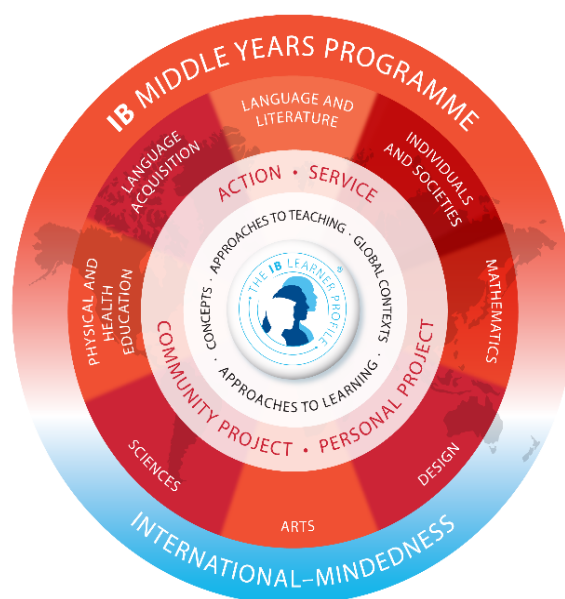


# How-to-Guide

## IBMC 2016 – Leadership Conference



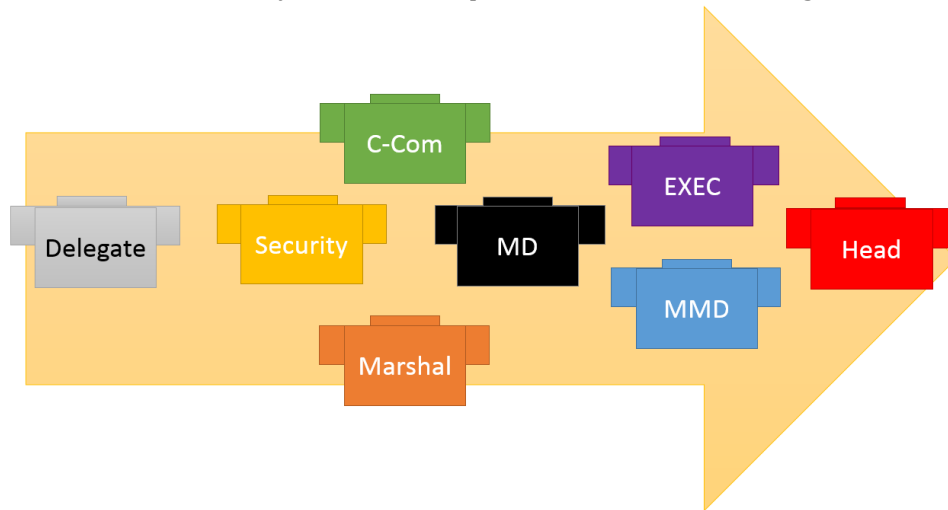
Your name: \_\_\_\_\_

Your email: \_\_\_\_\_

Your school: \_\_\_\_\_

## CAS Opportunities

A leadership conference should have a large number of volunteer positions to allow DP students to progress through a number of CAS goal. IBMC at Turner Fenton Secondary School in Brampton Ontario has the following roles:



Who	Length	CAS Opportunity
Delegates	N/A	N/A
Security	Short-term	Undertaking new challenges Working collaboratively with others
C-Com	Short-term	Undertaking new challenges Working collaboratively with others
Marshal	Short-term	Undertaking new challenges Working collaboratively with others Developing new skills
MD	Medium-term	Undertaking new challenges Working collaboratively with others Developing new skills Showing perseverance and commitment
Exec	Long-term	Undertaking new challenges Working collaboratively with others Developing new skills Showing perseverance and commitment Planned and initiated activities
Heads	Long-term	Undertaking new challenges Working collaboratively with others Developing new skills Showing perseverance and commitment Planned and initiated activities Increased awareness of strengths and areas for growth

Additional details about the Head Responsibilities follow:

<b>Conference Chairs Responsibilities &amp; Duties</b>	
<b>Responsibilities (select 1 from each group)</b>	MMDs, Entertainment, Sec/C-Com/Marshall
	Web & Tech, Food, Artists
	Sponsorship, Promotions, Jr. Reps
<b>Duties (select 2)</b>	T-Shirt, Schedule, Budget, Logistics, Communications, Driver



# Executive Application

Welcome to your Executive Application Package for the 2011 International Baccalaureate Mentorship Conference!

