

MYP Program Sessions

IBMC 2016 – Leadership Conference



Your name:	_____
Your MD partner:	_____
Your group number:	_____

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"> Do authors manipulate their readers to view the world as they do? Does taking a stand mean taking a side? Is there a universal language? Should there be one? 	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, Note-Study-Test, Coffee Pot, Boom Snap Clap, Sevens, 1-2-3-Break-it-down.

Session 1: Get to Know You Games

1.1 Going on a Picnic

- Sit everyone in a circle.
- Start the story by saying, "My name is Amanda and I'm going to bring Apples." (or whatever your name is with something that starts with your name).
- Then the person next to you says yours and adds their own.
- Once it goes all around the circle, both MDs should demonstrate that they know everyone's names.

1.2 Fast Name Circle

- Everyone sits in a circle and you go round the circle and everyone says their name.
- You then time this process of everyone saying their name in a circle to see how fast you can go.
- To add competition, split your group into two or more and make it a race
- Alternatively, each time around the circle say your name faster AND LOUDER.

1.3 Rhythmically Speaking

- Create a beat on your knees. (Tap tap rest rest) On the tap hit your knees, on the rest put your hands upside down on your knees.
- Call out a category (name, favourite food, favourite sport, favourite class), then go around the circle.

1.4 Name Game

- Make sure everyone's nametag is visible.
- Players circulate and memorize everyone's name.
- The first person who can demonstrate that they know everyone else's name wins.

1.5 Divide and conquer

- The leader divides the guest into groups, using some secret criterion, and they have to interview each other to figure out what the criterion is. The first person to correctly deduce their common fact or interest wins.
- Secret criterion suggestions:
 - (1) Gender (2) Shoelaces (3) Long hair (4) First names before M in the alphabet.
 - [Avoid height, race or physical characteristics about the students]

1.6 Snowball Fight (Requires blank paper and writing utensils)

- Write on a piece of paper three interesting things about yourselves.
- Crumple up the paper into a 'snowball' and have a one-minute snowball fight.
- At the end of the minute, everyone grabs the closest snowball and has to try to find the person who wrote it.
- They then introduce that person to the rest of the group, sharing the three facts.

1.7 Shoe Pile

- Have everyone in your group take off one shoe and throw it into a big pile.
- Then have each participant pick up a different shoe from the pile and find the person it belongs to.
- Players should spend a little time finding out the name of their shoe buddies and three things about them that they didn't already know and then gather around in a circle.
- They will take turns going around the circle introducing their buddies and telling the three things about them to the group.

1.8 Nametag Grab (requires nametags on paper with loops of tape on the back)

- Write out nametags for all of the group. Stick loops of tape on the back.
- Hand out nametags, no one should have their own name or of the person on the right
- Do not reveal whose name you are holding.
- Stick the nametag you are holding on the back of the person on your right.
- On the "go" signal, everyone must move among the group members to try to find their own name while avoiding having someone find his/her own name on their back.
- Once a person finds their own name, they grab it off the back and place it on their front for all to see.
- Since nobody knows whose name is on their own back, everyone should try to avoid having people look at their backs. The person who keeps the name on his/her back the longest is the winner.
- You may not sit against the wall.

1.9 Whack (Requires a pool noodle)

- Everyone sits in a circle. One person starts in the middle of the circle.
- The person in the middle is given a pool noodle.
- A name is called to start the game, usually by the leader, and this becomes the target.
- The person must then hit the target with the pool noodle, before the target calls a new name.
- The new name that is called becomes the next target.
- To avoid being in the middle of the circle, you must call out a name before you are whacked with a noodle.
- If you are hit before you call a new name then you trade places with the person in the middle.
- Before trading places, the person who was in the middle must call out a name before sitting down again, or they can be "bashed" before sitting down. And the game continues.

1.10 Revenge (Requires a pool noodle)

- Sit in a circle. You need a chair in the middle.
- A person is "it" and they hold the pool noodle. "It" walks up to someone and hits them.
- "It" then quickly drops their pool noodle on the chair and tries to steal the seat of whoever they hit.
- If the person who was hit can get up, grab the pool noodle and hit the person who is "it" before "it" sits down, then they keep their spot.
- If they can't hit "it" before "it" sits down, then they become "it" and give up their seat.

1.11 Go!

- Have the group stand in a circle and ask each player to say his or her name out loud.
- The game starts when the leader points at a person across the circle and orders that person to Go. For example, if Samantha begins by pointing at Amir and saying, "Go Amir."
- Samantha then has to walk toward Amir. But before Samantha gets to Amir, Amir has to pick someone else and order him to go. Amir must not leave his spot until he orders someone else.
- After Amir has said, "Go Richard" (for example), he may then leave his spot in the circle, walk toward Richard, and Samantha takes Amir's spot.

