

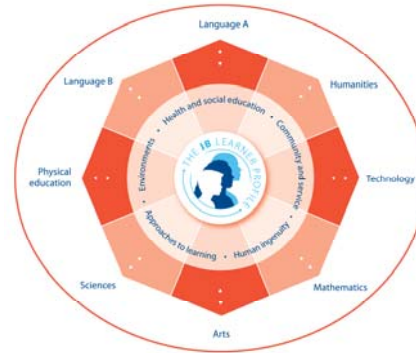


International Baccalaureate Middle Years Programme

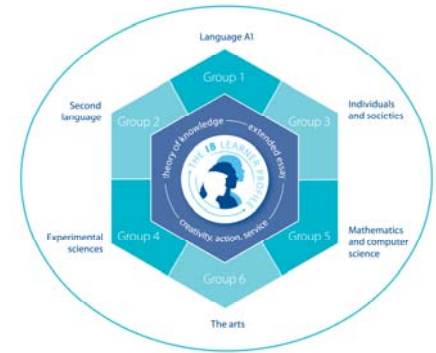
PYP



MYP



DP

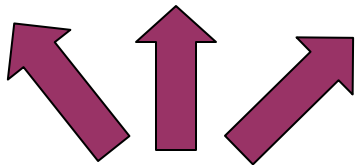


INTERNATIONAL-MINDEDNESS

LANGUAGES

INQUIRY/CRITERION REFERENCED ASSESSMENT

Knowledgeable

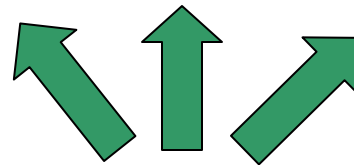


