

IB Learner Profile: potential activities

Collaborative document

How does it work?

If you are looking for activities, feel free to use any of the listed below and don't forget to cite your source ;)

If you want to make a contribution, please don't forget to write your name at the end.

Notice that almost all activities are valid for students, teachers and parents.

A huge thank to everyone contributing. Working together we make a better world.

IB Learner Profile Activities			
Attributes	Students	Teachers	Parents
General	<p>Asking them to write their CV/resume using headings of each of the attributes of the learner profile, or ask them to make a 10 page presentation to visually identify one or more aspects of how they have shown each of the attributes during their lives.</p> <p>[Mark Howard Brierly]</p> <p>I had my students draw what they thought each of the Learner Profile items would look like as if they were trying to let someone who didn't speak their language know what they were.</p> <p>[Paul Gregg]</p> <p>We use lanyards with the Learner Profile's description on them in 2nd grade. The</p>	<p>I had teachers in groups choose 1 attribute of the LP, read the description and prepare an argument why this was the most important attribute to develop in students. After they presented each argument I asked teachers to stand behind the the LP attribute they now find is most important to develop. Initially people kept following my directions. it became interesting when one teacher asked, if we could set it up as a twister. This turned into the understanding that we need all attributes in order to strive being global citizens.</p> <p>[Maïke Silver]</p> <p>A fairly basic introductory activity that can work well is to break them into small groups at a staff meeting or PD day and give each</p>	

	<p>teacher starts the year by giving them to students who are demonstrating and explaining why they are demonstrating. Then students also get to choose other students to wear the lanyard if you can explain why.</p> <p>[Toni Olivieri-Barton Colorado]</p> <p>Connect LP to characters in the books. The children enjoy making connections.</p> <p>[Dimpal Juneja]</p> <p>At the beginning of each year, we give all students colorful bookmarks with the LPT on them.</p> <p>[Anonymous]</p> <p>We have students identify the key LPT/attitudes of the characters in their literature reading. We also talk about which LPT/attitudes of the characters need growth.</p> <p>[Anonymous]</p> <p>Students in Language Acquisition phase 1/2.</p> <p>Introduction to adjectives for description of personality.</p> <p>(MMNahoum)</p> <p>Students learn to communicate about the LP attributes in a Language of acquisition classroom</p> <p>(MMNahoum)</p> <p>Post Reading activities</p> <p>Students link their book to a LP Attribute and explain this</p>	<p>group one or two of the learner profile attributes descriptions to look at closely. Then ask them to discuss where this currently occurs within your curriculum and/or where it could be furthered in the future. Following this discussion time you ask them to report back to the rest of their colleagues about</p> <p>a) which LP attribute they were looking at b) how it is currently being addressed within your school's curriculum c) where it could be addressed further in the future</p> <p>[Nick Gillies]</p> <ul style="list-style-type: none"> - Create 10 large papers with one LP trait with its definition at top of each poster. Place on 10 tables. - Give each activity participant a "worksheet" with all of the ATL skill category/cluster/indicator sets in rows in a 2-column table; skills in one column and a blank column space. - Participants individually write in the LP traits next to the skills needed to demonstrate each trait on their own papers. - Divide the group into 10 smaller groups, each beginning at one table. They write down the ATL skill categories/clusters that are required to "live" the trait on their table. - After a few minutes (2-3), have each group move to the next table. Repeat until groups have been at all 10 tables. - If someone has already written a particular skill on the LP chart paper, people can put dots or checks next to it to indicate that they agree. 	
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	<p>(MMNahoum)</p> <p>While learning about historical figures, students link their pictures to LP attributes (MMNahoum)</p> <p>Have the students nominate each other for displaying LP, describing the specific behaviour or incident, then give each other certificates in assembly explaining why. The first time a student is nominated, we put in a display with their photo, a precis of the incident and the name of their nominator. [Rosie Hydar]</p> <p>Have students create bilinigual LP posters to put up around school. Step 1_- they investigate the word well (definition, type of word, word family, different meanings/contexts, synonyms, antonyms,illustrate examples, sentence using word etc) Proyecto Perfil de Aprendizaje [Carolina Freund]</p>	<p>- Then have a group discussion about what they noticed and what implications this has for supporting LP attribute development in their classroom/school. [Diane Smith]</p> <p>Today you will be broken up into groups and assigned one of the characteristics of the Learner Profile. Within your group you are to discuss what your characteristic means. By the next class period your group will have a poster designed for your characteristic that includes an illustration and a quote that will exemplify the characteristic. [Flint Southwestern Classical Academy]</p> <ol style="list-style-type: none"> 1. Use of the learner profile attributes to learn different adjectives and how these “work” 2. Link LP attributes to a color and add other adjectives linked to this color (for example: red for communicator, talkative, lively, etc.) 3. Students write a description of themselves using the LP attributes using percentages (revision of numbers), for example : I am 25% open-minded, 5% risk-taker, etc. 4. Students use a tugxedo (http://www.tagxedo.com/) to create a collage of who they are with the LP attributes (MMNahoum) 	
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		<p>1. Students have to demonstrate what each LP Attributes represents in a Language of Acquisition classroom by making a poster/ a short video, etc. (MMNahoum)</p> <p>I have had students brainstorm in small groups what each LP attribute looks like in a Language Acquisition class, then rotate the groups around, leaving one student behind to explain to the next group what they have included and why. Each subsequent group attempts to add 3 more things to the brainstorm before moving on again, this time leaving a different person behind to explain to the next group (the person left behind the first time moves with this 2nd group). This would work for any learning area. [Danielle Horne]</p> <p>Working in groups, brainstorm what a particular LP might look like or sound like in terms of specific behaviours in the classroom, the playground or at home. [Rosie Hydar]</p>	
Caring	<ol style="list-style-type: none"> 1. 7 minute video 'The Giving Tree' 2. In pairs, list all of the ways that the tree took care of the boy. (2 minutes) 3. Share with whole class, recording on the board. 4. Challenge the pairs: can you come up with a list the same length of ways that people around 		<p>Think about how your family can get involved with community organizations. [Lafayette Park ES]</p> <p>Role model the caring behavior you would like to see in your child all the time. Your child has big eyes and ears and notices everything you do. Using kind words, helping people without being</p>