**Before proceeding to the details about the mentorship opportunity of a lifetime, it is important that we all have some clarification as to the purpose of IBMC.**

IBMC was developed as a response to the confusing and stressful transition from MYP to the full-fledged Diploma Program. In past years, students in grades eleven and twelve have attempted to develop a mentorship program to ease this tension. However, their efforts have met with little success as a result of hectic schedules, indifference towards their endeavour, and a lack of communication between mentors and Grade 9 mentorees.

The purpose of this conference is to replace the fear that students have with the adequate knowledge and confidence necessary to embark on their journey into the IB program. As an all-day conference it will tackle the uncertainties that mentorees possess. It will also aid in creating a comfortable atmosphere for students to direct their opinions and questions to individuals that were once in the same position that they are now in.

We are looking for enthusiastic, bright, fun, responsible, hardworking, and pretty much all around amazing individuals to help us out as Executive Members of our third annual conference. Sounds like a lot to ask for? Well, we know you have a lot to offer. In this package, we are giving you a chance to show us what you are worth. Obviously, a key part of this conference will be the Executive – you folks! Read this package carefully and have fun with this application. Show us all you have to offer, and bring out the “IB-er” in you! (Creativity is robustly recommended)

All applications must be submitted to the history office or Ms. Snyder by **3:15 PM on Wednesday, November 17<sup>th</sup>, 2010**. Interviews are required and it is your responsibility to schedule one using the times listed outside of the History Office! Interviews will be held **Monday, November 22<sup>nd</sup> and Tuesday, November 23<sup>rd</sup>, 2010**. Sign up for your interview outside the History Office! So, get your form in now, we're looking forward to working with you enthusiastic leaders!

Planning a conference is a rigorous process that may even seep into your summer. Consequently, we are asking that all applicants are certain that this is an opportunity that they not only want to partake in, but also have the time for. Please ensure that additional extracurricular involvement will not hinder your ability to put forth your greatest effort towards this amazing experience. This is a great opportunity for all applicants, and we apologize in advance for not being able to accept all of you. Simply the fact that you're applying shows that you have more motivation and drive than most. We can't wait to work with you at IBMC. Good Luck!

Yours in mentorship,

Vandan Jhaveri  
Conference Chair

Shahid Mawji  
Conference Chair

K. Snyder  
Faculty Advisor

# Responsibilities of the IBMC Executive

**Note: The grade level of applicants refers to the student's grade in the 2010 – 2011 school year.**

## Conference Chairs (3 Students in Grade 12)

- To oversee the duties of all factions of the executive
- To maintain correspondence with various members of the school administration
- To diffuse any logistical discrepancies
- To ensure that the integrity of the conference and school are not compromised
- To seek and confirm staff advisors for the conference
- To develop a practical timeline for the completion of specific tasks for each executive branch and ensure that all deadlines are met
- To develop a feasible schedule for the conference
- To assist all Executive Members to the fullest of your capabilities and to ensure that work and responsibilities are evenly distributed
- Create a fresh new design for the conference shirt.
- Organize effective meetings for executive committee.

## Sponsorship Committee (2 Students in Grades 11 or 12)

- To find financial support for the IBMC conference
- To call local businesses to sponsor the conference. These local businesses will be offered advertising benefits for assisting.
- To organize a raffle for the event.
- To acquire products for a raffle. (i.e. Graphing calculator)
- To prepare gift bags of pamphlets, flyers and free products for the delegates to take home after the conference.
- Arrange for prizes for conference games. (Ex. Video IPod)

## Promotions Committee (3 Students in Grades 11 or 12)

- To prepare flyers and other promotional tools to ensure that the conference is extensively publicized to the Grade 9 International Baccalaureate community.
- Plan the pre-Conference information meeting for delegates to inform them of the application process, exciting events and to address their concerns.
- To develop announcements to be read over the P.A. system.
- To advertise MD applications as well as delegate applications.
- To ensure that all Grade 9 I.B. students and their parents receive e-mail notices in regards to the conference.

## Website and Technical Support Committee (4 Students in Grades 10, 11 or 12)

- To secure a directory under the Turner Fenton domain for the use of the IBMC conference.
- To maintain the creative and visually appealing website to market the IBMC conference.
- To work with the promotions committee and the Ministers of Mentorship Development to post the *electronic* MD and Delegate applications on the IBMC domain.
- To create methods through which only I.B. students will be able to download the IBMC delegate application.
- To develop a registration interface to be used for the day of the conference.
- To continuously update content concerning the details of the conference.