Programme of Inquiry

Exhibition

Action

Active

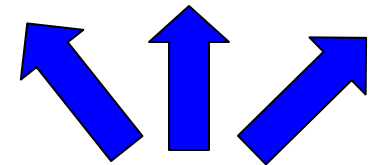


Areas of Interaction

Personal Project

Community and Service

Caring



Theory of Knowledge

Extended Essay

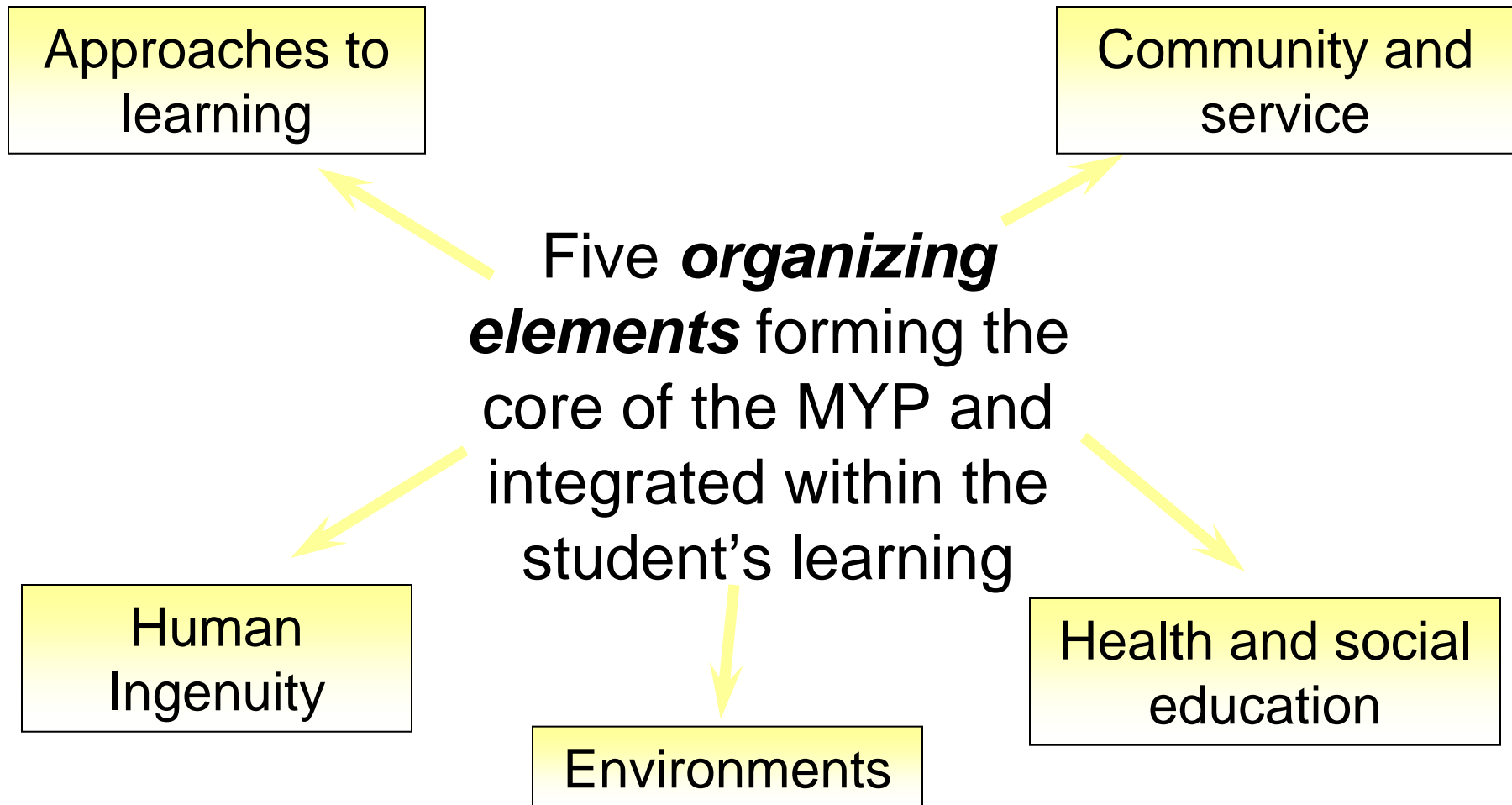
CAS

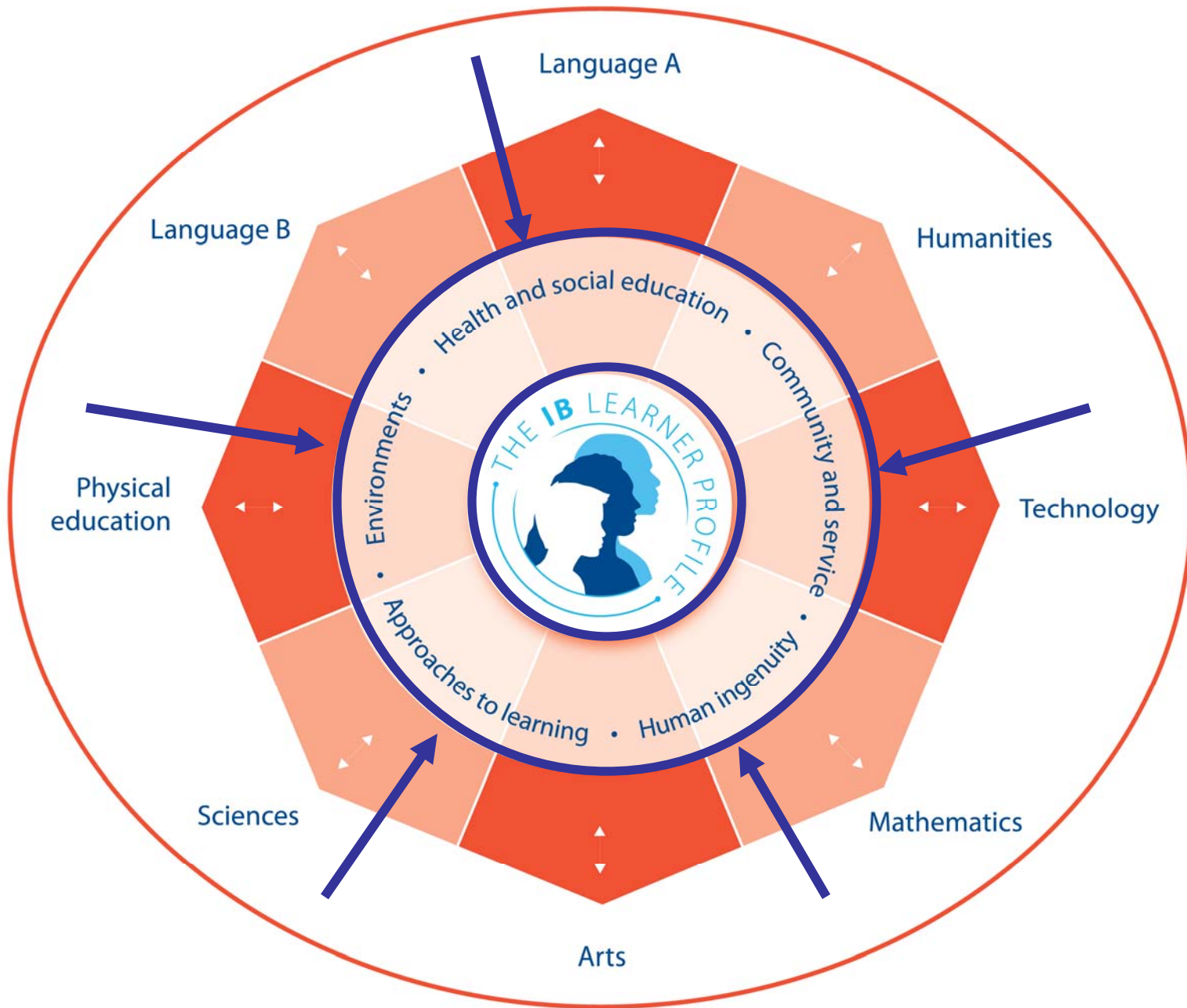
Five Distinctive Lenses

The Areas of Interaction



