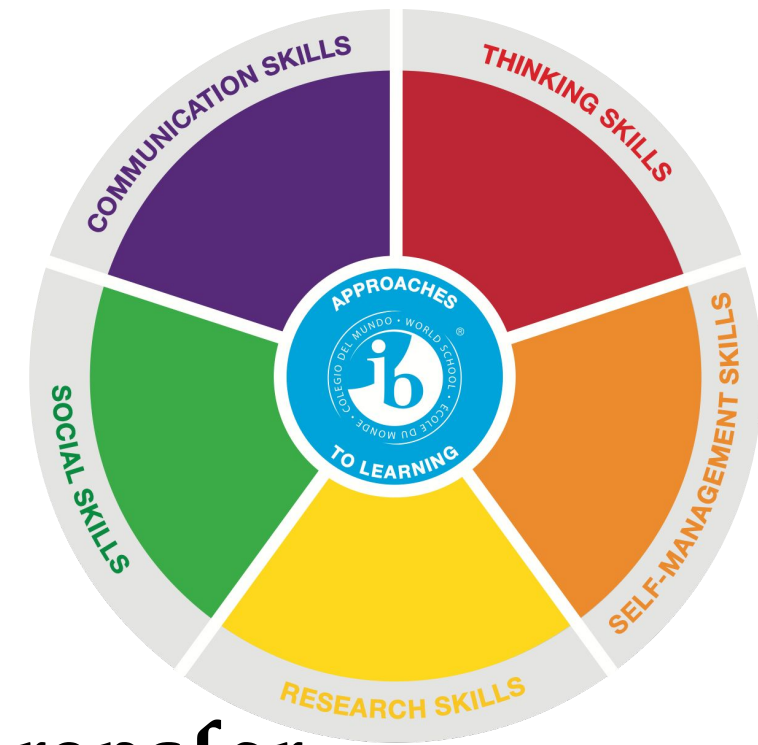


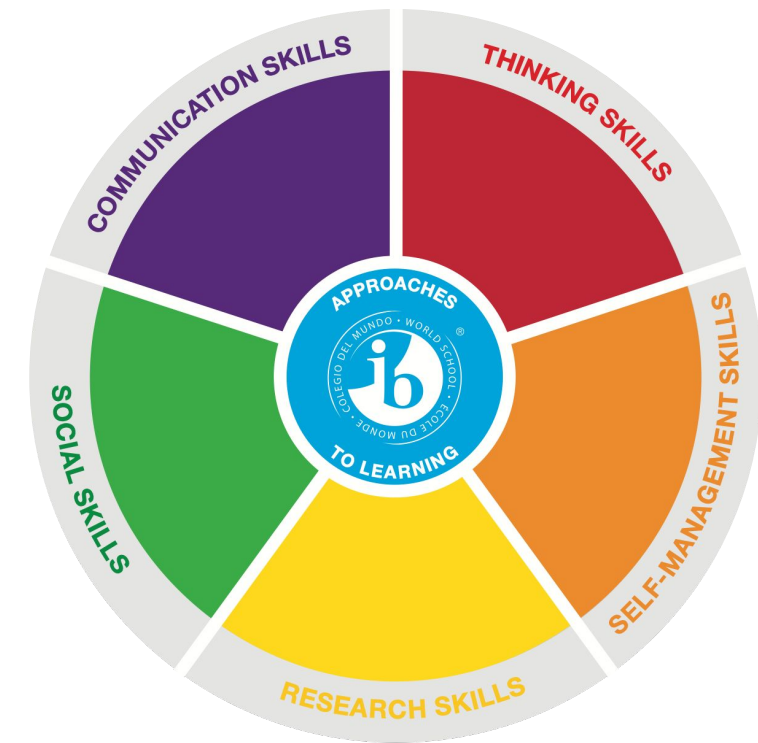
Thinking Skills

- **critical thinking**
 - analysing
 - evaluating
 - forming decisions
 - comprehension
 - synthesis
- **creative thinking**
 - generating novel ideas
 - considering new perspectives
- **information transfer**
 - acquisition of knowledge
 - application
- **reflection and metacognition**
 - dialectical thought



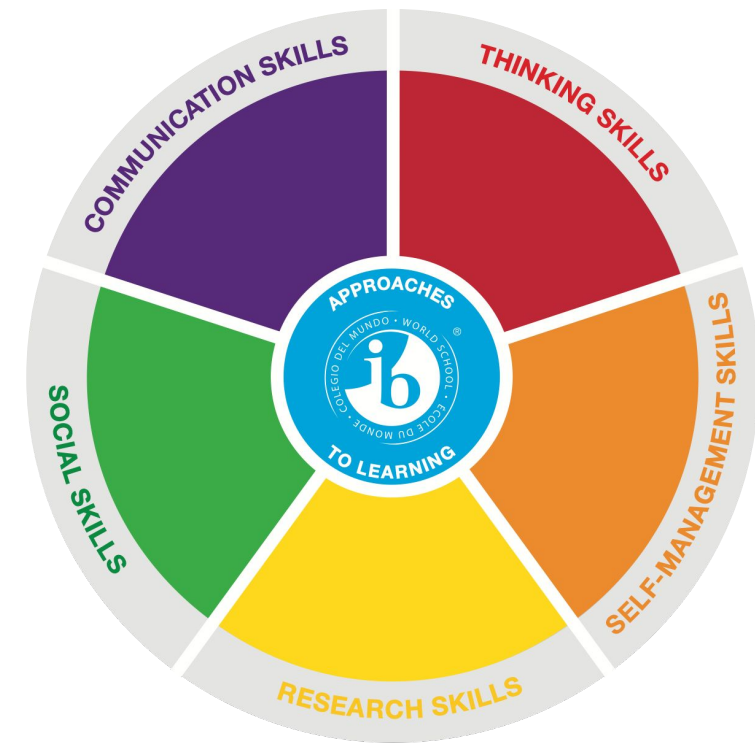
Social Skills

- **interpersonal relationships**
 - respecting others
 - cooperating
 - resolving conflict
 - group decision-making
 - adopting a variety of group roles
- **social and emotional intelligence**
 - accepting responsibility
 - empathy



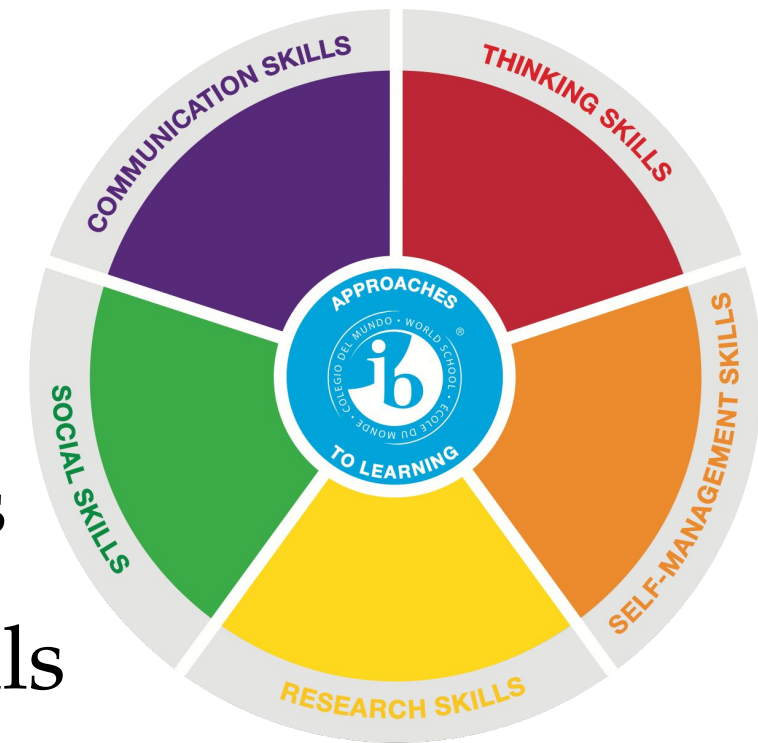
Communication Skills

- **exchanging information**
 - listening
 - interpreting
 - speaking
 - non-verbal communication
- **literacy**
 - reading
 - writing
- **information, communication, technology**