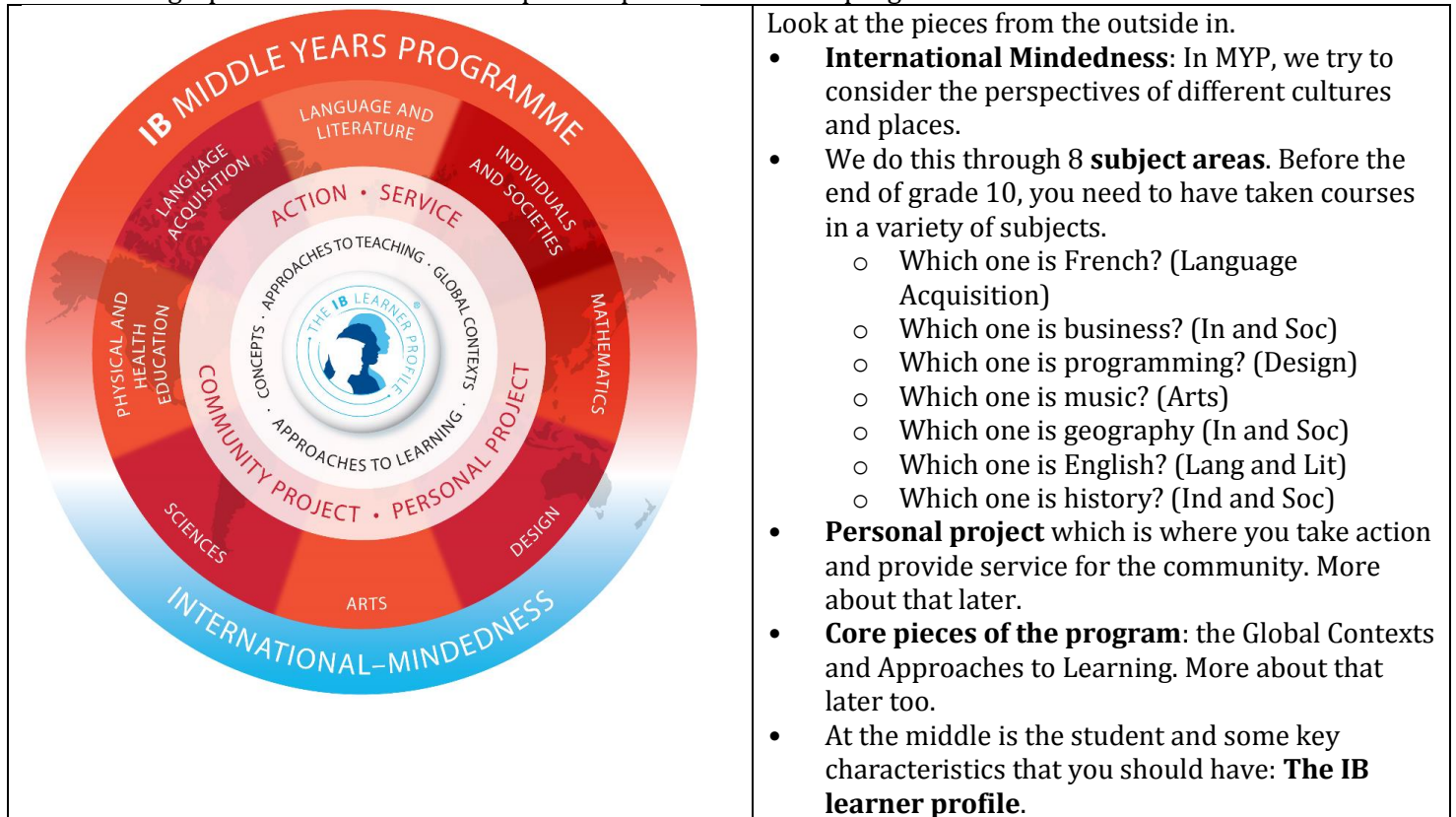
1.12 Point and Shoot (requires a sheet)

- Puts people on the spot for learning names. Ideal name game finale.
- Split the group in half. Have two volunteers hold a blanket or groundsheet between the two groups.
- Group members gather together, to plan and avoid being seen by the other group.
- The group sends one member to crouch close to the blanket and be involved in the shoot-out.
- The holders count "1, 2, 3" aloud then drop the blanket.
- Each contestant tries to say the other person's name first.
- Whoever is the winner "captures" his/her combatant for the winner's team.
- The blanket goes up again -- continue until one team captures all of the other team.

Session #2: IB Learner Profile

MYP Graphic Analysis

IB made this graphic to summarize the important pieces of the MYP program.



The IB Learner Profile

The LP is a list of 10 characteristics that all IB students should work on developing. Essentially, IB wants all students to become decent members of society.

2.1 Read and Guess

- The purpose of this game is to introduce the words and get across the material quickly.
- The IB Learner Profile words should be posted and visible to the delegates.
- Challenge the students to listen to the description. As soon as they think they know what the Learner Profile Word is, they should put up their hand.
- The reader stops, the delegate guesses. If they are correct, the reader moves on to a new clue.
- The answers, followed by the clue to read aloud.
 - 1 Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
 - 2 Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
 - 3 Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
 - 4 Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

- 5 Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- 6 Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- 7 Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- 8 Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- 9 Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- 10 Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

2.2: Learner Profile Headbands (Requires tape, headband pieces)

- Stick a IB Learner Profile round on everyone's forehead.
- Delegates wander around asking yes/no questions to determine what is on their forehead.
- The delegates can remove their word and stick it on the poster when they determine what Learner Profile characteristic they have.



2.3 Learner Profile Blind Man's Bluff (requires a blind fold and a pool noodle)

- One person is blind folded and they hold the pool noodle.
- Everyone else stands in a circle around the blind-folded person.
- The blind-folded hits someone with a pool noodle. They have to say one of the characteristics on the IB Learner Profile.