The five areas of interaction





Use the Areas of Interaction

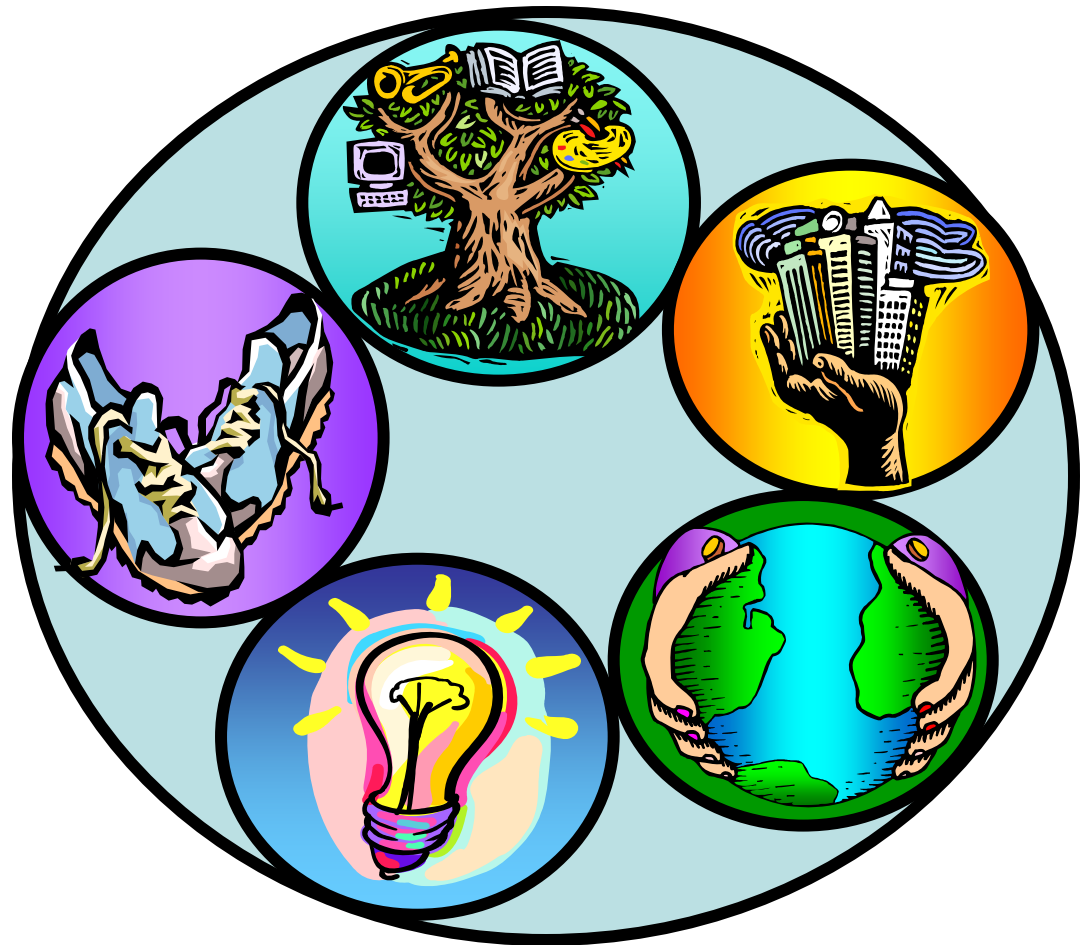
- ✿ **As lens to explore subject matter**
- ⌘ **To see connections between subjects**
- ⌘ **To forge meaningful links between subject content and the real world**
- ✿ **To understand that knowledge is an interrelated whole**