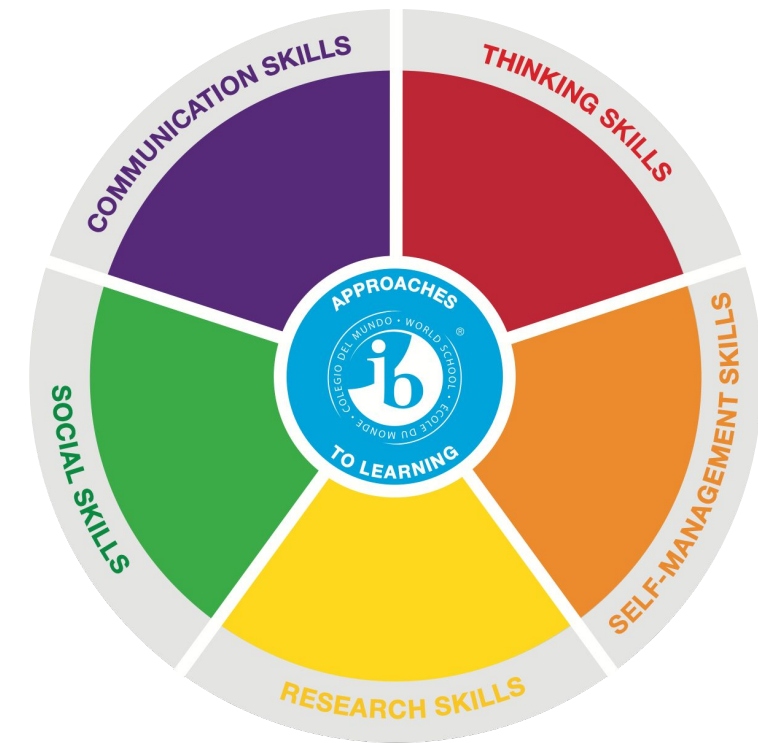
Self-Management Skills

- **organization**
 - time-management
- **states of mind**
 - mindfulness
 - perseverance
 - emotional management
 - self-motivation
 - resilience
- **movement**
 - fine motor skills
 - gross motor skills
 - spatial awareness
- **safety**
 - healthy lifestyles
 - codes of behavior
 - informed choices



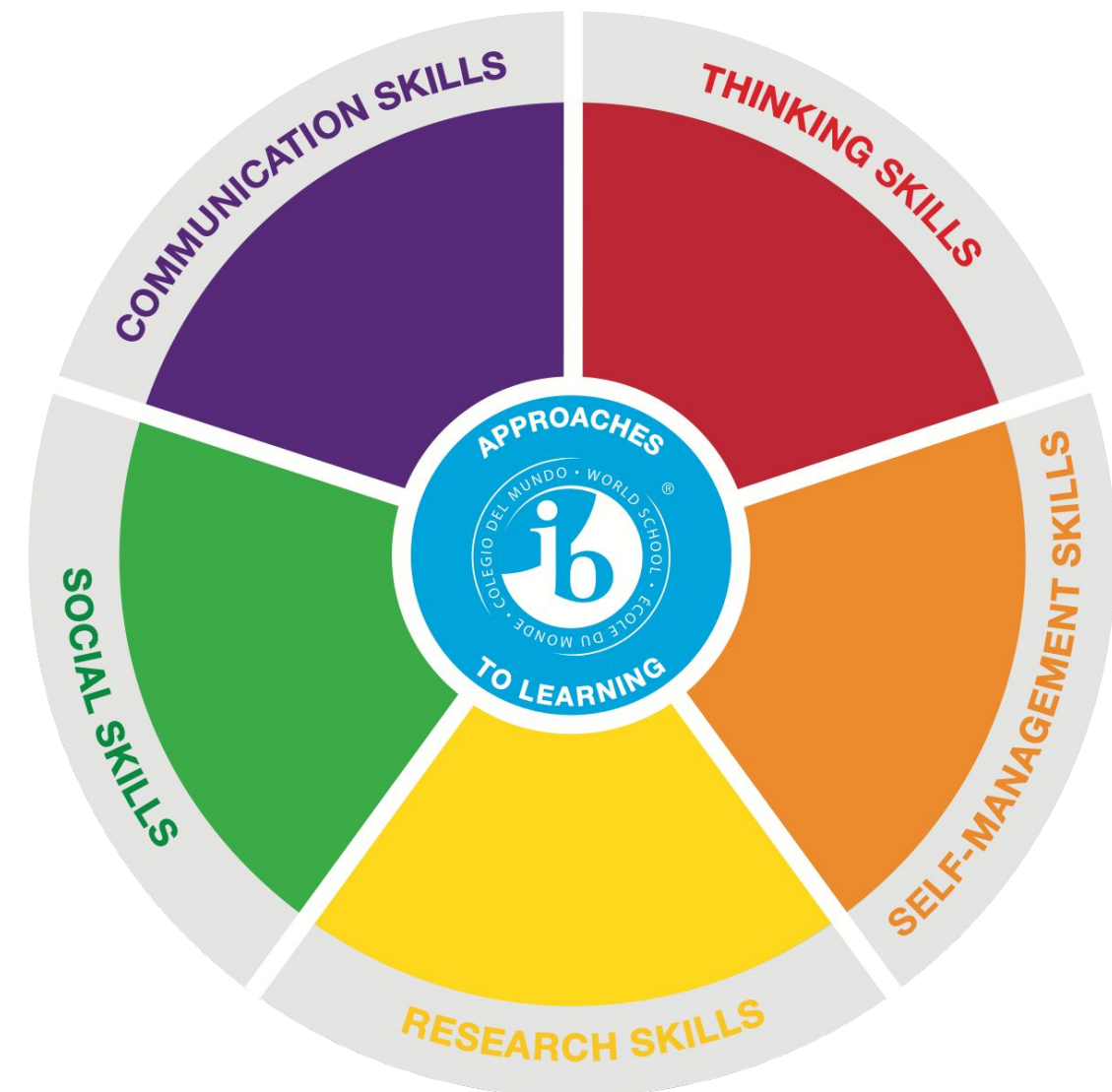
Research Skills

- **information literacy**
 - formulating and planning
 - data gathering and recording
 - synthesizing and interpreting
 - evaluating and communicating
- **media literacy**
- **ethical use of media/ information**



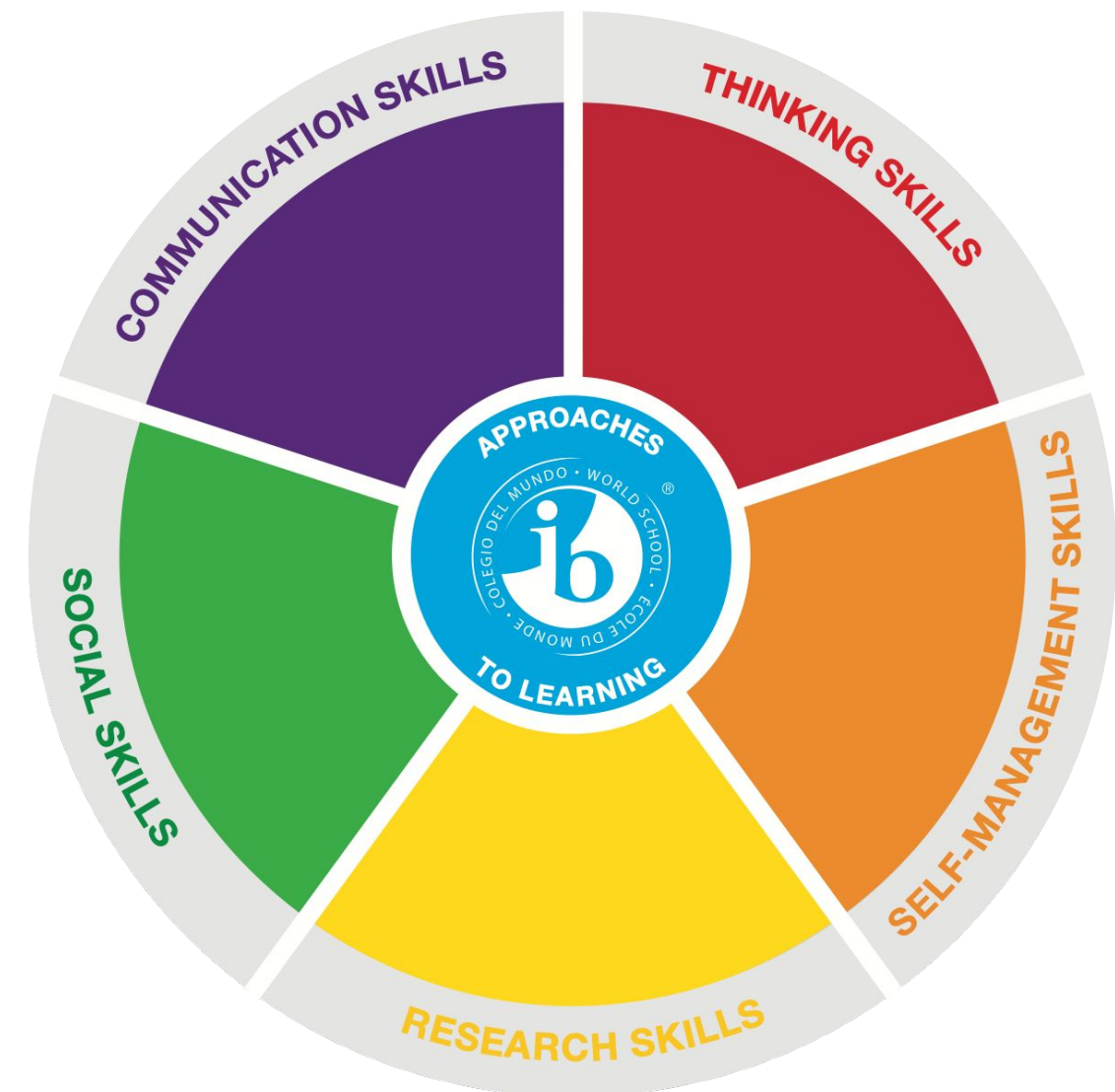
Critical Thinking: **Analysing**

- observe carefully in order to recognize problems and relationships
- consider meaning of materials
- take knowledge or ideas apart by separating them into component parts
- use models and simulations to explore complex systems and issues
- finding unique characteristics



