

Parent Workshop - Spring 2018 PYP 5&6

Goals:

- Improve familiarity with Transdisciplinary Skills
- Practice identifying the transdisciplinary skills in action
- Identify ways to support research at home

Schedule:

Time	Activity
7:00-7:15	Coffee
7:15-7:25	What are the ATLs? What are the transdisciplinary skills? (presentation)
7:25-7:55	Scenarios in groups
7:55-8:10	<p>Research Now we will focus on research skills. As you know, research is a big part of IB learning.</p> <p>Our goal is to collaborate with you to strengthen your child's research skills. At school, we are constantly assessing to see strengths and weaknesses so we can best support the students.</p> <p>What do you think are some specific ways you can support your child's research at home?</p> <p>Teacher support/ provide reading level/ age appropriate resources, we guide and model how to ask/ formulate research questions related to the key concepts, model how to recognize and use nonfiction text features, model how to choose keywords and main ideas from a text, provide graphic organizers to help them organize their data, provide them with examples from other students to analyze, we conference with them about their writing, ask questions about their writing, challenge them to clarify or go deeper by asking questions</p>
8:10-8:15	<p>Wrap-up Did we meet our goals?</p>

Family Trip Scenario

You are a family of five. The children are age 5, 10 and 13. You are planning a 10 day vacation during the summer break. How can you support your children to develop ATL skills through planning this trip together?

The Grocery Store Scenario

Today is grocery shopping day! You are responsible for buying groceries for your family. Which of the ATLs will you use to complete this weekly task?

Social Media Responsibility Scenario

Your child is turning 13. They have a snapchat account and there have been both positive and negative experiences with it. Now they are starting to talk about joining Facebook soon. How can you and your child use the ATLs to discuss good digital citizenship together and prepare them for the responsibilities and risks of using Facebook?

Scenarios ([to print linked here](#))

Graphic Organizer ([to print linked here](#))

THIS Parent Workshop
Spring 2018
Recognizing the ATLs in Action

<i>Approaches to Learning (ATLs)</i>	<i>Transdisciplinary Skills</i>	<i>Definition</i>	<i>Example</i>
Social Skills	Accepting Responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.	
	Respecting Others	Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.	
	Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.	
	Resolving Conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.	
	Group Decision Making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.	
	Adopting a Variety of Roles	Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.	
Communication Skills	Listening	Listening to directions; listening to others; listening to information.	
	Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.	
	Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.	

	Writing	Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.	
	Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.	
	Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.	
	Non-verbal Communication	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.	
Thinking Skills	Acquiring of Knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.	
	Comprehension	Grasping meaning from material learned; communicating and interpreting learning.	
	Application	Making use of previously acquired knowledge in practical or new ways.	
	Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.	
	Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.	
	Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.	
	Dialectical Thought	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.	

	Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.	
Research Skills	Formulating Questions	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.	
	Observing	Using all the senses to notice relevant details.	
	Planning	Developing a course of action; writing an outline; devising ways of finding out necessary information.	
	Collecting Data	Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.	
	Recording Data	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.	
	Organizing Data	Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.	
	Interpreting Data	Drawing conclusions from relationships and patterns that emerge from organized data.	
	Presenting Research	Effectively communicating what has been learned; choosing appropriate media.	
Self-Management Skills	Gross Motor Skills	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.	
	Fine Motor Skills	Exhibiting skills in which precision in delicate muscle systems is required.	
	Spatial Awareness	Displaying a sensitivity to the position of objects in relation to oneself or each other.	
	Organization	Planning and carrying out activities effectively.	

	Time Management	Using time effectively and appropriately.	
	Safety	Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.	
	Healthy Lifestyle	Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.	
	Codes of Behaviour	Knowing and applying appropriate rules or operating procedures of groups of people.	
	Informed Choices	Selecting an appropriate course of action or behaviour based on fact or opinion.	

Building Research Skills

Teacher Support	Parent Support
Provide reading appropriate / age appropriate resources	Translate materials for better comprehension Help find appropriate resources -- books, movies, etc. Help them find good websites and books.
Model how to ask research questions related to the key concepts	Asking questions
Model how to recognize and use nonfiction text features	Guiding, not giving the answer
Model how to choose keywords and main ideas from a text	Listen to them talk about their learning with interest. Be interested.
Provide graphic organizers to help organizer their data	
Provide them with examples from other students	
One on one conferencing	
Ask questions about their writing	
Challenge them to clarify or go deeper by asking questions	