2.4 Learner Profile Boggle

- Everyone writes down the one of the IP Learner Profile words.
- The players have one minute to make as many words as possible out of the words of the letters.
- Players can either make anagrams or smaller words out of the letters.
- This can be repeated for other words. When complete, the person who has generated the most words wins.

2.5 Clap and Clapper

- *Learner Profile: Inquiry – the victim has a tough time of it without inquiry skills.*
- One person leaves the room (pick an MD the first time). Everyone else decides on a task for the unsuspecting volunteer to perform and clap hands to indicate his or her success. As the person re-enters the room, the rests of the group claps rhythmically. The clapping increases in speed and volume as the guest gets closer and closer to the performing the task correctly and decreases in volume when he's on the wrong track.
- Relatively short, simple tasks are best for this game. Eg. A jumping jack. Eg 2. Sit down and cross legs.

2.6 Pterodactyl

- *Learner Profile: Communicator – sometimes there are barriers that you must work around.*
- All players must begin by knowing that the point of the game is to keep their lips covering their teeth the whole time and never letting their teeth be seen or they are out!
- The game begins with everyone in a circle and one player saying "pterodactyl" then the player to the right of them says it and so on and so on.
- The catch is that any player can change the direction by screaming as loud as they want or however they want just like a pterodactyl! This is when the game gets really fun and almost every person is laughing!

2.7 Adverbs

- One player, (the guesser) leaves the room; the remaining players agree on an IB Learner Profile word. The guesser returns and instructs the other players to perform certain tasks in the manner of the word.
- For example, if the secret word is “inquirer”, the guesser might ask that a player greet another in the manner of the Learner Profile Word. The player might then greet them, with a series of questions to learn more about them.
- The first time you play, the guesser should be an MD. Take a while to guess so the players can see a number of example tasks. Example tasks for the guesser: Open the door, read aloud from a book, write their name on the board, sit down, exchange places with another player.

2.8 Clapping Game

- *Learner Profile: Thinker – you've got to watch and pay attention to win this game.*
- The three rhythms that are used in this game are, Ta, Ti-Ti and Ti-Ti-Ta.
- Students must start on a Ta at which point it moves clockwise around the circle.
- Clapping a Ta keeps it going the same direction, Ti-Ti reverses it and Ti-Ti-Ta skips a person going the same direction.
- Students are out if they don't clap when they are supposed to, clap when they're not supposed to or their rhythms aren't accurate.

2.9 You, Me, Left, Right

- *Learner Profile: Open-Minded – be ready for anything in this game.*
- Everyone stands in a circle, with one person in the middle. This person is the “caller”.
- The caller will point to someone in the circle and say either “You”, “Me”, “Left”, or “Right”. When these commands are said, the person being pointed at must say the name of the person the command refers to.
 - You is the person being pointed at.
 - Me is the caller.
 - Left is the person to the left of the one being pointed at.
 - Right is the person to the right of the one being pointed at.
- Commands can be combined. For example, “Left, me, right” and the person pointed at says all three names.

2.10 React and Act

- *Learner Profile: Caring – People with empathy watch the people around them to help if needed*
- Have a pile of pre-determined events/actions written out (ex. Winning the lottery, knowing the answer to a question, needing to go to the washroom, scoring a touchdown, getting a seven on a test, losing your calculator before a test, losing your wallet, waking up from a wonderful nap).
- Have one person draw one of the events from a hat and react to it without literally revealing what it is while everyone else attempts to guess what they are reacting to.
- Person who guesses correctly gets to take the next turn.

2.11 Squirt

- Everyone stands in a circle, with one person standing in the middle.
- The person in the middle ‘shoots’ someone in the circle by saying their name and that person must duck. If they do not duck, they become the person in the middle.
- If they do duck, the two people on either side of the person must point the the other and ‘shoot’ them by saying their name.
- Whoever gets ‘shot’ must go into the middle.

Session #3: Key Concepts



Key Concepts are used to help focus a student's investigation into their statement of inquiry. These concepts help to generate sub questions that need to be understood before students can begin to formulate their answers.



3.1 Encyclopedia

- The leader selects a random key concept word. They then read the description alone, backwards, at a rather slow speed. The first person to figure out the key concept wins.
- Descriptions:
 - Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of beauty and taste develops skills for the critical appreciation and analysis of art, culture and nature.
 - Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of transformation involves understanding and evaluating causes, processes and consequences.
 - Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
 - Communities are groups that exist in proximity defined by space, time or relationship. Societies include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
 - Connections are links, bonds and relationships among people, objects, organisms or ideas.
 - Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Inventiveness includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
 - Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept is dynamic and organic.
 - Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.
 - Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
 - Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
 - Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Personality can be observed, or it can be constructed, asserted and shaped by external and internal influences.
 - Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.
 - Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Viewpoint may be associated with individuals, groups, cultures or disciplines. Different outlooks often lead to multiple representations and interpretations.

- Relationships are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
- Systems are sets of interacting or interdependent components. Classifications provide structure and order in human, natural and built environments. Organisations can be static or dynamic, simple or complex.
- The intrinsically linked concept of time, place and space refers to the absolute or relative position of people, objects and ideas. This key concept focuses on how we construct and use our understanding of location.

3.2 Password

- There are two teams. One person from each team is at the front, they are the guessers. Both teams have the same password (a secret key concept, or IB Learner Profile word). Show the word to each team, but not the guessers. The teams, in turn, provide one word clues for their guessers. The first guesser to get the word, wins a point. New guessers are then selected and the process continues.