## Food Committee (2 Students in Grades 11 or 12)

- To seek possible donations and affordable pricing for all food and related supplies.
- To prepare a food menu which accounts for possible food allergies of all delegates at IBMC.
- To prepare a food menu which is delicious, easy and efficient to serve, and requires little clean up.
- To ensure that all supplies and utensils are available for use.
- To continually communicate with the Ministry of Mentorship Development to determine if the amount of food they order corresponds with the number of delegates attending IBMC.

### Entertainment Committee (4 Students in Grades 11 or 12)

- To ensure that all entertainment events (I.B. Olympics, Dance) are well organized and coordinated.
- To organize games as students arrive at the conference
- To organize opening and closing ceremonies for the conference.
- To organize games and thought provoking activities for the IB Olympics

### Security Committee and C-Comm (3 Students in Grades 11 or 12)

- To develop security applications and choose competent Grade 11 individuals to be part of the security team.
- To organize training for the security team and develop a list of guidelines and responsibilities for the security team.
- To organize entertainment for the security teams during the conference.
- To ensure that regular security patrols are conducted throughout the conference.
- To ensure all venues for the events are prepared before the delegates arrive. To ensure that all aspects of the conference run on time and are well coordinated.
- To ensure that all properties of the delegates are stored in an appropriate location.

### Ministers of Mentorship Development (4 Students in Grade 12)

- To revamp the existing Delegate manual, updating information and making creative improvements.
- Revamp or create a new MD manual.
- To find a business willing to print the manual at an affordable price.
- To collect MD and Delegate applications.
- To select the most competent and motivated individuals to be MDs.
- To collect and organize the information of each delegate in a database
- To equally divide the delegates into groups varying in race and sex and to designate MD's to these groups.
- To continually relay information to the different committees in regards to the number of delegates participating.

### Junior Representative Committee (3 Students in Grade 10)

- To provide the rest of the executive committee with information concerning the viewpoints of Grade 9 students towards the conference and how to improve it
- To visit Grade 9 classes to publicize the conference.
- To assist with the overall development and execution of the conference

### **Note to all candidates:**

**All the information provided is merely an overview of the duties associated with each position. Please note that candidates may be required to complete tasks that which are not directly listed. All new tasks that are delegated will be done at the discretion of the Conference Chairs.**

## Executive Application Rubric

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Experience	The applicant has no conference/ leadership experience and no experience in the environment.  0 activities	The applicant has had little conference/leadership experience but not involving developing interpersonal or leadership skills.  1 activity/ incident fulfilling maximum 2 of MD experience requirements (communication, leadership, teamwork)	The applicant has had some conference/ leadership experience: interpersonal activities; planning; minor roles  2 activities At least 1 providing two MD skills (communication, leadership, teamwork) The other one providing one MD skill.	The applicant has had some experience involving roles that involve sufficient application of skills  3 activities (one including three of the three MD skills : communication, leadership, teamwork)	The applicant has a sufficient quantity of experience dealing with development of skills  2 activities fulfilling 3 MD skills <b>OR</b> 3 volunteer activities each requiring at least two of the skills mentioned above.	The applicant has had noteworthy experience i.e. volunteer for PLASP, leadership activities and conferences, extracurricular activities involving development of teamwork  3 activities all 3 of MD skills (communication teamwork, leadership)	The applicant has had excellent conference/leadership experience to have developed the skills and the background knowledge that would allow him/her to easily understand roles and responsibilities of an MD. i.e. executive positions in any club/activity, experience planning activities and leading, experience with teamwork  4+ activities including all three or more skills (communication, teamwork, leadership)
Problem solving & Strengths/weaknesses	Applicant realizes no real weakness and strengths are not backed up with clear examples  No clear problem solving skills applied.	Realizes no real weakness however strengths are backed up with clear examples.  Problem solving is minimal.	Realizes some weakness but no real measures described on how to improve Strengths are backed up with clear examples.  Approaches problem but leaves out important factors contributing to problem or does not fully solve.	Realizes some weaknesses and provides ideas on how to improve and clear examples for strengths  Applicant has the basic ideas on how to solve potential problems, however does not apply clearly in questions.	Realizes strengths and weaknesses however only provides ideas to improve skills. Explains why strengths would contribute.  Applicant solves problem using basic method.	Realizes his/her strengths and weaknesses and is taking some measures to improve skills. i.e. two broad examples. Explains why strengths would contribute clear examples.  Applicant solves problem demonstrating critical thinking but does not explain all aspects of problem.	Realizes his/her strengths and weaknesses and is actively involved in improving and developing him/herself i.e. at least 2 clear examples Includes clearly why strengths would contribute  Applicant understands how to efficiently solve potential problems and has clearly applied it in the questions. Explains aspects of problem. There is a creative solution to the problem.