Areas of Interaction

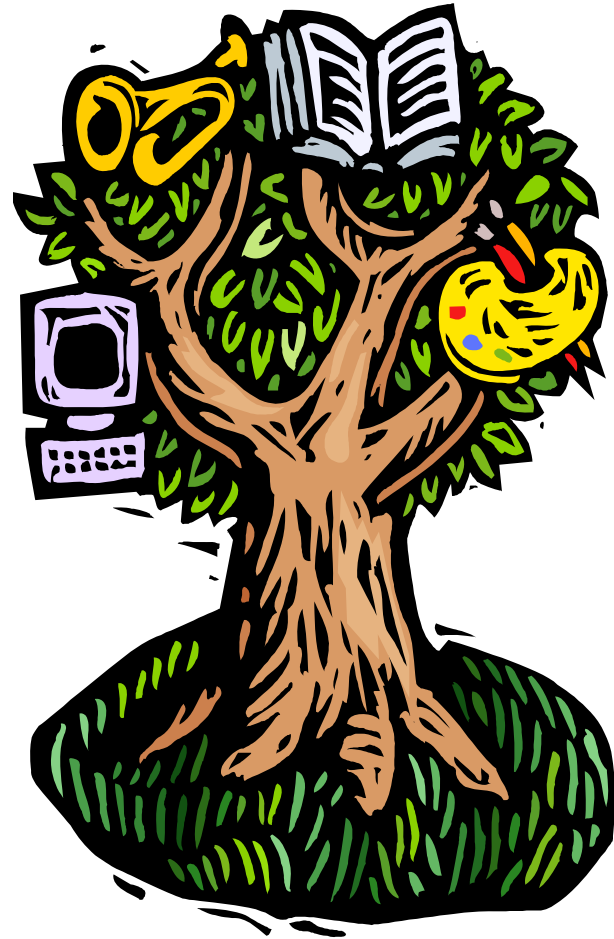
- Approaches to learning
- Community and service
- Environments
- Human Ingenuity
- Health and social education



Approaches to Learning

Learning how to learn

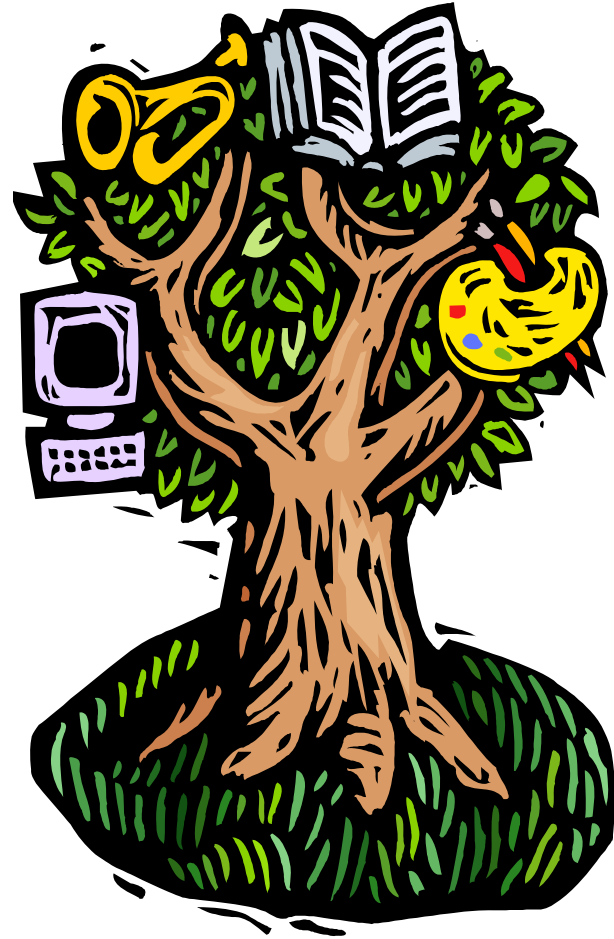
- **Effective study habits**
- **Reading and learning strategies**
- **Study and test taking strategies**
- **Habits of mind (critical inquiry and thinking skills)**