3.3 Who am I? (aka No Yes No No)

- *Key Concept: Communication. The IB Learner Profile contains Communicator. To win this game, you must express yourselves confidently and creatively in different and effective ways.*
- Pick an learner-profile or key-concept word. The group asks yes/no questions to determine the IB keyword. The winner picks a new word and the game continues.

3.4 Question game

- *Key Concept: Perspectives. What are the consequences of this point of view? Silliness.*
- Arrange the group in a circle. In order, each person asks an open-ended (can’t be answered with “yes” or “no”) question to the person to their left.
- Instruct everyone to remember the question that they asked and the answer they gave to the question they were asked.
- Those are now the only 2 phrases each person is allowed to say.
- Instruct everyone to get up and sit next to someone new in the circle.
- Then you will go around the circle and people will ask their original questions, and give their original answers, regardless of their question. It is really funny to listen to how it comes out in the end.

3.5 Fish net

- *Key concept: Relationships – this game is all about new friendships formed as you link onto someone new.*
- Players – all but two – divide into pairs and scatter around the playing area, each player has one elbow linked with their partner’s. The remaining two players are the chaser and the runner.
- The chaser tries to tag the runner, who may seek safety at any time by hooking his own elbow on to one member of any pair – the other member of the pair immediately becomes the new runner. When a chaser tags a runner, the two reverse roles for a new round of play.

3.6 Back to Back

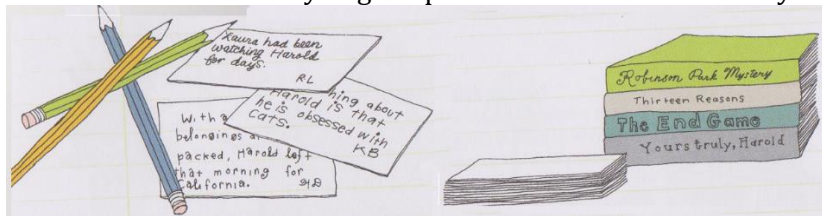
- *Key concept: Change – you are changing partners constantly. There is no sense of continuity in this game. Each round is as risky as the last.*
- One player is chosen to be the runner. He or she stands in the middle of a playing area while the others pair up and scatter around the play area. Each player stands back-to-back with his partner, their elbow hooked.
- The runner calls out: “Everybody change!” At this, all players leave their partners, and seek new partners with whom to lock arms. While this is going on, the runner seeks a partner for him or herself. If he or she succeeds, the player left over becomes the new runner and the game is repeated.

3.7 The Elephant Game

- Link: **Personal and cultural expression:** To appreciate the aesthetic, you need multiple interpretations.
- Pick two players to go out into the hall to be the second and third watcher. Pick another player to be the first watcher. One of the leaders explains to the watcher that they will need to watch the performance very carefully. They will need to recreate it for the second player.
- The leader then pretends to wash an elephant – with no talking: they walk it in, ties it to an imaginary post, picks up a bucket of water, turns on a tap, fills the bucket with water and walks back to the elephant. They start by washing the trunk, then behind the ears, then up and down a leg. They splash water over the side of the body, washes the flank and moves to the next leg. They washes the tail and then overs to the other side of the elephant, doing the whole thing in reverse. The end by untying the elephant and walking it “off stage”.
- The second watcher is called back in and must watch the first attempt to recreate the performance. Then the third watcher watches the second. Finally the third player gives their version of the performance and must provide a “play by play” description of their actions.

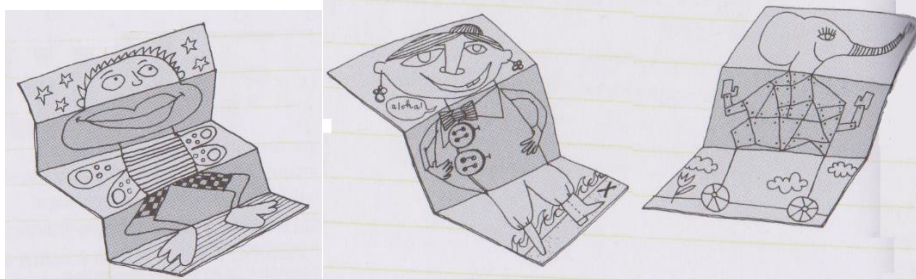
3.8 First Sentence (book, paper, pencils)

- Link: **Orientation in Space & Time** – you are using the orientation in space and time provided by the back of the book to create your first sentence.
- Divide your group into two teams.
- The Reader shows the cover and then reads the description from the back of the book. Then all of the players dream up a possible first sentence for the book and write it down, signing it with their name. The Reader writes down the actual first sentence of the book.
- Once all papers are handed in, the reader shuffles in the actual first sentence. They read all of the sentences aloud. When the reader is finished, the players have to guess which is the real first sentence of the book. They must record their guess.
- If you correctly deduce the first sentence you get 2 points. If someone votes for your sentence, one point.









3.9 Exquisite Corpse (couple ridiculous examples, paper, pencils)

- Link: **Personal and Cultural Expression** – This game was invented in the 1920s by the Surrealists, artists and writers who combined realistic imagery with random material from their dreams.
- Fold your paper in three. Everyone draws a head in the top third of the paper. On the second section draw lines to show where the neck ends.
- Then the first player folds over the head and passes on the paper. The second player draws the torso and arms. They mark the line on the third section where the figure’s hips begin. Then the paper is folded over and passed on.
- Once the third player draws the legs and feet, the paper is unfolded and everyone laughs.