## Executive Interviews

- Be sure to discuss with students how to listen when someone is talking
- Be sure to take notes during interviews so you can refer back later. If you do 100 interviews, you won't remember. It's often a good idea to write down details about what people are wearing to jog your memory.
- The quantity is large: 150 applications, 100 interviews and 30 positions
- The heads are selecting their replacements
- Necessary Consideration of Skill Set – Strengths and Weaknesses
- Decisions made by consensus for each position

## Questions to Consider

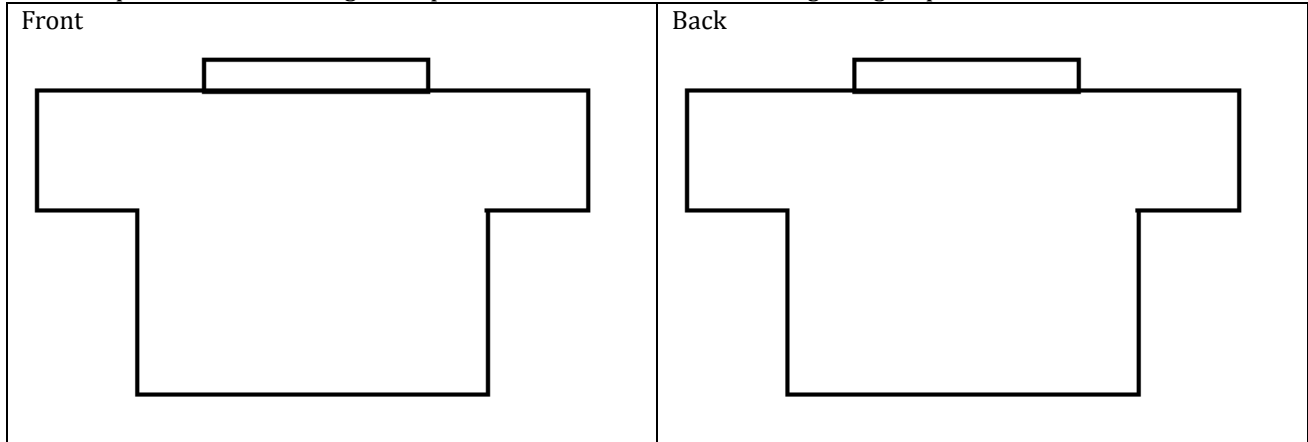
- What was the most important moment in your childhood?
- Who is your hero?
- What individual has influenced you the most?
- How have you made a difference in someone's life?
- What is one thing in your past you would give almost anything to go back in time to fix or redo?
- Have you ever felt out of place or that you didn't belong?
- What adversity have you had in life and how did you deal with it?
- Why do you think the IBMC is an important conference? Why is it important to you?
- What one important skill do you think you can bring to the IBMC executive team?
- How much should one get paid to clean all the windows in New York City?
- A flock of sheep, 3 pigs, 2 chickens and 1 cow just escaped from their pens on Ol' MacDonald's farm. You have 1 friend with you, how do you round up all the animals as quickly as possible.
- What is your vision for IBMC?

# Heads Interview

- 6 candidates, 3 male and 3 female
- Balance a necessary consideration

Some tasks for the interview:

**Task 1:** Come up with a T-shirt design to represent IBMC. You will be working in a group of 3.



**Task 2:** Come up with a script which can be used during the opening ceremonies, and concluded in the closing ceremonies. This storyline should be able to have IBMC exec members as actors. Think about what would make this storyline appropriate for the event, and interesting for the delegates. You must include the Learner Profile and the ATL. You will be working in a group of 3.

**Task 3:** How can we make the Personal Project Presentation a positive experience for the delegates? You will be working in a group of 3.

PP Presentation Format & Activities	Suggestions for Improvement

How would you describe your Personal Project to a delegate?

**Task 4:** You are provided a budget of \$10,000 to run the conference, how would you allocate the funds? Keep in mind you must pay for Food, Shirts, any delegate materials, etc., You will be working in pairs.

ITEM	ESTIMATED PRICE (\$)

Total Spent \$ \_\_\_\_\_ Total Leftover \$ \_\_\_\_\_

**Task 5:** What should the standout event be at IBMC this year? Think outside the box, be creative. You have only \$100. You will be working in pairs.