Approaches to Learning

Learning how to learn

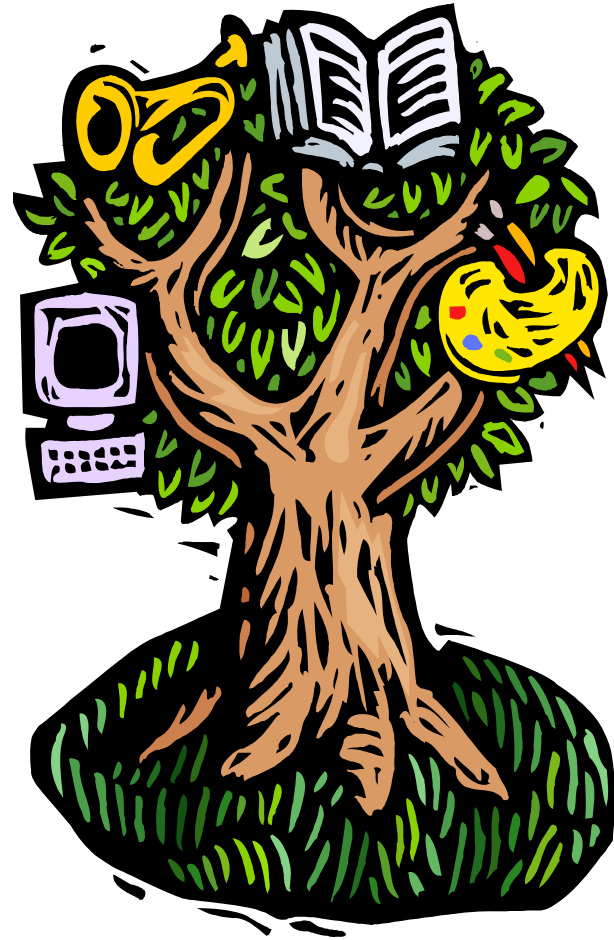
- How do I learn best?
- How do I know?
- How do I communicate understanding?



Approaches to Learning

Learning how to learn

- Organization
- Collaboration
- Communication
- Information literacy
- Reflection
- Thinking
- Transfer



Community and Service

Moving from "I" to "We"



- Opportunities to make an impact on family, peers, school and outside community
- Exploration of community and my place in it

Community and Service

Moving from "I" to "We"

