate media.</p>	<ul style="list-style-type: none"> ● Practice sharing information they find with parents & family

Learner Profile

Outside of School

Many of the ATLs fit into the Learner Profile as well, and vice-versa. The lists are not exclusive. Use ideas across both lists.

Attribute	How it is or can be demonstrated
<p>Inquirer</p> <p>We nurture our curiosity, developing skills for inquiry and research.</p> <p>We know how to learn independently and with others.</p> <p>We learn with enthusiasm and sustain our love of learning throughout life.</p>	<ul style="list-style-type: none"> • Ask questions • Engage • Google • Read • Observe • Check topics/events out • Try • Use a variety of sources • Learn to be critical of sources
<p>Knowledgeable</p> <p>We develop and use conceptual understanding, exploring knowledge against a range of disciplines.</p> <p>We engage with issues and ideas that have local and global significance.</p>	<ul style="list-style-type: none"> • Learn about different styles of communication across different cultures • Insiste on reasons for saving water • Apply knowledge • Know not to rely on Wikipedia as a sole source • Learn from earlier experiences • Mommy, did you know... • Communication • Share knowledge
<p>Thinker</p> <p>We use critical and creative thinking skills to analyze and take responsible action on complex problems.</p>	<ul style="list-style-type: none"> • Learn to prepare own lunch by observing parents • Take responsibility for safety (think before acting) • Reflection on own behaviour & on others' behaviour (why did they act that way?) • Healthy recipes • Learning and developing chess skills by

<p>We exercise initiative in making reasoned, ethical decisions.</p>	<p>looking/observing/analysing master chess players (i.e. father)</p>
<p>Communicator We express ourselves confidently, and creatively in more than one language and in many ways.</p> <p>We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<ul style="list-style-type: none"> • Make cooking movies in third language and send to grandparents • Present reasons for going to Pirbadet (or elsewhere) • Argue for what you want • Use Whatsapp in various languages to communicate with grandparents in other lands • Share stories during dinner
<p>Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.</p> <p>We take responsibility for our actions and their consequences.</p>	<ul style="list-style-type: none"> • Learn how Norway's culture models principled fairness as a norm (compare with other countries and have discussions about cultural norms) • Integrity is relative and cultural (explore this) • Requires respect and deeper listening
<p>Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.</p> <p>We seek and evaluate a range of points of view, and we are willing to grow from the experience</p>	<ul style="list-style-type: none"> • Explore culinary cuisine together

<p>Balanced</p> <p>We understand the importance of balancing different aspects of ourselves - intellectual, physical, and emotional - to achieve well-being for ourselves and others.</p> <p>We recognize our interdependence with other people and with the world in which we live.</p>	<ul style="list-style-type: none"> • If I do _____, you/I could have time to do _____.” • Turn off running water or explore other ways of water conservation (i.e. rain barrels & water capture for the garden; explore water use used in consumption of food or clothing) • Encourage children to balance work and play (and other apparent dichotomies such as alone time and friend time; reading and physical activities; healthy snacks and sweets)
<p>Reflective</p> <p>We thoughtfully consider the world and our own ideas and experience.</p> <p>We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>	<ul style="list-style-type: none"> • Have discussions to explore how others behave and how your child acts • Evening discussions at dinner or bedtime • Draw together to observe what reflections may arise • Discuss purpose of learning (ask your child why they think they might be learning certain topics at school and how the topics might be useful)
<p>Risk-taker</p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies.</p> <p>We are resourceful and resilient in the face of challenges and change.</p>	<ul style="list-style-type: none"> • Knock at the neighbour’s door to see if they want to play • Join activities outside of school to meet new people & expand social circles • Talk to others you don’t know (create a list of great conversations starters with your children and help them practice) • Go up to a new person who is alone and find a way to help the other person be comfortable • Practice to intentionally go outside of comfort zones together and explore metacognition with children (i.e. ooh, I feel nerves moving in my belly and I want to run away) and model for children the desired mindsets (i.e. okay, thanks nerves for communicating with me but I am going to

	<p>hang out here still and see what happens).</p> <ul style="list-style-type: none"> • Move to a new country with your family (be sure to celebrate that you are all risk-takers!) • Encourage self-care that might seem scary (i.e. eye care with contacts) • Recognise and discuss risk in others (healthy risks and not-so-healthy ones)
<p>Caring</p> <p>We show empathy, compassion and respect.</p> <p>We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.</p>	<ul style="list-style-type: none"> • Show by example • Embrace new families to the community • Symbiosis between home and school and community • Complement caring (insert any Learner Profile attribute here) behaviours in others when you observe it • Practice turn taking during conversations • Demonstrate how giving is receiving • Be curious about people who appear different (ie. homeless or differently abled) and model respectful discussions with the person to show a caring attitude • Write greetings and notes to people for random occasions • Attempt to speak and communicate safely with body language when you don't share a common language • Acknowledge, celebrate and create time for family (despite the computer being ever-available) • Get or take care of a pet or volunteer at the animal shelter • Discuss ideas such as empathy as internal & compassion as external ways of being caring (or different ideas, just discuss what it is to be caring)