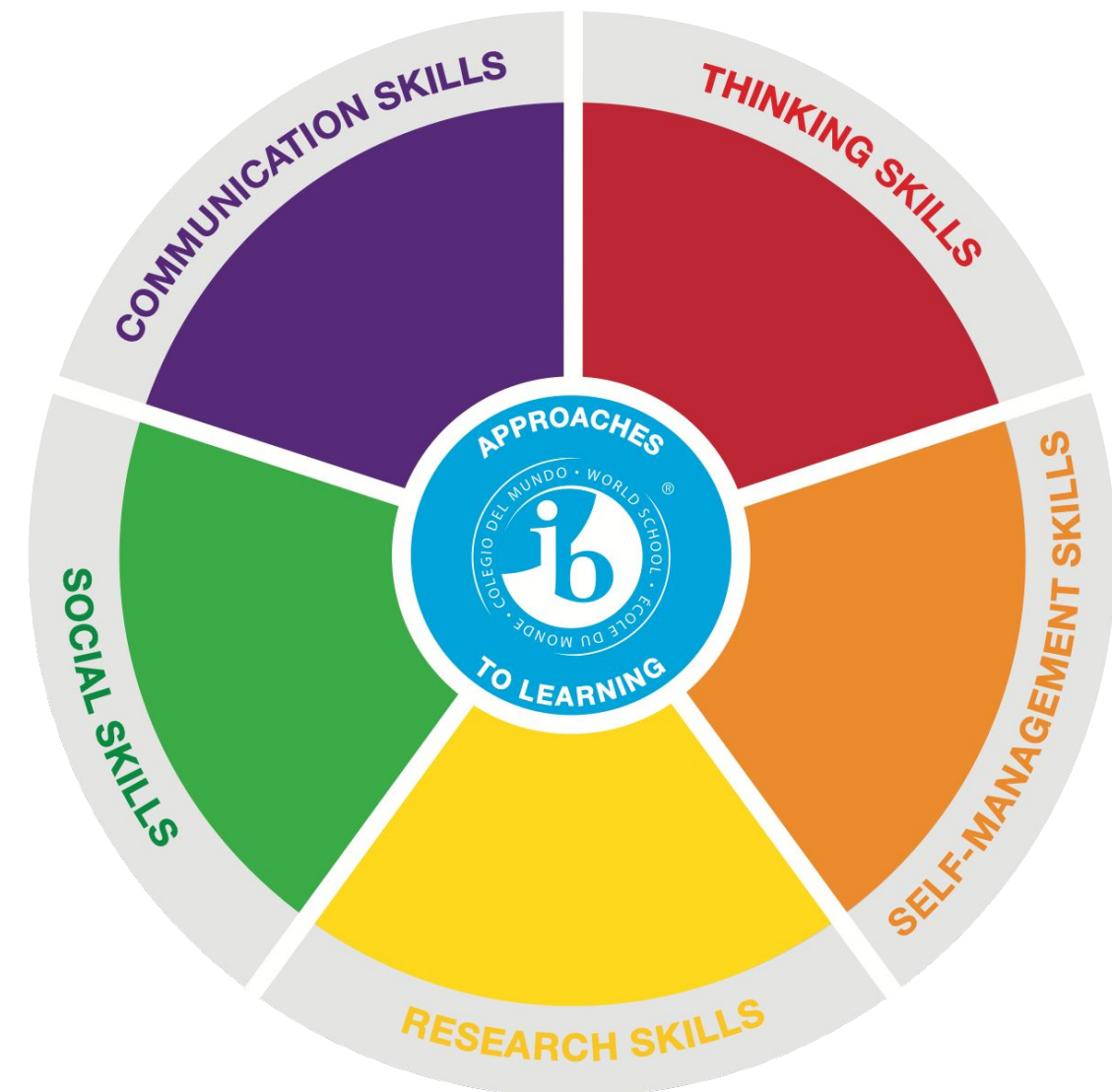
Critical Thinking: **Evaluation**

- making judgments or decisions based on chosen criteria; standards and conditions



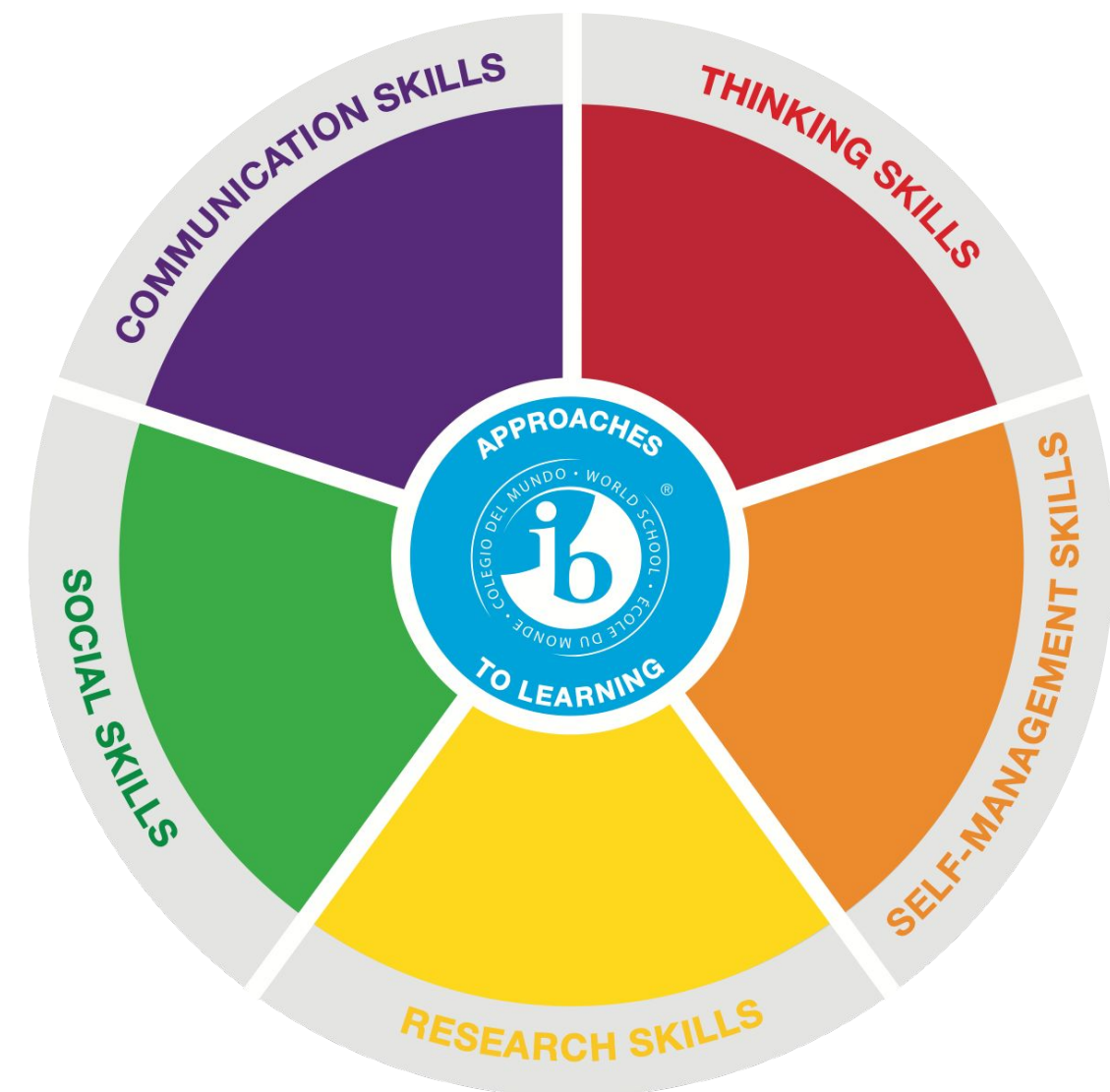
Critical Thinking: **Comprehension**

- grasping meaning from material learned
- communicating and interpreting learning