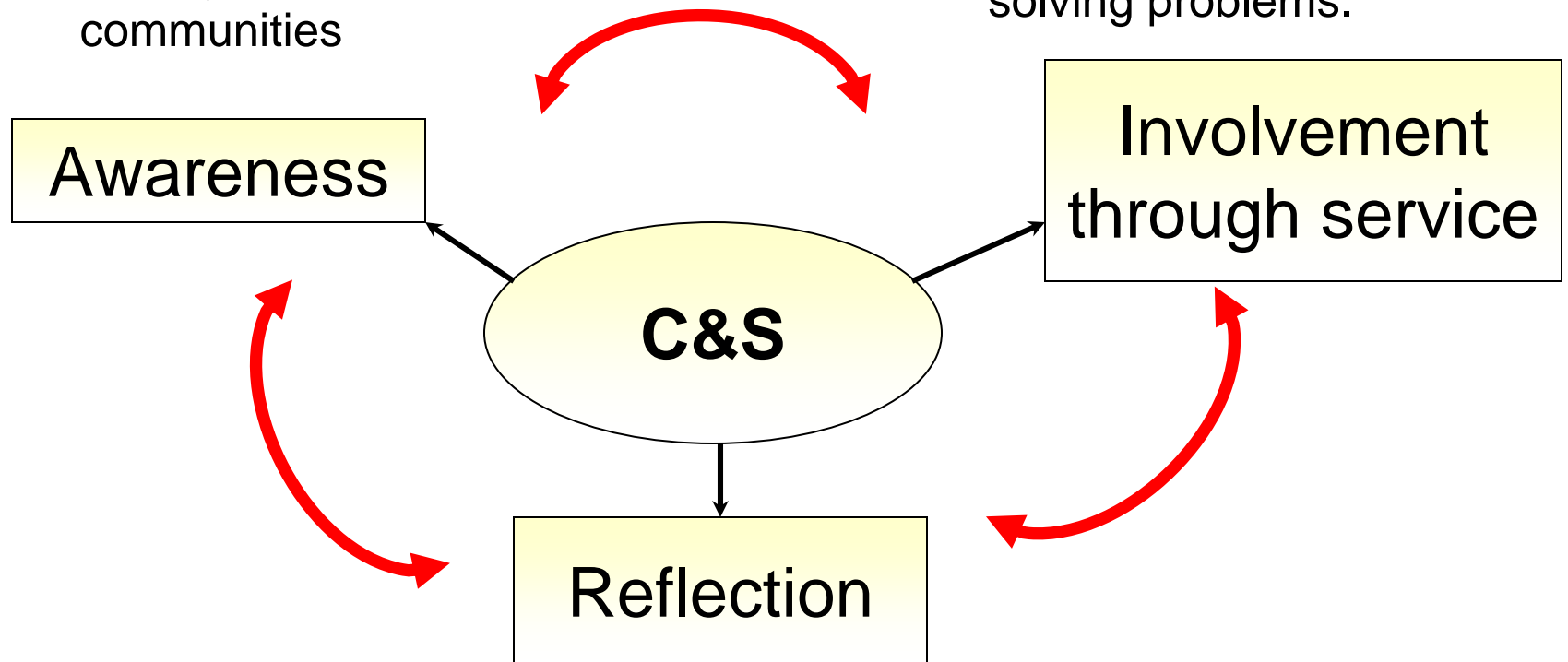


- How do we live in relation to each other?
- How can I contribute to the community?
- How can I help others?

The three central elements of C&S

Development of concept of community, individuals in community, different communities

Active engagement in term of community involvement and contributing actively by caring and solving problems.



Responsibility to identify personal strengths and weaknesses; consideration of ethical implications of action and inaction.

Environments

Developing appreciation and responsibility

- Examine sides of environmental issues
- Understand how issues impact on society, ecology, and economy
- Explore ways to make an impact on the school environment
- Considering the influence of virtual environments on the ways we model other realities



Environments

Developing appreciation and responsibility

- Where do we live?
- What resources do we have or need?
- What are my responsibilities?