	<p>you have been caring towards you? (4-5 minutes)</p> <ol style="list-style-type: none"> Choose one that you appreciated the most, and write on the board. Reflect on the impact of small actions on those around us. <p>[Rosie Hydar]</p>		<p>asked, being an active listener all show your child that you care about people. Even a simple thing, like holding a door for someone, shows your child that you are aware of others around you and want to help them.</p> <p>[Anonymous]</p> <p>Smile back</p> <p>[Anonymous]</p> <p>Are you OK?</p> <p>[Danielle Horne]</p> <p>Reduce, Reuse & Recycle. Sometimes this can be challenging for busy families, but make the effort to establish these habits in your home. By developing children who care about the environment, you are helping the future of the globe.</p> <p>[Anonymous]</p>
Knowledgeable	<ol style="list-style-type: none"> Working in pairs or threes, decide what the most significant issues are in the world today, that are likely to affect you in your life. (3 minutes) Share with the whole class and record on the board, with no discussion (2 minutes) 		<p>Ask your child about what they are learning in school and engage them in conversations about it:</p> <p>"Why do you think that is an important thing to know about?"</p> <p>"Can you think of anything happening in the world today that might be similar to that aspect of History?"</p>

	<ol style="list-style-type: none"> 3. Each group chooses a different issue. Discuss (5 minutes): <ol style="list-style-type: none"> a. What the issue looks like both in Azerbaijan and around the world b. Identify which subject(s) in school will help them to understand and react to that issue. 4. Share with the whole class (3 minutes) 5. How many of these issues require understanding from only one school subject? How many benefit from an understanding of more than one subject? [Rosie Hydar] 		[Anonymous]
Communicator	<ol style="list-style-type: none"> 1. In pairs, brainstorm all the different ways we communicate (music, maths, images, sounds, body language, clothes etc). (2 minutes) 2. Share with whole class, recording on the board 3. Think about how we communicate through body language: anger, fear, boredom, excitement, happiness, sadness, enthusiasm, reluctance, friendliness, dislike. Practice these as a whole class. (2 minutes) 		<p>Encourage your child to stay in touch with relatives and friends who live in other countries by writing letters, using the phone, sending email or Skyping. [Anonymous]</p> <p>Work with your child to improve his/her listening skills. Being a good listener is an important part of communicating with others [Anonymous]</p>

	<ol style="list-style-type: none"> 4. Working in groups of 4, let students take it in turns to communicate these emotions and have their groups guess which emotion it is. (4-5 minutes) 5. Communication requires a sender, a message and a receiver. 6. Stand all of the class in a line. Whisper a message to the first in line. They must then whisper it, once only, to the person next to them. The final person repeats what they have heard. 7. Reflect together: <ul style="list-style-type: none"> • How did the message change? • Can we believe everything we hear? How would we check a message? • What messages in real life do we believe without question? • Is it true because we hear it or read it on the internet or see it on tv? • Which kind of messages are we more likely to believe? • Does it seem more true because we receive a message either in several different ways, or from several different sources? [Rosie Hydar] 		
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<p>Reflective</p>			<p>Spend some time reviewing your child's report card with them. They should have the opportunity to look at this document and consider it as well. Discuss it with them and truly consider their thoughts on their strengths and areas for improvement. [Anonymous]</p> <p>Spend time looking at work samples and journals. Ask them to talk about what they have learned and how they could apply that knowledge to the real world. Do they see areas that could be improved? Do they have areas that they feel confident in? [Anonymous]</p>
<p>Inquirer</p>	<p>Working with a partner or in a 3, find out more about each other using these 34 questions.</p> <p>Reflect individually - what was the most interesting or revealing question?</p> <p>Whole class</p> <ul style="list-style-type: none"> - share the most interesting questions 		<p>Model being an inquirer. Admit when you don't know the answer to a problem or a question and seek out answers in front of your child [Anonymous]</p>

	- what makes a good question? [Rosie Hydar]		
Open-minded			Expose your child to different festivals, celebrations and traditions and be sure to present them in a non-judgmental way [Anonymous]
Principled			
Balanced	<p>2 minute introduction video</p> <p>In pairs, students list aspects of their intellectual life, physical life and emotional life.</p> <p>Combine the pairs to work in fours who compare their lists.</p> <p>Still in groups of four: what are the challenges of being balanced? (You may want to have different groups considering the intellectual, physical and emotional aspects, if you have enough students.)</p> <p>Share with the whole class.</p> <p>How can we maintain balance in our lives? Ask a volunteer student to to walk with a book on their heads. Watch as they make many small adjustments to keep it balanced. It is the same in our</p>		

	<p>lives, we have to constantly monitor and adjust.</p> <p>Take suggestions from the whole class about keeping all aspects of our lives balanced. [Rosie Hydar]</p>		
Thinkers			
Risk-taker			