**Task 6:** Create a detailed timeline of what needs to be completed over the next year, to ensure the greatest IBMC conference, Keep in mind your various exec positions. You will be working in pairs.

Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept

# Approaches to Learning

The executive and volunteers grow as learners. Using the MYP approaches to learning, here is a summary of the skills that they gain.

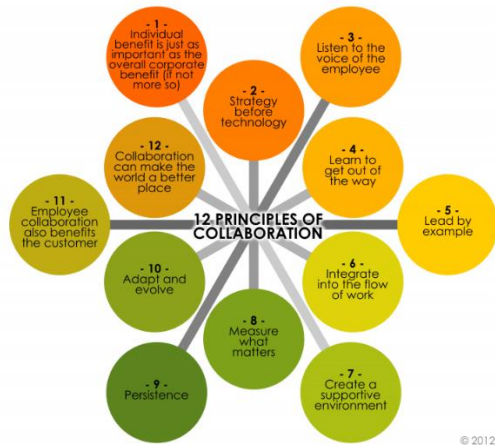
MYP Skill	Details	IBMC Roles	Specific Skills Gained
Thinking Skills	<b>Creativity and innovation:</b> the skill of exercising and initiative to consider challenges and ideas in new and adapted ways.	What should the conference look like? How can we make it different? How can we make it better?	<ul style="list-style-type: none"> <li>Brainstorm to generate ideas.</li> <li>Create novel solutions to authentic problems.</li> <li>Design new machines, media and technologies.</li> <li>Use existing works and ideas in new ways.</li> </ul>
Thinking Skills	<b>Critical Thinking:</b> the skill of analysing and evaluating issues and ideas.	Planing process  What to include? What to leave out? What might go wrong?	<ul style="list-style-type: none"> <li>Consider ideas from multiple perspectives, including those that might be unlikely or impossible.</li> <li>Develop contrary or opposing arguments.</li> <li>Evaluate and manage risk.</li> <li>Identify obstacles and challenges.</li> <li>Practice observing carefully in order to recognize problems.</li> <li>Propose and evaluate a variety of solutions.</li> </ul>

A series of tasks and decisions that students work on over the year is:

<b>October</b> Exec Applications Created, collected, marked	<b>January</b> Select guest speaker T-Shirt Colours Volunteer applications	<b>April</b> Orientation for volunteers Personal Project script Principal photography for entertainment	<b>July</b> [No school] Film editing
<b>November</b> Exec Interviews Select Head/Exec Grade 8 Parents Night	<b>February</b> Confirm food & t-shirts Start opening & closing script Start filming	<b>May</b> [only Jr Reps] Banners Signs Centerpieces	<b>August</b> [No school] Volunteer Rehearsals Confirm Teacher-Security Gather supplies Write game instructions
<b>December</b> Visioning Brainstorming Planning Budget Conference Logo	<b>March</b> Volunteer lists out Delegate Manual MD Manual (MD sessions)	<b>June</b> Nametags Decorations Volunteer Training Personal Project Rehearsals MD Training	<b>September</b> Daily Training Rehearsal, Timing Web/Tech Light/Sound Pack Bags Confirm everything



MYP Skill	Details	IBMC Roles	Specific Skills Gained
Social Skills	<b>Collaboration:</b> the skill of working co-operatively with others.	Final choices  Exec meetings  Spirit and team-building – hard work towards a common goal bonds like nothing else.	<ul style="list-style-type: none"> <li>• Build consensus.</li> <li>• Encourage others to contribute.</li> <li>• Help others to succeed.</li> <li>• Listen actively to other perspectives and ideas.</li> <li>• Make fair and equitable decisions.</li> <li>• Manage and resolve conflict, and work collaboratively in teams.</li> </ul>



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Large Group Activity Ideas

IB Olympics (Relay Race)	Carnival (Large Inflated Games)	Interactive Video Games
Custom App	Medieval Competition	Green screened Movie Inserts
Human-Sized Board Games	Boom-whacker Chorus	QR Code Scavenger Hunt
Tug of War Contest		