Session #4 Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Your personal project must focus on one of the following explorations:

Identities and Relationships		Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
Orientation in Time and Space		Students will explore personal histories; homes and journeys; turning points in human kind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives
Personal and Cultural Expression		Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Scientific and Technical Innovation		Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
Globalization and Sustainability		Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision making on humankind and the environment.
Fairness and Development		Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

4.1 Do You Like Your Neighbors?


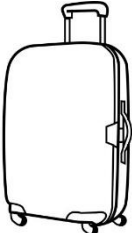

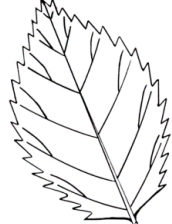
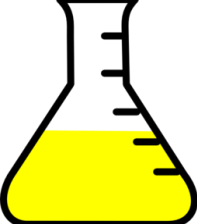



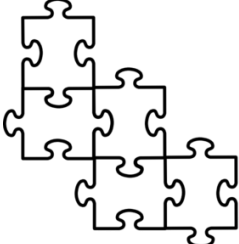


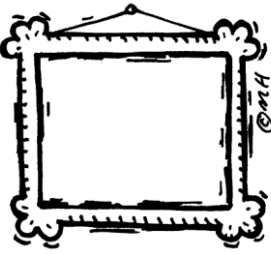






(Link: Part of the “Global Context” involving “identities and relationships” is the fundamental question “Do you like your neighbors?”. Interactions with those around us are important)

- Everyone must sit on chairs in a circle.
- One player must stand in the middle of the circle.
- They must approach any player in the circle and asks the question: "Do you like your neighbors?".
- The seated player who's been asked can respond "yes" or "no".
- If “no”, then the players on either side of them must stand up and switch places as fast as possible before the player in the middle can steal one of their seats.
- If "yes", then the person says "Yes I like my neighbors, but I don't like people who wear _____." In this case, everyone in the circle who is wearing _____ must get up and switch places.
- The player in the middle of the circle must then try to steal a chair.
- Whoever is left standing will have to begin the questioning again.

4.2 Total Recall (poster, paper, pencil – see next page)

- Put up the poster with the global contexts and three pictures for each context. Have the players look carefully at the poster and try to remember as many of items as possible – without writing anything down.
- After about 40 seconds (or more, depending), cover up the poster.
- Then have the players, working independently, each make a list of items they remember. The players who remembers the most items wins the game.

Global Contexts – 4.2 Total Recall – Symbols

<p>Orientation in Space & Time</p>	<p>Human Migrations</p> 	<p>Journey</p> 	<p>Discoveries</p> 
<p>Scientific & Technical Innovation</p>	<p>Natural World</p> 	<p>Scientific Principles</p> 	<p>Technology</p> 
<p>Globalization & Sustainability</p>	<p>Systems</p> 	<p>Environmental Impact</p> 	<p>Interconnected</p> 
<p>Personal & Cultural Expression</p>	<p>Reflection</p> 	<p>Creativity</p> 	<p>Aesthetic</p> 
<p>Fairness & Development</p>	<p>Sharing</p> 	<p>Equality</p> 	<p>Peace</p> 
<p>Identities & Relationships</p>	<p>Self</p> 	<p>Family</p> 	<p>Community</p> 

4.3 Mad Libs

(Link: One "Global Context" is "Personal and Cultural Expression". As you choose the words to fill in the blanks, you are also exploring your own personal expression.)

- Go around the circle, getting your students to choose words as directed.
- When finished, read the silly story aloud.

1. History of a Famous Invention

- The first electric (noun) _____ was invented in 1904 by a/an (IB L Profile word) _____ young name named (male in room) _____. He and his brother (another male in room) _____ ran a small (noun) _____ repair shop, and in their spare time they studied (one of 5 AtoL) _____.
- When they started work on their invention, everyone said, (exclamation) " _____! You'll never get it off the (noun) _____."
- But they built a/an (adjective) _____ model out of old (plural noun) _____ and a used (noun) _____. The model worked fine, and in ten minutes it toasted 24 slices of (type of food, plural) _____. It also used up two gallons of (liquid) _____.
- They sold the patent to a/an (adjective) _____ millionaire for (number) _____ dollars and thus were able to devote their time to a study of (AtoL subskill) _____.

2. Science Fiction Story

- Major Zarnak of the Intergalactic Space Patrol deactivated her hyper (noun) _____ overdrive and landed her spaceship on the planet (geographical location) _____. On leaving the decompression chamber, she saw a/an (adverb) _____ armed monster approaching (adverb) _____.
- She shouted, (silly word) " _____", the galactic word for peace, but the monster had clearly not studied (AtoL subskill) _____, so it whipped out a disintegrator (noun) _____ and tried to (another silly word) _____ the Major!
- Zarnak ducked and (verb past tense) _____ the monster with her subsonic (AtoL subskill) _____ ray gun.
- (Exclamation) " _____!" said the monster, clutching her (another silly word) _____.
- (IB L Profile word) " _____," replied Major Zarnak cleverly and, getting back into her spaceship, she zipped back to her headquarters on the planet (noun) _____.

4.4 Scattergory Mingle

(Link: One "Global Context" is "Orientation in space and time". This game explores how you are oriented right now and who else in the group has things in common with you.)

