



**PYP Networking Session
Kaleidoscope: Becoming Internationally Minded
Rosa Parks Elementary School
April 11, 2013**

Agenda

9:00-9:30	Continental Breakfast
9:30-9:45	Welcome
9:45-10:30	School Tour
10:30-11:30	I.M. Rotation
11:30-12:00	Debrief
12:00-12:30	Lunch

Minutes

Station 1: Assessing International Mindedness/Learner Profile

“The IB learner profile describes the attributes and outcomes of education for international mindedness.” –*What is an IB education?*

- ❖ Have students, teachers, and parents reflect on the development of the learner profile attributes and the attitudes
- ❖ Portfolio assessments
- ❖ School newsletters
- ❖ IB report card on the attitudes, learner profile, etc.
- ❖ At initiation of candidacy survey the community on International Mindedness and compare to a survey done three years later
- ❖ Use this list of resources and tools for help
 - UK Developing Citizenship Project
 - Global Education Checklist
 - Oxfam Education Audit
 - The International Schools Association’s *Internationalism in Schools: a self-study guide* (<http://www.isaschools.org>)
 - Yorkshire and Humberside Global Schools Association (YHSA) *Benchmarks of the Global Dimension*
 - EDSteps Global competencies matrix
 - <http://asiasociety.org/education-learning/partnership-global-learning/events-services/how-global-your-school>

Station 2: Scaffolding/Questioning Techniques to Promote International Mindedness

- ❖ Use Visible Thinking routines (Project Zero) (ex. Y chart –think, see, wonder, or looks like, sounds like, feels like, etc.)

- ❖ Use Artful Thinking Routines: <http://www.pzartfulthinking.org/routines.php>
<http://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-template-organizers.pdf>
- ❖ Use inquiry journals or “I Wonder?” walls
- ❖ Use object inquiry or pictures
- ❖ Use the key concepts to launch the lines of inquiry
- ❖ Send questions home in agendas and get ideas from parents/family members to add perspective
- ❖ Start a lesson with a question the students will be able to answer by the end
- ❖ Ask critical thinking questions based on Bloom’s Taxonomy or Webb’s Depth of Knowledge
- ❖ In the lower grades, model types of questioning and use graphic organizers like Thinking Maps
- ❖ Connect the Learner Profile to International Mindedness through nonfiction, current events, famous people

Station 3: Involving the School Community in Becoming Internationally Minded

- ❖ Community Art Installation or end of year art show
- ❖ Invite parent volunteers from the community who represent different cultures to make presentations
- ❖ Invite guest speakers to your school
- ❖ Publicize school events and service projects via the local news, internet, and posting announcements in community businesses
- ❖ Have a community outreach coordinator at your school who will connect with people in the community to set up presentations for the school as it ties into your units of inquiry, teach parents how to help their children at home, ESOL liaison, etc.
- ❖ Conduct parent surveys to develop home and school essential agreements for behavior, reflecting on the Learner Profile and attitudes, etc.
- ❖ Host an international festival night
- ❖ Post in school newsletters what kids are studying, saying, or reflecting on (possibly about heritage differences if applicable)
- ❖ Highlight Learner Profile attributes
- ❖ Have the school community help develop and participate in school service projects
- ❖ Develop partnerships with sister schools in other countries

Station 4: Moving Beyond the Tip of the Iceberg Model of Culture

(Thinking = norms, roles, ideologies, beliefs, philosophy

Feeling = values, tastes, attitudes, desires, assumptions, expectations, myths, etc.)

- ❖ International pen pals
- ❖ Explore the reasons behind symbols on flags and other cultural symbols
- ❖ Investigate symbols on currency from different countries
- ❖ Use literature to examine differences
- ❖ Allow students to share family, culture, ideas, beliefs, storytelling
- ❖ Learn about culture through the culture grams website
- ❖ Delve deeper during Language of Acquisition Instruction

- ❖ Invite the community into the school
- ❖ You must develop rapport with students in order to get below the iceberg with them
- ❖ Investigate the various meanings of nonverbal gestures in different cultures

Station 5: Integrating International Mindedness in the Subject Areas/Units of Inquiry

- ❖ Use resources from <http://globalengage.ibo.org/>
- ❖ <http://globalengage.ibo.org/eng/post/introducing-global-dimension-within-subject-studies>
- ❖ Make literature connections (folktales, fables, myths or legends from different countries and in your school's language of acquisition (language b)
- ❖ Study climate change and natural disasters around the world
- ❖ Seek assistance from the media specialist
- ❖ Incorporate current events in instruction (htekidsnews.com, BBC Kids, NY Times for Kids and LA Times for Kids)
- ❖ Websites: culture grams
- ❖ Make connections (compare and contrast current events, cultures, etc.)
- ❖ Explore environmental issues to examine resources, needs and wants, and aspects of culture
- ❖ Create community/public art (ex. a student-led activity) and make connections to share with the community
- ❖ Use student family members as experts.
- ❖ Use Discovery Streaming in instruction
- ❖ Art: Design an item in the spirit of different time periods of art and have students peer-interview leading to assessment of how representative the piece is to that time period
- ❖ Art: Explore how artwork changes depending on where you are in the world
- ❖ Connect the Learner Profile to International Mindedness through nonfiction, current events, famous people
- ❖ Music: Explore musical instruments from around the world (could be integrated with a science unit on sound)
- ❖ P.E.: Play games from various cultures
- ❖ Have students bring in pictures of houses they've visited and/or investigate what different houses/homes look like in various countries
- ❖ Math: An inquiry on famous mathematicians

Station 6: Action for International Mindedness (Action should be self-initiated by the students)

- ❖ <http://globalengage.ibo.org/eng/actions>
- ❖ International pen pals
- ❖ Recycling club
- ❖ Helping Hands for Haiti
- ❖ Canned food drives

- ❖ Write letters to veterans
- ❖ Lunches for homeless
- ❖ Pennies for Pasta
- ❖ Art Action Project: Pinwheels for Peace
- ❖ 26 Poems for Sandy Hook
- ❖ Charity websites-(www.makeastandlemonade.com, www.charitynavigator.org, www.toms.com, www.kenyaconnect.org)
- ❖ Debate club for current events
- ❖ Model U.N. or Junior Model U.N.
- ❖ Tour the community to investigate the needs of the community
- ❖ Write letters to local politicians
- ❖ UNICEF club
- ❖ Promote action that moves beyond fundraisers and the perception that developing nations are “needy”