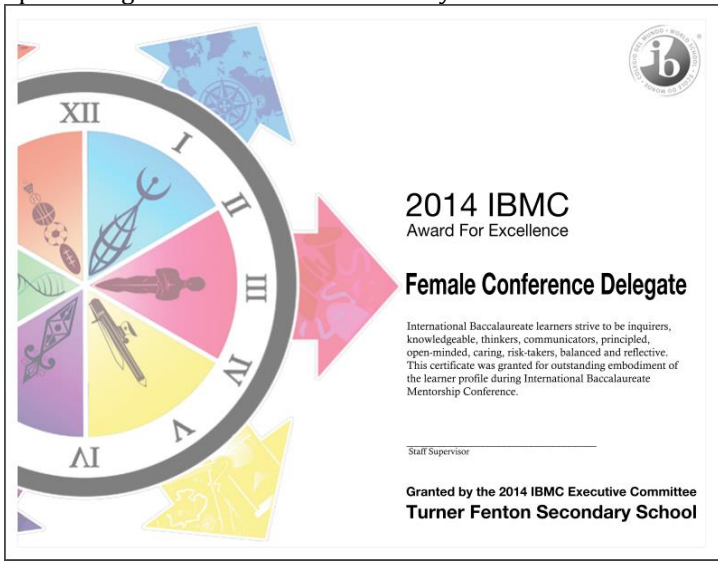
MYP Skill	Details	IBMC Roles	Specific Skills Gained
Communication Skills	<b>Interaction:</b> the skill of effectively exchanging thoughts, messages and information.	Train the volunteers, MDs	<ul style="list-style-type: none"> <li>• Give and receive meaningful feedback.</li> <li>• Use appropriate forms of writing for different purposes and audiences.</li> </ul>

Session Summary Chart

Session	Topic	IB Significance	Content Summary	Game List
1	Get to Know You	-		Going on a picnic, Fast name circle, Rhythmically Speaking, Name Game, Divide and Conquer, Snowball Fight, Shoe Pile, Nametag Grab, Whack, Revenge, Go!, Point and Shoot.
2	Learner Profile	The sort of person you should be when you graduate.  Becoming a better person.	(10) Inquirers, Thinkers, Principled, Caring, Balanced, Knowledgeable, Communicators, Open-minded, Risk-takers, Reflective	Read and Guess, Learner Profile Headbands, Learner Profile Blind Man's Bluff, Learner Profile Boggle, Clap and Clapper, Pterodactyl, Adverbs, Clapping Game, You-Me-Left-Right, React-and-Act, Squirt
3	Key Concepts	Concepts that span global contexts, approached to learning and subjects.  They show how all the things you learn relate together.	(16) Aesthetics, Change, Communication, Communities, Connections, Creativity, Culture, Development, Form, Global interactions, Identity, Logic, Perspective, Relationships, Systems, Time-place-&-space	Encyclopedia, Password, Who am I?, Question game, Fish Net, Back-to-back, Guess-the-sketch
4	Global Contexts	Themes embedded in courses.  These teach you how to live <i>the learner profile</i> .	(6) Scientific & Technical innovation Personal & cultural expression Orientation in space and time Fairness & Development Identities & Relationships Globalization & Sustainability	Do You Like Your Neighbors?, Mad Libs, Scattergories, Scattergories Mingle, Guess the Sketch, Doctor-Doctor, Contact
5	Inquiry Questions	Questions used in a classroom unit.  Designed to catch student interest and to encourage students to think more deeply.	For example: <ul style="list-style-type: none"> <li>Do authors manipulate their readers to view the world as they do?</li> <li>Does taking a stand mean taking a side?</li> <li>Is there a universal language? Should there be one?</li> </ul>	Turn the Circle Inside Out, Decreasing Habitats, Hold On, Inside Outside, Hula Hoop Pass, Carpet Flip, Minute Mysteries, Crossed-Uncrossed, How many elephants, Bang-Bang, My Mother Got Married, Tillie Williams, Umbrella, Psychic Numbers, Cities, Magazines, Johnny Whoops.
6	Subjects	Course content. Ways of Knowing.  To become well-balanced, you need to be knowledgeable in many fields.	(8) English, French, Science, Humanities, Phys Ed, Mathematics, Arts, Design	Hangman, Movement Telephone, Taboo, Circle of Doom
7	Approaches to Learning	Learning how to learn better.  Becoming a better learner.	(5) Communication Skills, Social Skills, Self-management Skills, Research Skills, Thinking Skills	Tell this, ATL Fruit Salad, Notes-Study-Test, Coffee Pot, Boom Snap Clap, Sevens, 1-2-3-Break-it-down.