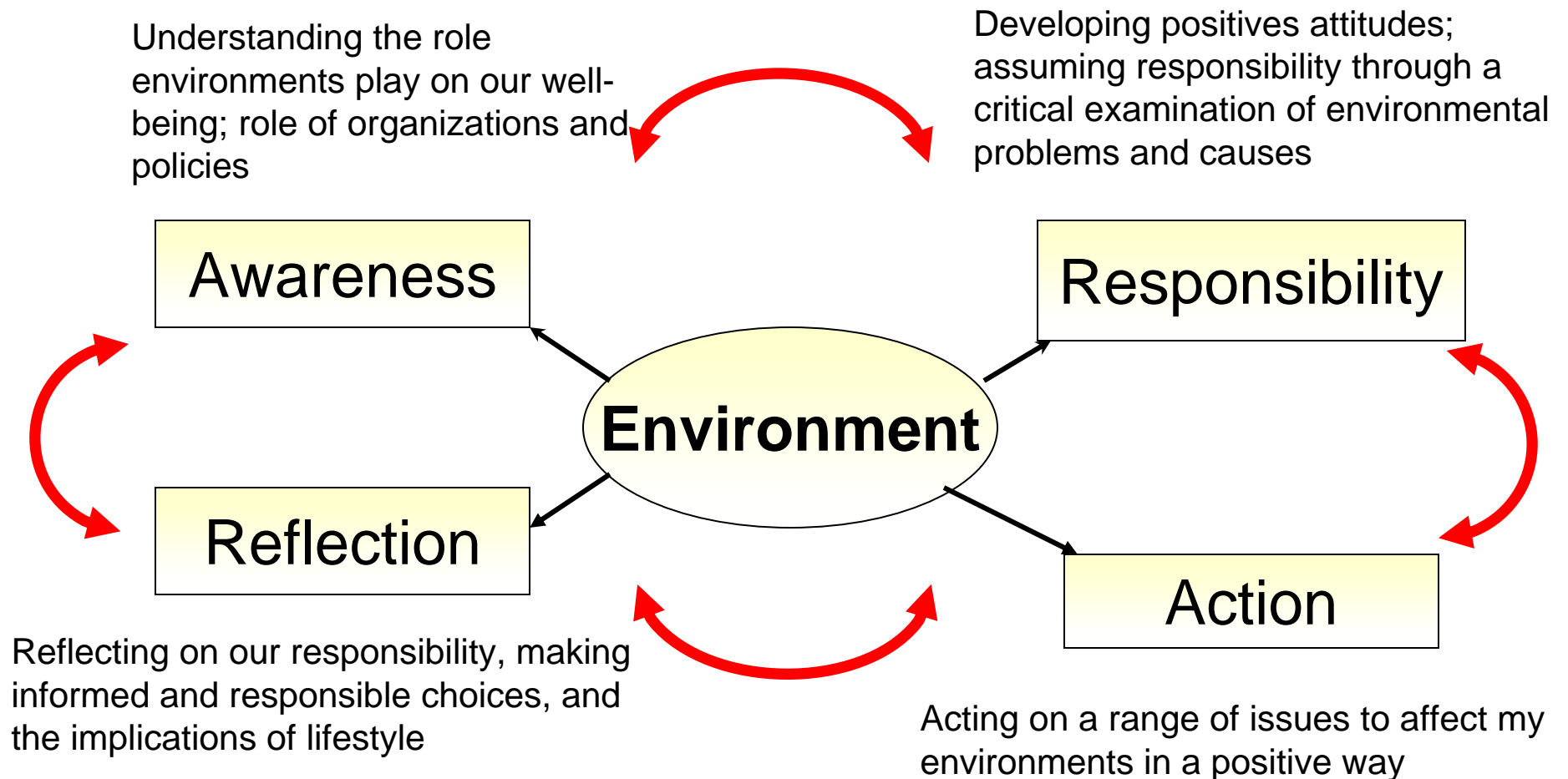
Environments

Developing appreciation and responsibility

- Natural
- Built
- Virtual



The four central elements of environments



Human Ingenuity (*homo faber*)

Thinking, inventing, creating



- **Impact of innovation**
- **Creative thinking, artistic expression, invention**
- **Through time, history and society have been changed by humanity's creative genius**

Human ingenuity (*homo faber*)

Thinking, inventing, creating



- **Why and how do we create?**
- **What are the consequences?**

Human ingenuity (*homo faber*)

Thinking, inventing, creating



- **Systems**
- **Communication**
- **Technology**
- **Thought**
- **Art**
- **Culture**

Health and Social Education

Becoming Healthy, Happy, and Informed

- **Making physically and mentally healthy life decisions**
- **Developing a sense of responsibility for own well-being and personal relationships**



Health and Social Education

Becoming Healthy, Happy, and Informed

- **How do I think and act?**
- **How am I changing?**
- **How can I look after myself and others?**



Health and Social Education

Becoming Healthy, Happy, and Informed

Levels (Scope)

- **Ourselves in wider society**
- **Ourselves and others**
- **Understanding ourselves**
- **Looking after ourselves**



Health and Social Education

Becoming Healthy, Happy, and Informed

Things to consider

- Policies linked to health and safety
- Physical and psychosocial environments
- Health and support services