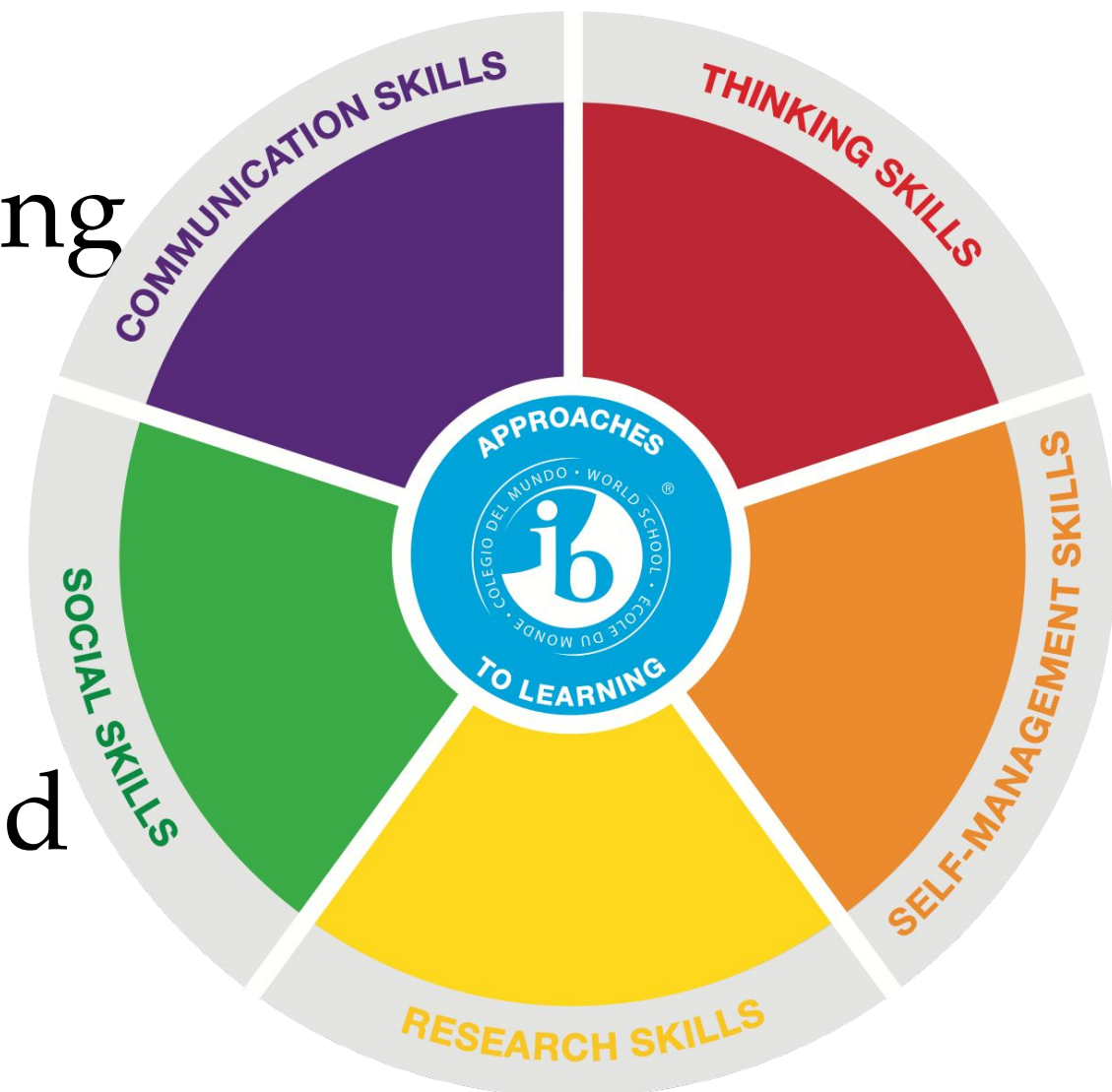
Critical Thinking: **Synthesis**

- combining parts to create wholes
- creating
- designing
- developing
- innovating



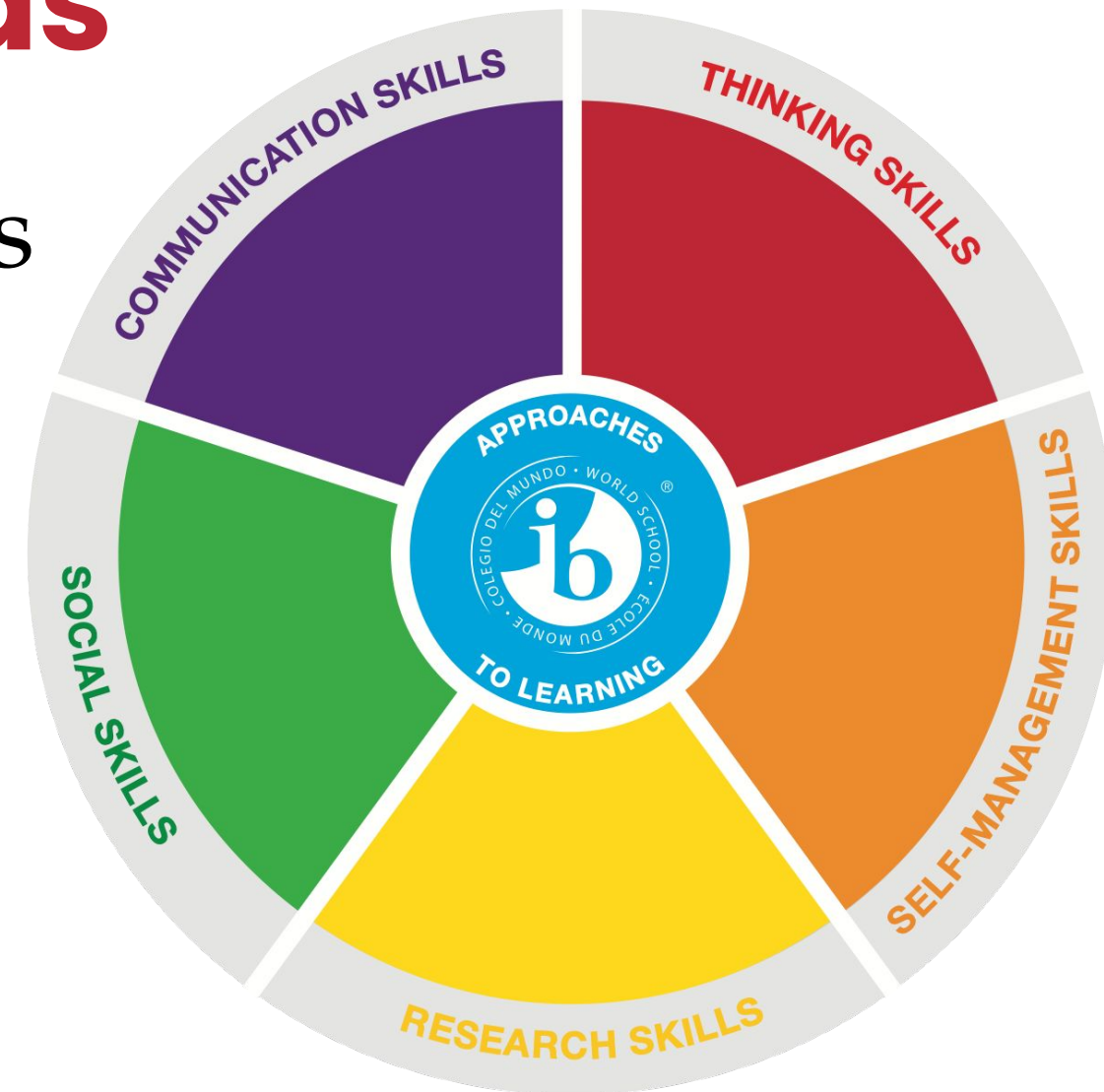
Critical Thinking: Forming Decisions

- develop contrary or opposing arguments
- propose and evaluate a variety of solutions
- revise understandings based on new information and evidence
- draw conclusions and generalizations