MYP Skill	Details	IBMC Roles	Specific Skills Gained
Communication Skills	<b>Information Literacy:</b> the skills of reading, writing and using language to communicate information appropriately and write in a range of contexts.	Create the posters, web pages, MD manual, Delegate Manual, schedule, Personal Project Presentation	<ul style="list-style-type: none"> <li>Collaborate with peers and experts using a variety of digital environments and media.</li> <li>Structure information in summaries, essays and reports.</li> <li>Present information in a variety of formats and platforms.</li> </ul>
Research Skills	<b>Information and media literacy:</b> the skill of interpreting and making informed judgements as users of information and media.	Finding speakers, games, activities.  Calling vendors First time they've made a phone call to make a big order.	<ul style="list-style-type: none"> <li>Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.</li> <li>Locate information from a variety of forms of media.</li> </ul>

Some examples of digital and information literacy follow:



Above is a certificate that was created by web and tech. A series of different Learner Profile awards are granted at the end of the conference.

An invitation to the grade 9 students is created.

To the right is the student manual covers. It has details about IB philosophy, the Learner Profile, Global Contexts, Key Concepts, the Personal Project, Inquiry Model, Approaches to Learning and other school related information is also created.

This is useful to students throughout the MYP programme.



This series of posters was created to promote the conference and to be used in the manual as section headers.



MYP Skill	Details	IBMC Roles	Specific Skills Gained
Self-Management Skills	<b>Organization:</b> the skill of effectively using time, resources and information	Work out the schedule Set up the spreadsheets	<ul style="list-style-type: none"> <li>Plan short- and long- term assignments; meet deadlines.</li> <li>Practice visible thinking strategies and techniques (flowcharts)</li> <li>Select and use technology effectively and productively.</li> <li>Use appropriate strategies for organizing complex information.</li> </ul>

The first spreadsheet is a Tic-Toc. This is a detailed list of jobs that need to be done throughout out the day. Each of the 30 exec members has one column laying out their jobs.

The second spreadsheet is a master schedule tracking all groups. An individual spreadsheet is also created for each group.