- This get peoples moving and interacting and help them learn more about each other.
- The facilitator calls out two choices to a question, such as "Would you choose an Alaskan cruise or a Caribbean cruise?" Participants would then divide themselves by joining with everyone who shared their choice.
- You can continue to ask as many interesting questions as you like in this fashion, or you can change the way participants divide themselves by asking open ended questions.
- For example, "What is your favorite pizza topping?" Participants would then need to call out and find all of the other participants who shared their choice. The facilitator then asks each of the little clusters to shout out their choice proudly and loudly.

... who have the same lunch as you.
... who have the same shoe size as you.
... who have the same birth month as you.
... who have the same homeroom as you.

... who have the same middle school as you.
... who like the same TV show as you.
... who like the same movies as you.
... who like the same video games as you.

4.5 Guess-The-Sketch

- Everyone sits in a circle.
- Have 10 piles of 2-5 papers (depending on how many rounds you want to play) that are quartered. On the first paper of each pile, write one key concept, making one pile for each trait.
- Give each delegate one pile. They will look at the key concept and put that paper at the back of the pile and then draw a situation on the second paper that represents the key concept. Pass the pile to the next person.
- The next person will look at the drawing, put it at the back of the pile and guess the key concept on the next page.
- Continue to alternate with drawing and guessing until you would like to end the game.
- Give the pile back to its rightful owner so they can see the final guess.

4.6 Doctor-Doctor (aka Pretzel)

- Choose one delegate to be the “Doctor” and have all the delegates stand in a circle, while holding hands.
- One of the MDs will move around the delegates with their hands joint to create a human knot.
- The “Doctor” must untangle the delegates.
- Separate the delegates into two groups for some competition.
- It is important to stress the group problem solving process in this activity.

4.7 Contact (aka Botticelli)

- One person is the word-master. The word-master thinks of a word and gives the guessers the first letter. The word-master would say something like: “The secret word begins with ‘a’”.
- The guessers' objective at this stage is to get the word creator to give them the second letter of the word. One of the guessers comes up with a word that begins with ‘a’. Then, they give a clue: “This is a big reptile that lives in the swamps”.
- Three things happen:
 - Alligator might be the secret word. Then, the word-master says, “Yes, it is an alligator.”. The guesser wins and becomes the new word-master.
 - Two other players might say TOGETHER, “One, two, three, contact – alligator!”. Then, the word-master has to give the next letter. And gameplay resumes.
 - If the word-master is fast, they can block the players from getting another letter. The word-master can block them by saying first, “No, it’s not an alligator”. In this case, the guessers have to choose another clue.

Session #5: Inquiry Questions

MYP believes that it is important that students and teachers pose interesting questions as a theme to a unit.

- This helps students get interested in the unit.
- It helps relate the content to the real world
- It causes students to think more deeply about the content.

Some examples from IB are:

- Do authors manipulate their readers to view the world as they do?
- How can I be a global citizen, when my life is all I can focus on?
- Does taking a stand mean taking a side?
- What is peace?
- Is there a universal language? Should there be one?
- What happens when a language dies?
- Should innovations always solve a problem or meet a need?



5.1 Group Problem Solving

Introduction:

- These are some active puzzles for the group to figure out together.
- Present the challenge to the group.
- Encourage the group to continue. If they are stuck ask them some questions to challenge them to think in a new way.

Turn the Circle Inside Out (requires a ball)

- A circle is formed using all the players. Everyone joins hands and faces the middle of the circle. Everyone closes their eyes and tries to turn the circle inside out so that everyone is facing the opposite direction (outside of the circle) without letting go of each others' hands.
- (Hint: the solution is that two players hold up their hands and everyone else follows through underneath.)

Decreasing Habitats (requires a sheet)

- Everyone on the blanket.
- Fold it in half. Everyone stand on carpet again.
- Repeat again.

Hold on (requires a rope)

- For this activity, a team of 5-6 players is needed. A single rope (around 18-20 inches) is the only item required for this activity. First step in the activity is asking all players to hold the rope.
- Objective of the game is to create a knot without loosening grip on the rope.
- This is an interesting activity as initially the players find it difficult to make a knot without moving.

Inside Outside (requires a rope)

- Begin with a circle of rope on the floor.
- Have a group of five participants step inside the circle.
- The task is now for this group to go from the inside of the circle to the outside, by going underneath the Rope Circle, without anyone in the group using their hands, arms or shoulders.
- It is important to stress the group problem solving process in this activity.

Hula Hoop Pass (needs a Hula Hoop or three)

- Have the group form a circle holding hands. Ask two people to let go of their grip long enough for them to place their hands through a hula hoop before rejoining them.
- The team task is to pass the hula hoop around the circle in a specified direction until it returns to the starting point.
- Another way to play is two use two hoops and have them go around the circle in opposite directions.

Carpet Flip (requires a sheet)

- All participants must stand on the carpet
- Turn the carpet over without stepping off the carpet

5.2 Minute Mysteries

Introduction:

- These are some quick puzzles for the group to figure out together.
- They are designed to help make students better Inquirer and Thinkers.
- Present the clues to the group. They can ask only yes or no questions to try to solve the mystery.

Clue: A body is found in the middle of a field with a ring on his finger. How did he die?

Answer: The ring is a rip cord, but the parachute didn't open.

Clue: Two bodies are lying in a puddle of water and there is broken glass all about. How did they die?

Answer: The bodies are two fish, whose tank has fell and broke.