 THE AREAS OF INTERACTION ARE

Integrating/ organizing ideas that



Bridge teaching and learning



Bridge subject matter



Bridge subjects & life experience

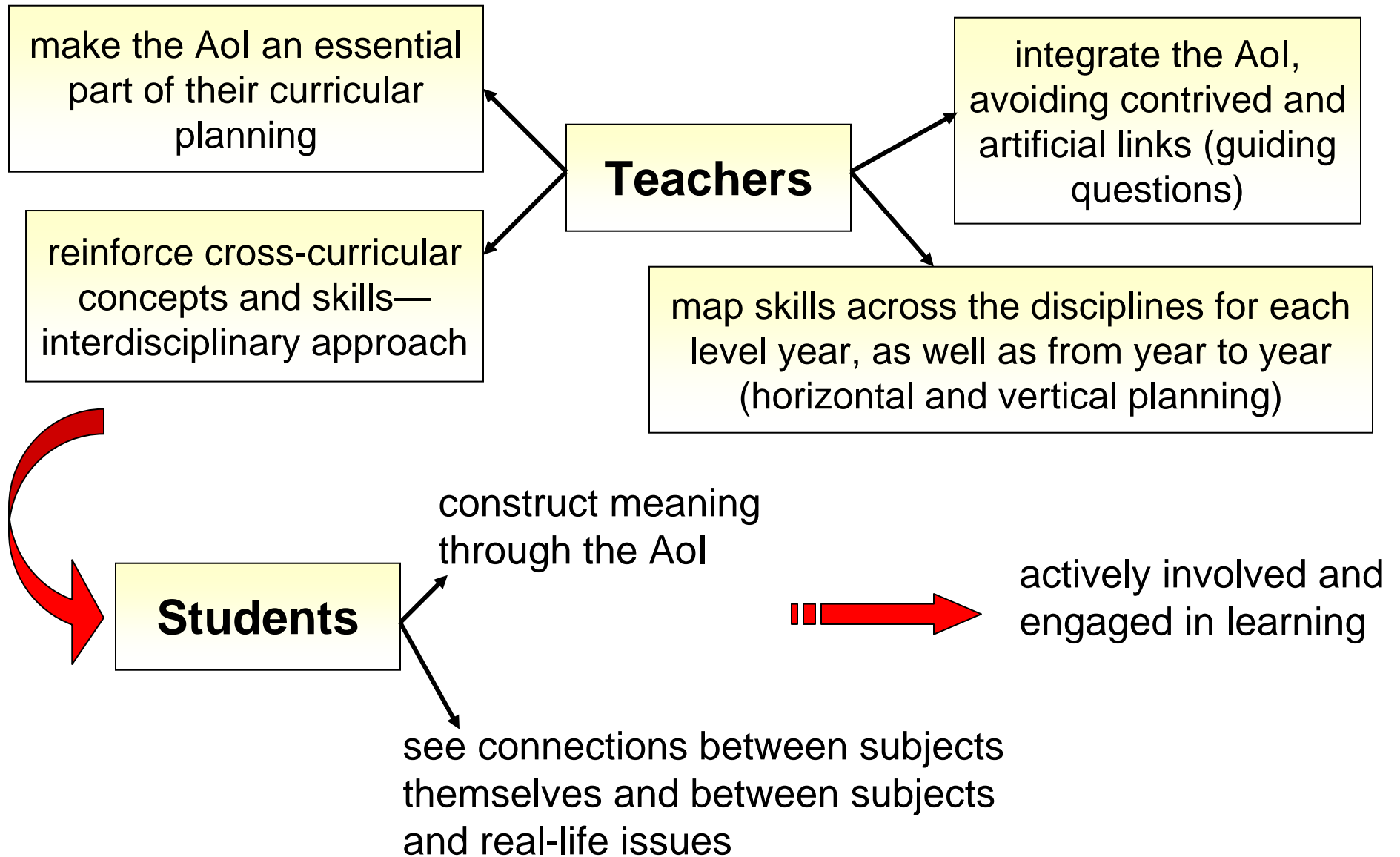


Guide inquiry and reflection



Inspire the personal project

Integrating the areas of interaction





AREAS OF INTERACTION

Levels of implementation

Label- *choose one that fits*

Link- *find connections with content*

Learn- *use it as springboard into classroom activities and discussions*

Lead- *frame instruction in each course*

aLign- *Coordinate the curriculum*



“Tack själv”

“Tak skal du ha”

“Gracias”

Thank You !

“Hvala”

شكرا

“Merci”

“Obrigada”

“Danke”

“Cám ơn”