	A	B	C	D	E	F	G	H	I	J	
1		<b>IBMC CONFERENCE DAY: EXECUTIVE SCHEDULES</b>									
2	Time	Kevin	Yashy	Mujtaba	Daniyal	Vallari	Dolly (promo)	Aarthi	Fizza	Nameh	
3	6:00	get T-shirt/drink water	get T-shirt/drink water	get T-shirt/drink water	get T-shirt/drink water	get T-shirt/drink water	get T-shirt/drink water	get T-shirt/drink water	get T-shirt/drink water	get T-shirt/drink water	
4	6:15	set up MD rooms 5-8	boxes	prep Opening (Teacher Room Set Up)	registration	boxes	bring bags for teachers	registration	boxes		
5	7:00	registration	Reg Com instructions	prep Opening (Teacher Room Set Up)	prep points station	registration	meet and greet teachers	registration	table cloths		
6	7:30	registration	Reg Com instructions	prep Opening (other Web tech set up)	prep points station	registration	bring coffee/tea etc	registration	caf set up		
7	8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast (photos)		
8	8:30	Opening	Opening	Opening	Opening	Opening	Opening	Opening	Opening (photos)		
9	9:00	Collect MD bags (extra)	caf reset	Family Feud	slide show	points station			Babysitting	water to teacher room	
10	9:30	Remove Registration	caf reset	Family Feud	slide show	points station			Babysitting	photos	
11	10:00			Family Feud	Remove Tech	points station	points station (w/marshall)	Teachers	Babysitting	photos	
12	10:30			Family Feud	slide show	points station	points station (w/marshall)	Teachers	Babysitting	photos	
13	11:00		set caf for lunch	Family Feud	prep lunch entertainment	prep lunch entertainment	clean teacher session	reset for new teachers	Babysitting	set caf for lunch	
14	11:30	volunteer lunch	volunteer lunch	volunteer lunch	volunteer lunch	volunteer lunch	volunteer lunch	volunteer lunch	volunteer lunch	volunteer lunch	
15	12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
16	12:30	lollipops to caf	set caf guest speaker	Family Feud	slide show					cover caf windows	
17	13:00		set caf guest speaker	Family Feud	slide show	photots				reset caf	
18	13:30	snacks to delegate rooms		Family Feud	set tech in caf	photots	Lollipops	snacks to Volunteers	snacks to Volunteers (S)		
19	14:00	snacks to delegate rooms		Family Feud	set tech in caf	photots	Lollipops	snacks to Volunteers	snacks to Volunteers (S)		
20	14:30	Guest Speaker	Guest Speaker	Guest Speaker	Guest Speaker	Guest Speaker	Guest Speaker	Guest Speaker	Guest Speaker	Guest Speaker	
21	15:00			Family Feud	slide show	points station		Teachers	points	photos	
22	15:30			Family Feud	slide show	points station		Teachers	points	photos	
23	16:00		volunteers clean up	Family Feud	prep concert/closing	prep concert/closing	check delegate rooms are cle	Teachers		photos	
24	16:30		volunteers clean up	Family Feud	prep concert/closing	prep concert/closing	check delegate rooms are cle	Teachers		photos	
25	17:00	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	
26	17:30	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	concert/closing	
27	18:00	clean (south)	clean caf	Family Feud			clean north caf	clean	south caf reset	clean north caf	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1		1	2	3	4	5	6	7	8	9	10	11	12					
2	7:00	Rm. 332	Rm. 331	Rm. 330	Rm. 329	Rm. 328	Rm. 326	Rm. 315	Rm. 408	Rm. 409	Rm. 410	Rm. 411	Rm. 412					
3	8:00	ALL GROUPS IN SOUTH CAF - OPENING CEREMONIES/BREAKFAST																
4	8:45	Rm. 332	Rm. 331	Rm. 330	Rm. 329	Rm. 328	Rm. 326	Rm. 315	Rm. 408	Rm. 409	Rm. 410	Rm. 411	Rm. 412		Trouble		Room 316	
5	9:15	Rm. 316	Rm. 319	Gym	Rm. 311	Rm. 320	Parking	Parking	Rm. 320	Rm. 311	Gym	Rm. 319	Rm. 316		Tech./Cyberbullying		Room 319	
6	10:00	Rm. 332	Rm. 331	Rm. 330	Rm. 329	Rm. 328	Rm. 326	Rm. 315	Rm. 408	Rm. 409	Rm. 410	Rm. 411	Rm. 412		Relay		South Gym	
7	10:45	Rm. 319	Gym	Rm. 311	Rm. 320	Parking	Rm. 316	Rm. 320	Rm. 311	Gym	Rm. 319	Rm. 316	Parking		Boom-Whackers		Room 311	
8	11:30	Gym	Rm. 311	Rm. 320	Parking	Rm. 316	Rm. 319	Rm. 311	Gym	Rm. 319	Rm. 316	Parking	Rm. 320		Operation		Room 320	
9	12:15	ALL GROUPS IN SOUTH CAF - LUNCH																
10	1:00	Rm. 311	Rm. 320	Parking	Rm. 316	Rm. 319	Gym	Gym	Rm. 319	Rm. 316	Parking	Rm. 320	Rm. 311		MD/Teacher Session		Group Rooms	
11	1:45	Rm. 332	Rm. 331	Rm. 330	Rm. 329	Rm. 328	Rm. 326	Rm. 315	Rm. 408	Rm. 409	Rm. 410	Rm. 411	Rm. 412		Meal/Open/Close		South Caf	
12	2:30	Rm. 320	Parking	Rm. 316	Rm. 319	Gym	Rm. 311	Rm. 319	Rm. 316	Parking	Rm. 320	Rm. 311	Gym					
13	3:15	Parking	Rm. 316	Rm. 319	Gym	Rm. 311	Rm. 320	Rm. 316	Parking	Rm. 320	Rm. 311	Gym	Rm. 319					
14	4:00	Rm. 332	Rm. 331	Rm. 330	Rm. 329	Rm. 328	Rm. 326	Rm. 315	Rm. 408	Rm. 409	Rm. 410	Rm. 411	Rm. 412					
15	4:45	ALL GROUPS IN SOUTH CAF - CLOSING CEREMONIES																
16	5:30	DEPARTURE																

MYP Skill	Details	IBMC Roles	Specific Skills Gained
Self-Management Skills	<b>Affective skills:</b> the skills of managing our emotions through cultivation a focused mind.	Throughout – this is a hard process	<ul style="list-style-type: none"> <li>Demonstrate persistence and perserverance.</li> </ul>
Self-Management Skills	<b>Reflection:</b> the skill of considering what is learned and experienced in order to support personal development through metacognition.	We need a bigger boat story.	<ul style="list-style-type: none"> <li>Consider personal learning strategies.</li> <li>Develop new skills, techniques and strategies for effective learning.</li> </ul>

As IBMC is in September, our students develop these skills early in their grade 12 year. This is a huge asset for the school as we have a group well-trained individuals who have lived the learner profile. Every year we see the success of our training as the IBMC exec runs a huge number of initiatives throughout the school year. We train them, they go off and lead.