

ACTION in the PYP

What is it?

Looks like....	Sounds like.....	Feels like.....
Solving a problem in the classroom or school community	Expressing their passions and interests and how it relates to them	Student empathizes with a cause or others
Setting goals to help them achieve a purpose	Brings the discussions at school to home or outside class	Makes connections between issues in the community and in the global sense
Helping a classmate with a problem or issue	Asking difficult questions that get to the heart of the issue	Student begins to attract others to their way of thinking about an issue
Student initiated inquiry	Conducting interviews with other people	Student is constantly reflecting on an issue
Researching an organization outside school that does work with a particular issue	Student leads others through a tough problem, or takes control of a situation	Student makes connections to past learning and new learning
Choosing reading material that relates to a particular concept or issue	Student shows pride in their learning	Shows persistence and does not let an issue fade away
Student self initiates a note taking journal on an issue	Student tries to persuade others to take action	Student shifted their thinking about an issue
Student makes connections between the unit of inquiry and other subjects	Student engages in an inquiry with enthusiasm	

Spectrum for ACTION? Awareness?

Ideas for collecting evidence of ACTION

- Keep an action journal on your desk and every time you notice something, jot it down
- Ask the students if they are bringing their learning home, and record their own ACTION
 - Do you research anything related to the inquiry at home?
 - Do you read any books related to it?
 - Do you draw pictures about it?
 - Do you discuss the issues with family members or friends?
 - Do you go places to get more information (museum, art fairs, etc)?
- Ask parents to send you any anecdotes about how the students are bringing their learning home
- Listen to their conversations at recess and lunch and see if they are discussing the inquiry
- Introduce the term ACTION, ask explicitly how students can take it
- Have class discussions about ACTION, make it part of the class environment
- Assign Homework related to ACTION gathering

Writing Report Card Comments

ACTION what the student did

SKILLS what skills they showed while doing this

RECOMMENDATIONS what they might do with it in the future

Sample Report Card Comments

The ACTION

- Taro showed his passion for this project by creating a series of comics about Sustainability.
- Mika expressed her learning at recess by telling her classmates about what they can do to learn more about communities.
- Taro self selected reading texts related to Government in order to increase his knowledge.
- Mika made excellent connections between our unit on Innovation and Evidence that helped her see the bigger concepts.
- Taro was very engaged and motivated by our inquiry into Family. He showed enthusiasm for learning about his classmates family and home life.
- Mika spend a considerable amount of time trying to persuade others to take action. She showed great leadership skills.
- Taro asked very insightful questions about Children's Rights and researched the answers independently.

Skills and ACTION

- Taro has shown himself to be very organized and have a sense of the larger issues.
- Mika showed leadership skills and accepted the opinions of others.
- Taro demonstrated that he cooperate with others in creating his comic books.
- Mika made excellent use of time management skills as she worked on finding the answer to her question.
- Taro showed excellent fine motor skills when he drew his picture about another student's family.

Advice for Further ACTION

- Taro might consider **keeping a journal** to record his thoughts and reflections related to scarcity.
- Mika might think about looking into **joining** the JAPAN FOUNDATION as a way to continue her inquiries into culture.
- Taro might enjoy **reading** the book Science Is as a way to learn more about Evidence and the scientific method.
- Mika might enjoy a **trip** to the local aquarium to learn more about Animal Rights.