Clue: Fifty people are in a cabin having a snack. Now they are all dead. What happened?

Answer: It was an airplane cabin and the plane crashed.

5.3 Secret Societies (Never-can-tell Puzzles)

These are useful for when you are standing around waiting for something. Instead of letting boredom set in, get the delegates to play a game.

Crossed-Uncrossed (need popsicle sticks)

You either need two sticks or a pair of scissors for this game. Seat everyone in a circle. Pass the sticks to the person sitting next to you, saying either "I pass these sticks crossed" OR "I pass these sticks uncrossed." The delegates have to figure out what the pattern is. As the sticks get passed around the circle, tell the delegates whether or not they're doing it "right" until they catch on to the secret! SECRET: It's not how the sticks or scissors are passed, it's how your LEGS are when you say the words. For instance, the "right" way to pass crossed sticks is to be sitting cross-legged or with your ankles crossed. Uncrossed would be legs straight out in front of you!



Bang, bang

Say "Bang, bang, bang. Whose dead?". The trainees answer. You tell them who died. SECRET: The first person to talk after the question died. Side note, if no one answers before you need to reveal it, say that no one died.

My Mother Got Married

As you pass a ring or glove under your leg in a mysterious way, recite: "My mother got married on Wednesday, yes or no?" SECRET: It's "yes" all the times that you say "Listen carefully" before you proceed with the trick. All other times it is "no".

How many elephants?

Say something like "There are 2 elephants on the coke machines. There are 4 elephants on the stage. There are 91 elephants on the table. How many elephants in the cafeteria?" The trainees guess and you say, "No, there are 6." SECRET: count the number of words in the last sentence.

Tillie Williams

Say something like "My friend Tillie Williams likes swimming but not water, she likes kittens but not cats, she likes rotten apples but not ripe bananas". Encourage students to pick something she likes and something else. Tell them "Yes, you know my friend Tillie Williams" or not, depending. SECRET: Tillie likes words with double letters.

Umbrella

Say "can you describe my umbrella?" Everyone says a sentence. You tell them whether or not they have got it. SECRET: If they start their sentence with "Umm....", then they got it.

Cities

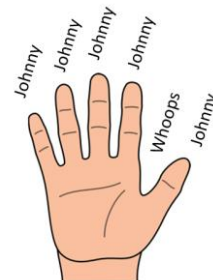
Your partner is mind reader who can read your mind. Send the partner out of the room, escorted if you wish, and allow the group to pick a city. To your partner you can ask: "Is it Montreal?" – no – "Is it Toronto?" – no – "Is it Ottawa?" – yes. SECRET: It is never the first city unless you signal your partner (by asking: "Could it be...", rather than "Is it...") It is always the city whose first letter corresponds to the last letter of the previous city. ie Toronto – Ottawa.

Magazines

Lay out 9 pieces of paper on the floor in 3 rows of 3. Send your partner out of the room and have the group pick a magazine. Invite your partner back and using your pointer, point to various magazines, asking "it is this one?". When you get to the correct one, they say yes. SECRET: There are 9 imaginary squares on the first magazine at which you point. On that first magazine, point to the area that represents the magazine that you will actually choose.

Johnny Whoops

- This is a never-can-tell game. Do NOT reveal the secret.
- As the person touches each finger and the thumb, he or she says "Johnny"; as the person slides the finger toward and back from the thumb, he or she says "Whoops"
- The result is the sequence "Johnny, Johnny, Johnny, Johnny, Whoops, Johnny, Whoops, Johnny, Johnny, Johnny, Johnny."
- People in the surrounding group are then challenged to repeat the sequence precisely.
- SECRET: The trick is that the first person did something surreptitiously, usually at the end of the "Johnny" sequence, such as folding his or her arms, putting his or her hands together, or saying "Now, you try." When the other people in the group try to repeat the "Johnny, Johnny" sequence, then, they are told they did it incorrectly.



Session 6: MYP Subjects

6.1 Hangman (to guess the Eight Subjects)

- Say “An IB student must master content in a variety of areas. The goal is to make a person who isn't just good at one thing, but to create a well educated person”.
- Then put up _ _ _ _ _
- Play Hangman to get “English”.
- Repeat for the other subjects.

English	French	Science	Humanities (History, Geography, Business)
Phys Ed	Mathematics	Arts	Design (Computer Science)

6.2 Movement Telephone

- Students stand in a front line, facing the back of the room.
- The leader stands at the back of the room and the last person in each row turns around to face the leader.
- The leader performs a very simple series of hand movements to represent an MYP subject.
- The last person, taps the person in front of them on the back and passes on the hand movements.
- The movement passes up the line and the leader runs to the front of the room.
- When it gets to the last person they run to the leader and guess what subject it is. The first group to guess gets a point.
- The second MD can keep score.
- Suggested movements:
 - Throw a basketball, Typing on a keyboard, Mouth speaking in French (no speech), Reading a book, Writing an essay, Pouring liquids in beakers, Painting a picture, Using a camera, Measuring something with a ruler, Using a calculator, Playing a violin.

6.3 Taboo

- Have one person sit facing the group. (This person is in the "hot seat.")
- The leader will write a vocabulary word (about the subjects) on a piece of paper and hold it up behind the contestant in the hot seat for everyone to see.
- Then the group has to try and get the hot seat contestant to guess the word by giving hints and clues.
- The actual word on the card AND any other words that appear on the card are taboo and cannot be used as hints.