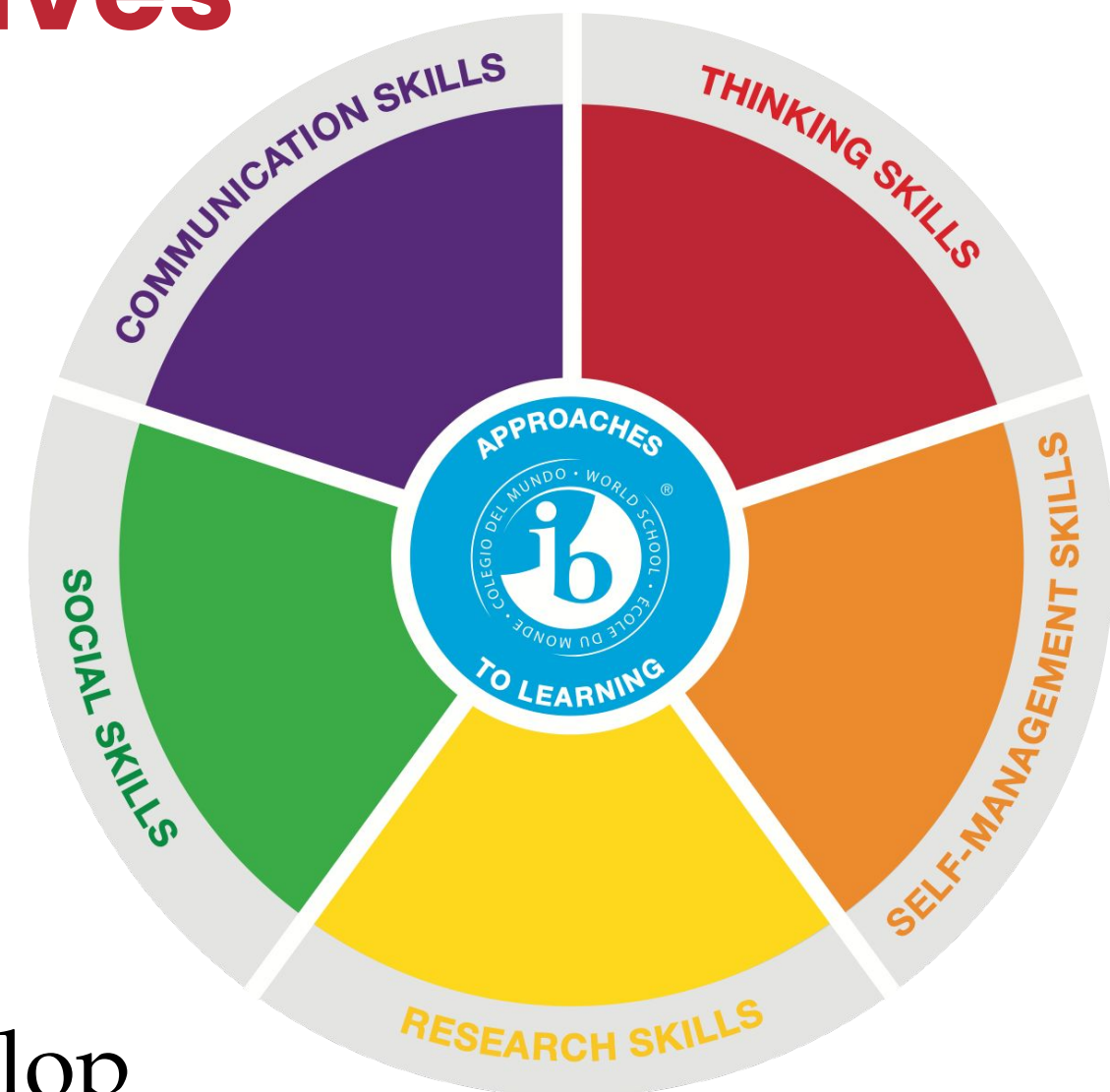
Creative Thinking: Generating Novel Ideas

- use discussions and diagrams to generate new ideas and inquiries
- make unexpected or unusual connections between objects and/or ideas
- design improvements to existing products, processes, media and technologies



Creative Thinking: Consider New Perspectives

- ask “what if” questions and generate testable hypotheses.
- apply existing knowledge to design new products processes, media and technologies.
- consider multiple alternatives, including those that might be unlikely or impossible.
- practice flexible thinking—develop multiple opposing, contradictory and complementary arguments.
- generate metaphors and analogies



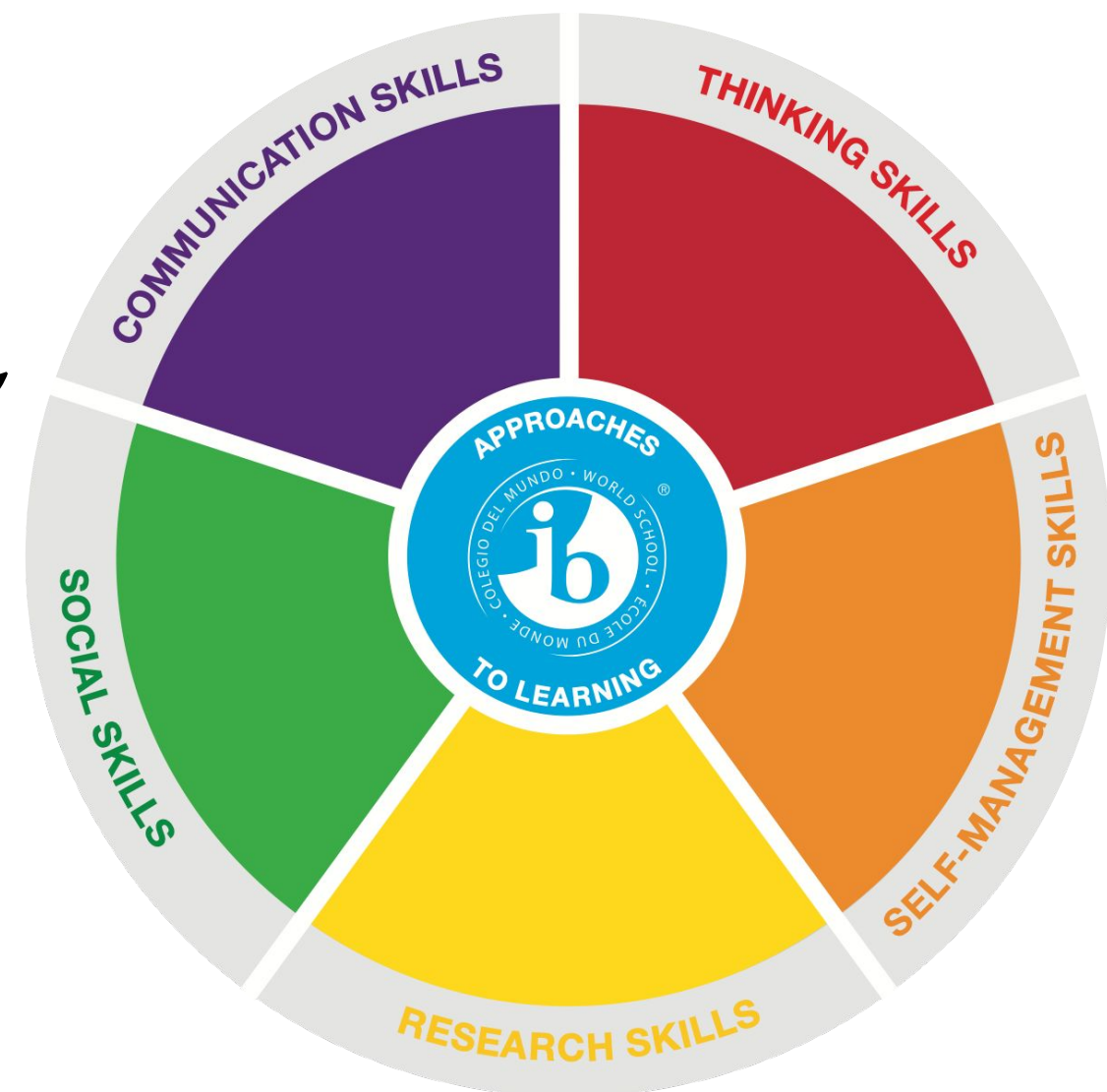
What helps you learn?



Primary Years
Programme

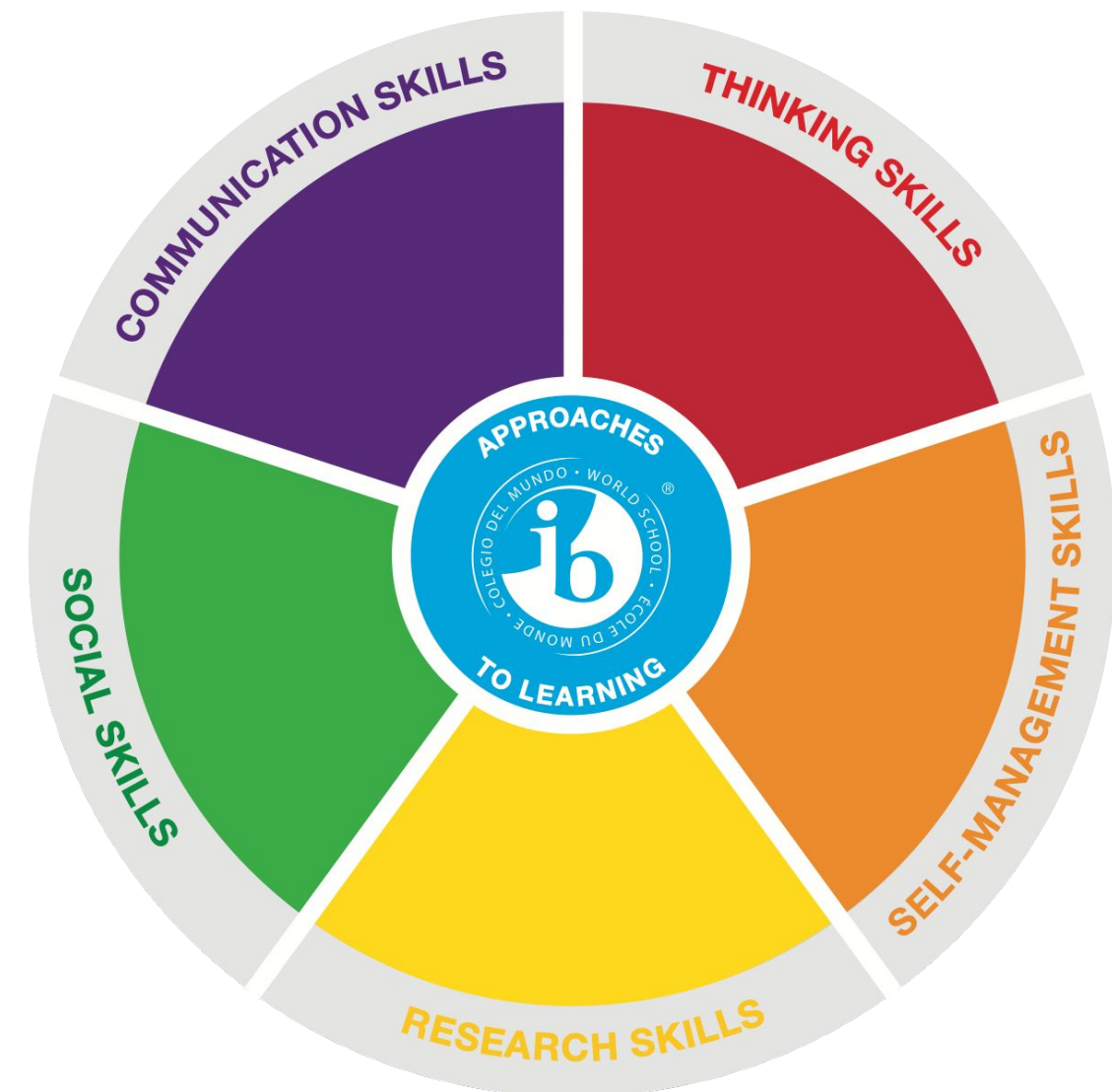
Information Transfer: **Acquisition of knowledge**

- gaining specific facts, ideas, or vocabulary
- remembering in a similar form



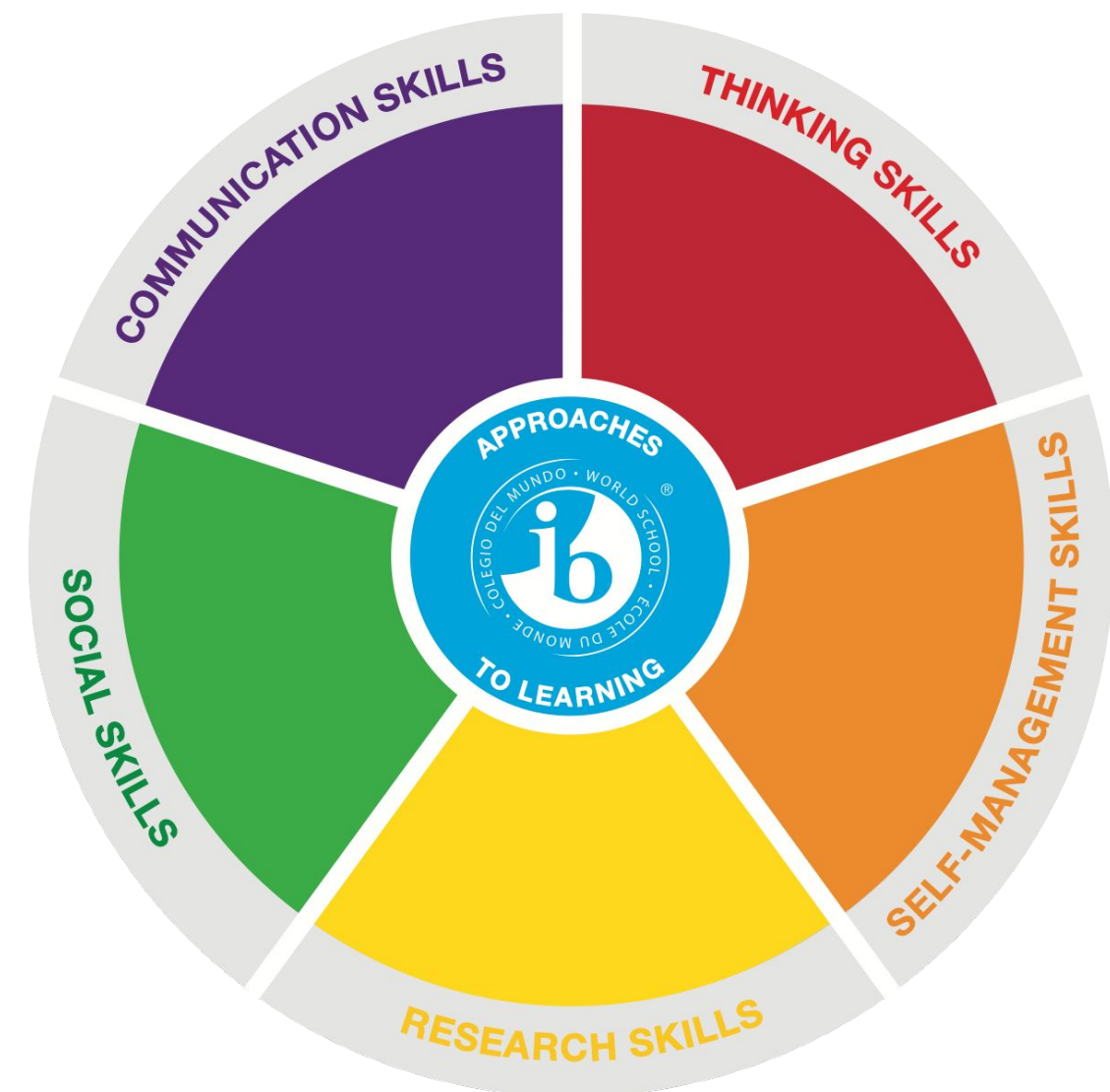
Information Transfer: **Application**

- making use of previously acquired knowledge in practical or new way
- use memory techniques to develop long-term memory