6.4 Circle of Doom (requires pens)

- Select the game's story teller.
- All of the other players form a circle around the Story Teller. Players should stand at arm's length from one another.
- Stretch out your arms. Hold your left palm flat, palm facing upward. With your right hand, hold a pen or popsicle stick in the open palm of the player to your right. Your pen should be hovering slightly over that player's open palm; and the player to your left's pen should be hovering slightly over your left palm.
- The story-teller announces a Key Concept, which – when spoken by the story-teller – will serve as a signal for everyone to attempt to snap closed their left hand (around a player's pen), while simultaneously jerking their right hand away (from a player's closing hand)



Session 7: Approaches to Learning

All MYP units of work offer opportunities for students to develop and practise ATL skills. ATL skills provide valuable support for students working to meet the subject group's aims and objectives. ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

Communication Skills	Social Skills	Self-management Skills	Research Skills	Thinking Skills
<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Collaboration 	<ul style="list-style-type: none"> • Organization • Affective • Reflection 	<ul style="list-style-type: none"> • Information literacy • Media literacy 	<ul style="list-style-type: none"> • Critical thinking • Creativity • Reflection and Transfer
<ul style="list-style-type: none"> • Literacy • Writing a thesis • Editing • Grammar • Building an argument • Organizing your solution 	<ul style="list-style-type: none"> • Meeting new people • Making conversation • Working with different people • Compromise • Eye Contact • Active listener 	<ul style="list-style-type: none"> • Motivation • Attitude • Resilience • Making changes • Time management • Stress management • Punctuality • Digital detox 	<ul style="list-style-type: none"> • Research question • Hypothesis • Note Taking • Research • Footnoting • Bibliography 	<ul style="list-style-type: none"> • Test taking • Memory techniques • Arithmetic • Deduction • Logic • Studying

7.1 Tell This Game

- The two MDs stand at the front of the room.
- Pick an outgoing delegate to be the judge.
- Each has to think of a story to tell the other about Basic Skills. (Either talk about Basic Skills, or tell a time that you used basic skills, or tell a horror story about when you didn't)
- At a signal from the judge, they both start telling their own story at the same time.
- They must look each other in the eye without looking away, and they must keep talking without a break and without laughing.
- If either one breaks down, the other has won.

7.2 ATL Fruit Salad

- Sit in a circle.
- Everyone gets an area of interaction (AtoL).
- One person is in the middle.
- They must start off with an AtoL. They must provide an example of the AtoL.
- Next they must yell out a different AtoL. All those with that AtoL must stand up and switch places.
- The person left standing must tell another AtoL. This repeats.
- If the person says "Approaches to Learning", then everyone must change stops.

7.3 Note, Study, Test (requires ball, hula hoop)

- Divide your delegates into teams of three. Arrange the teams into a circle, with the girls on each team standing in a line. The final formation looks like the spokes of a wheel.
- Player #1 on each team is the person nearest the centre of the circle, #2's are in the middle, and #3 is the girl nearest the outside of the circle. Name all #1's "Note", #2's "Study", and #3's "Test".
- Place a ball, beanbag or bell in the hula hoop in centre of the circle. The leader then calls either Note, Study or Test. (In this example, Note is called.)

- All the "Notes" must run all the way around the outside of the circle and back to their own team. Meanwhile, the "Studies" and "Tests" make a bridge with their arms.
- When each "Note" reaches their own team, s/he runs under the bridge and dives for the ball/beanbag/bell in the centre of the circle.
- The winning team gets a point. Repeat the game a number of times, making sure to call each name.

7.4 Coffee Pot

- The first round, one of the MDs leaves the room. The players and other MD chooses one of the Key Concepts. The first MD returns and tries to discover which Key Concept was selected by asking questions. The other players must answer the questions, substituting "coffee pot" for the word.
- For example, "Which subject would use the key concept?", "Math class requires students to consider the coffeepot between the x and y variables."

7.5 Scattergories

(Link: One "Global Context" is "Scientific and Technical innovation". As you play this game, ponder the technological innovation of the printing press, which printed it, the pen, which you are writing with and the computer, which was used to compose it.)

- This page is in the student's manual.
- Fill in the column with words that match the category and start with the letters 'I' or 'B'.
- Give the group a time limit, Scoring: one point for each word.

	I	B
ice cream flavours		
animals		
math words		
Flowers		
Canadian cities		
stones/gems		
words with double letters		
types of herbs/spices		

7.6 Clapping Games

<p>Boom Snap Clap Boom Snap Clap Ba-Boom Snap Clap Snap Boom Snap Clap Ba-Boom Snap Shhh!</p> <p>Sevens The order of the rounds is 1, 2, 3, 4, 3, 2, 1.</p> <ul style="list-style-type: none"> • First round: hit knees 7 times. • Second round: hit-clap-hit-clap-hit-clap-hit. • Third round: hit-clap-snap-hit-clap-snap-hit • Fourth round: slap-cross-slap-snap-clap-snap-snap 	<p>1, 2, 3, Break it down</p> <p>"One!" (both hands) one (hit ground) clap one</p> <p>"Two!" one two clap one</p> <p>"Three!" one two clap one two three clap one two three clap one</p>	<p>"Break it down" (one hand, alternates) one clap one two clap one two clap clap one two clap one clap one two clap (both hands) one cross one yeah!</p>
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