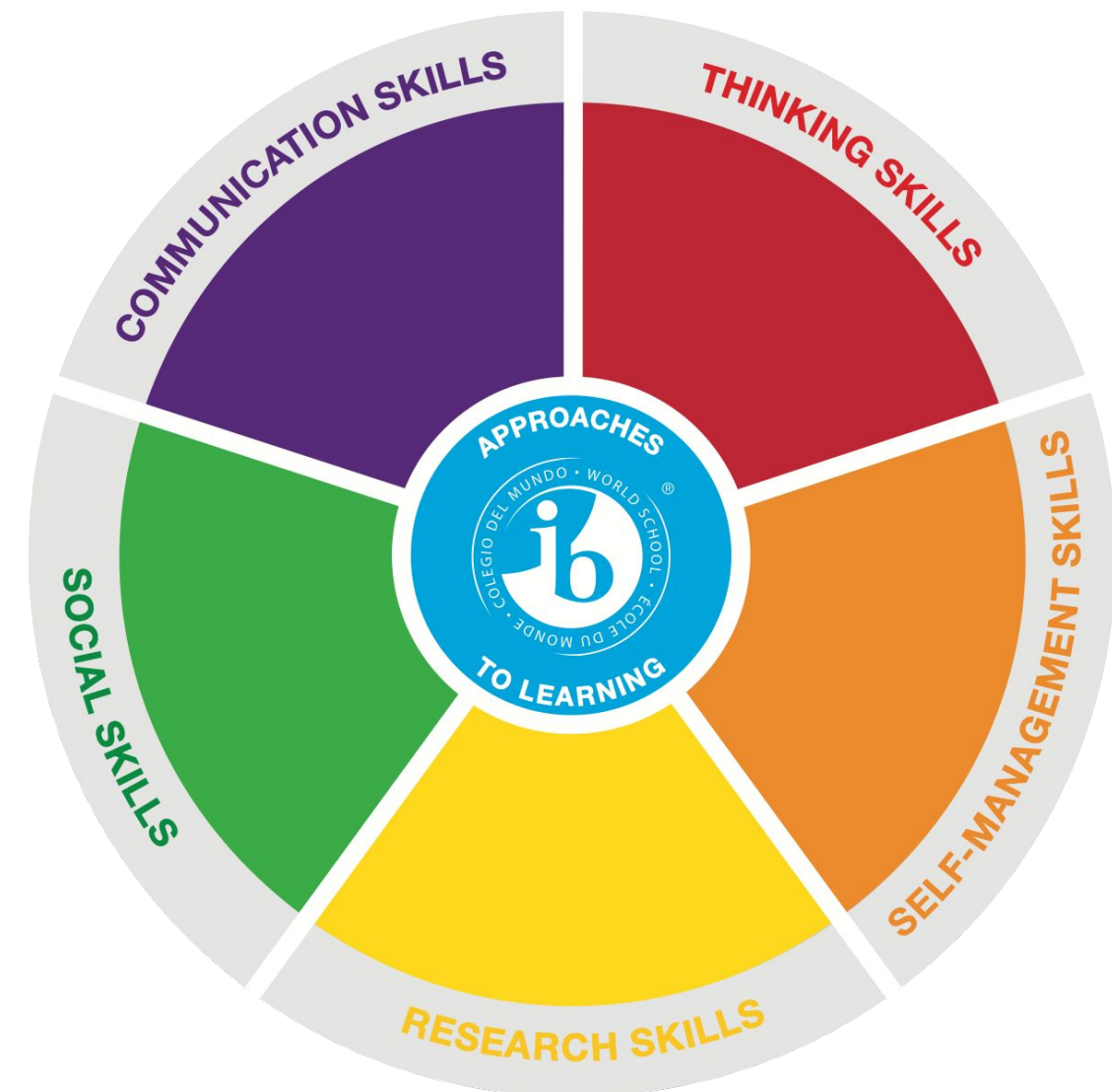
Reflection: **Dialectical Thought**

- thinking about two or more different points of view at the same time
- understanding more than one point of view
- being able to construct an argument for different points of view
- realizing that other people can also take one's own point of view



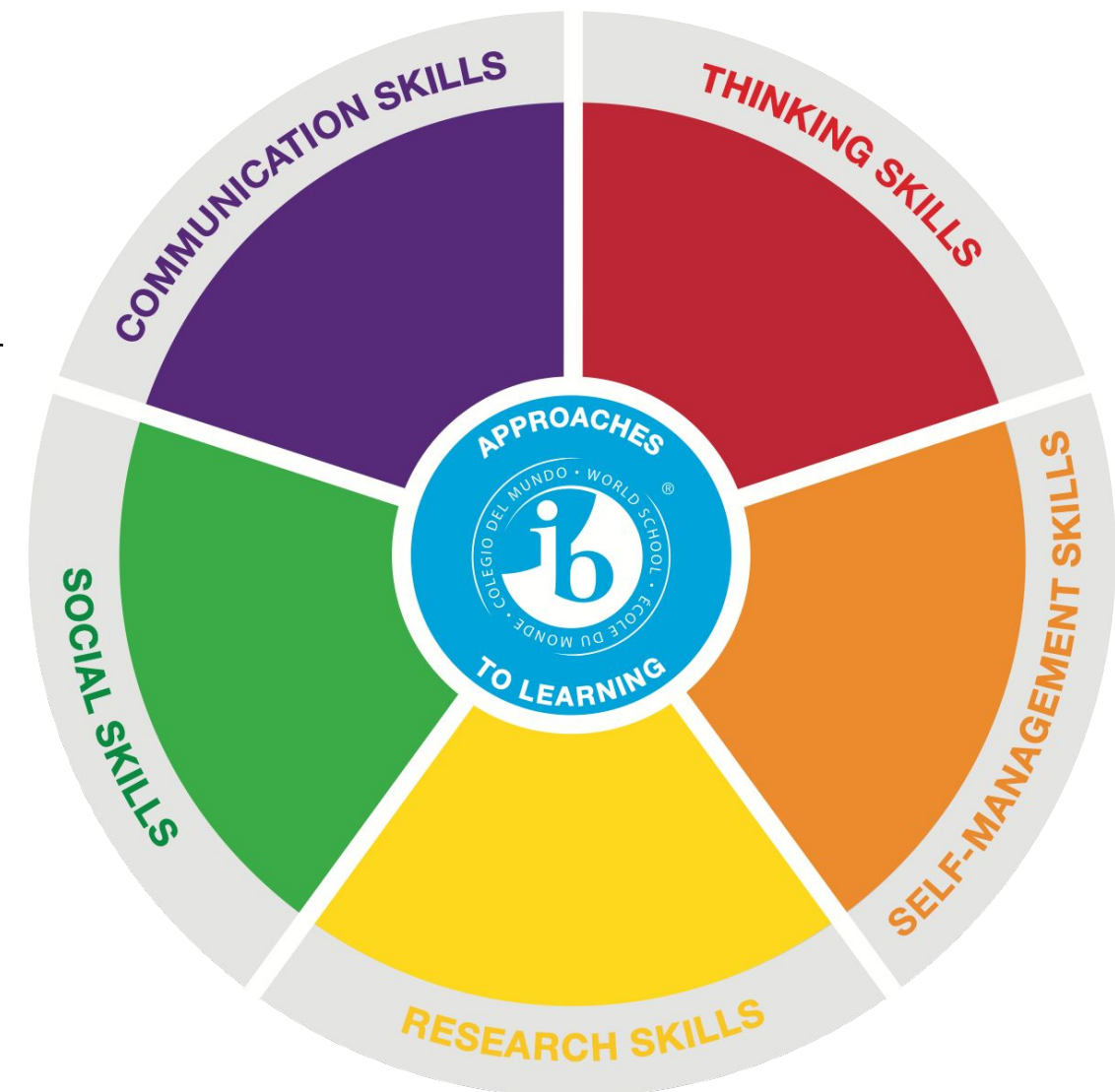
Reflection: **Metacognition**

- analyzing one's own and others' thought processes
- thinking about how one thinks and how one learns



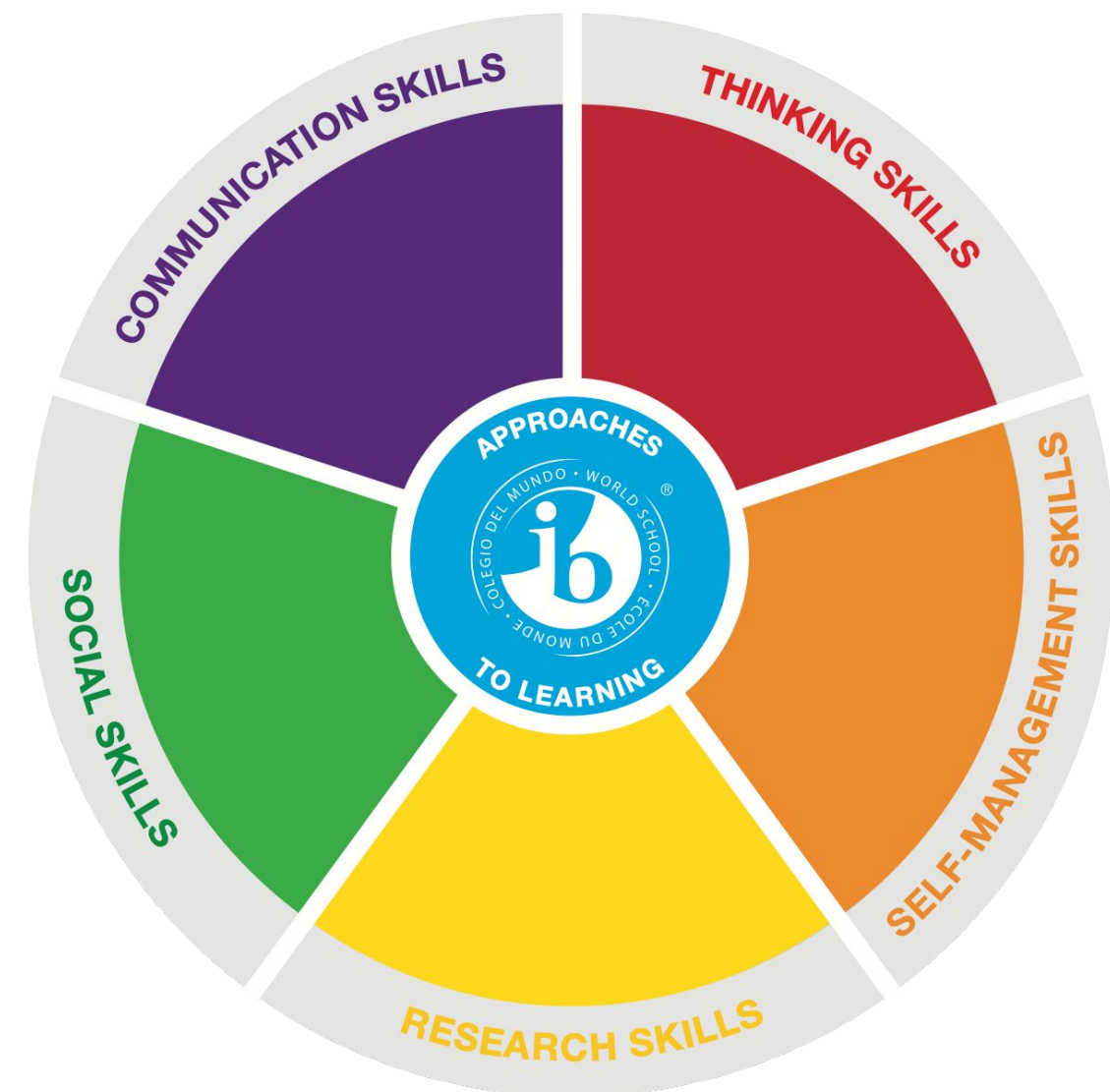
Reflection

- identify strengths and areas for improvement
- consider new skills, techniques and strategies for effective learning
- reflect on their learning by asking questions such as:
 - What did I learn today?
 - What don't I yet understand?
 - What questions do I have now?
 - What can I do to become a more effective learner?



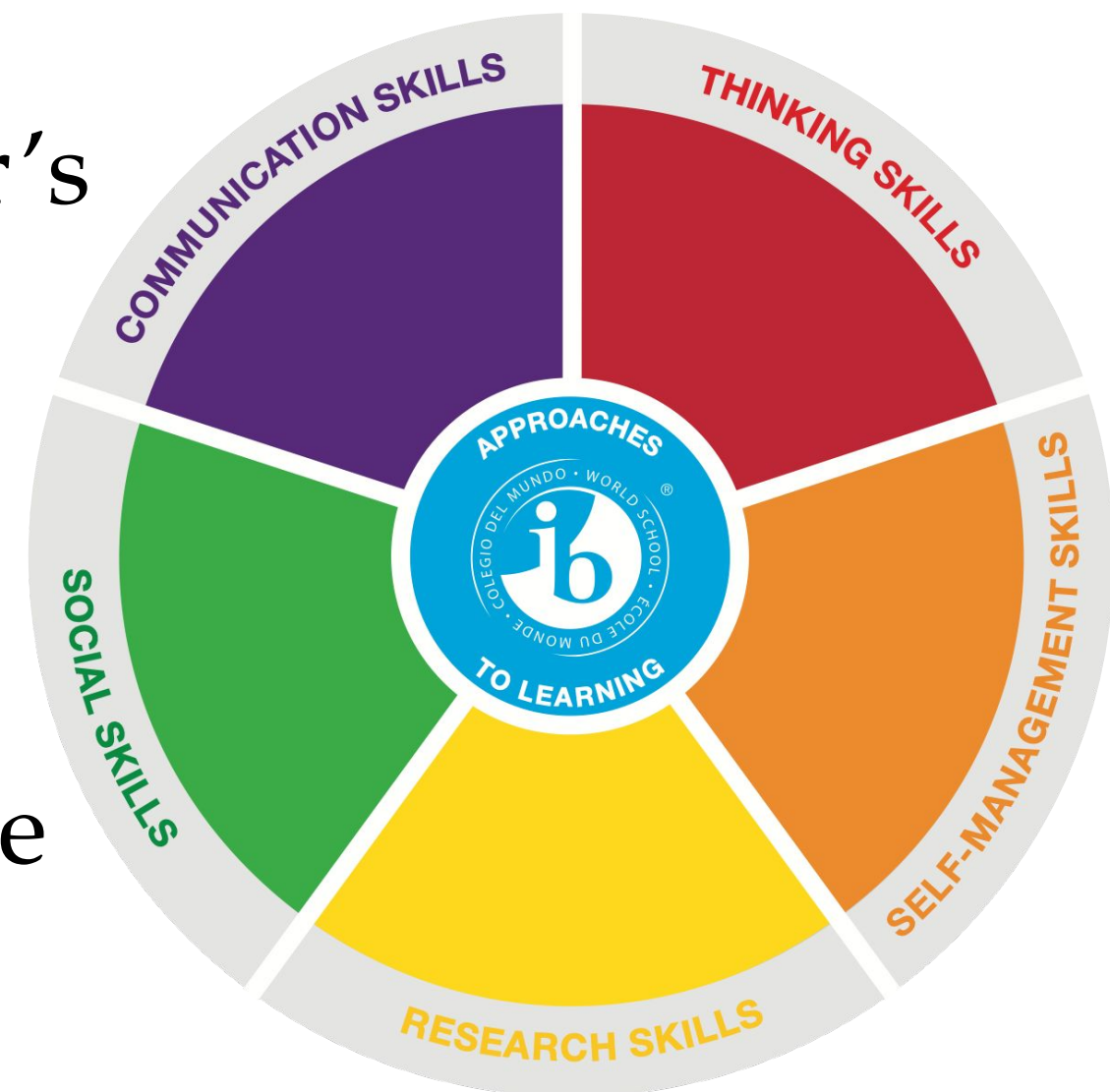
Social and Emotional Intelligence: **Accepting Responsibility**

- taking on and completing tasks in an appropriate manner
- being willing to assume a share of the responsibility



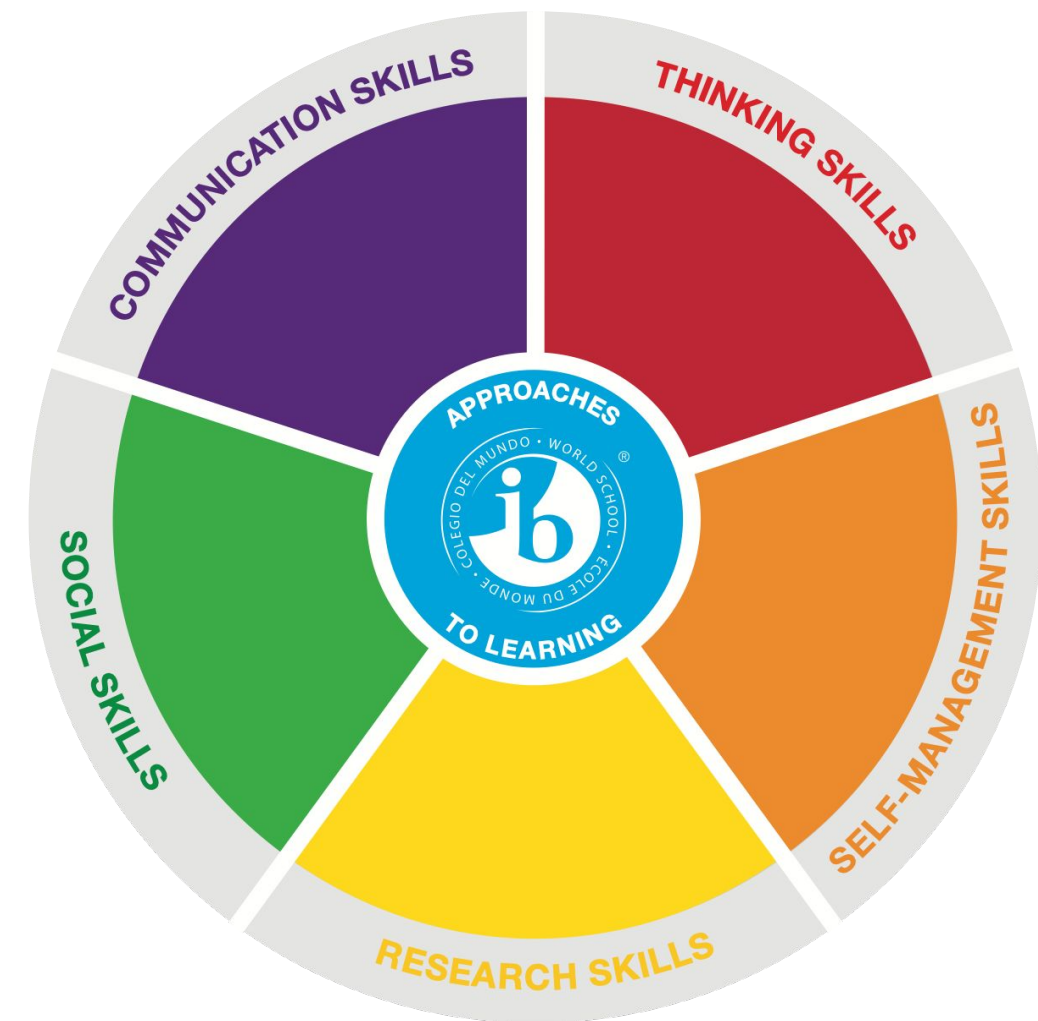
Social and Emotional Intelligence: **Empathy**

- imagining yourself in another's situation
- understand another's reasoning and emotions
- be open-minded and reflective about the perspectives of others
- advocate for one's own rights and needs, and those of others



Interpersonal Relationships: **Respecting Others**

- listening sensitively to others
- making decisions based on fairness and equality
- recognizing that others' beliefs, viewpoints, religions and ideas may be different from one's own
- stating one's opinion without hurting others



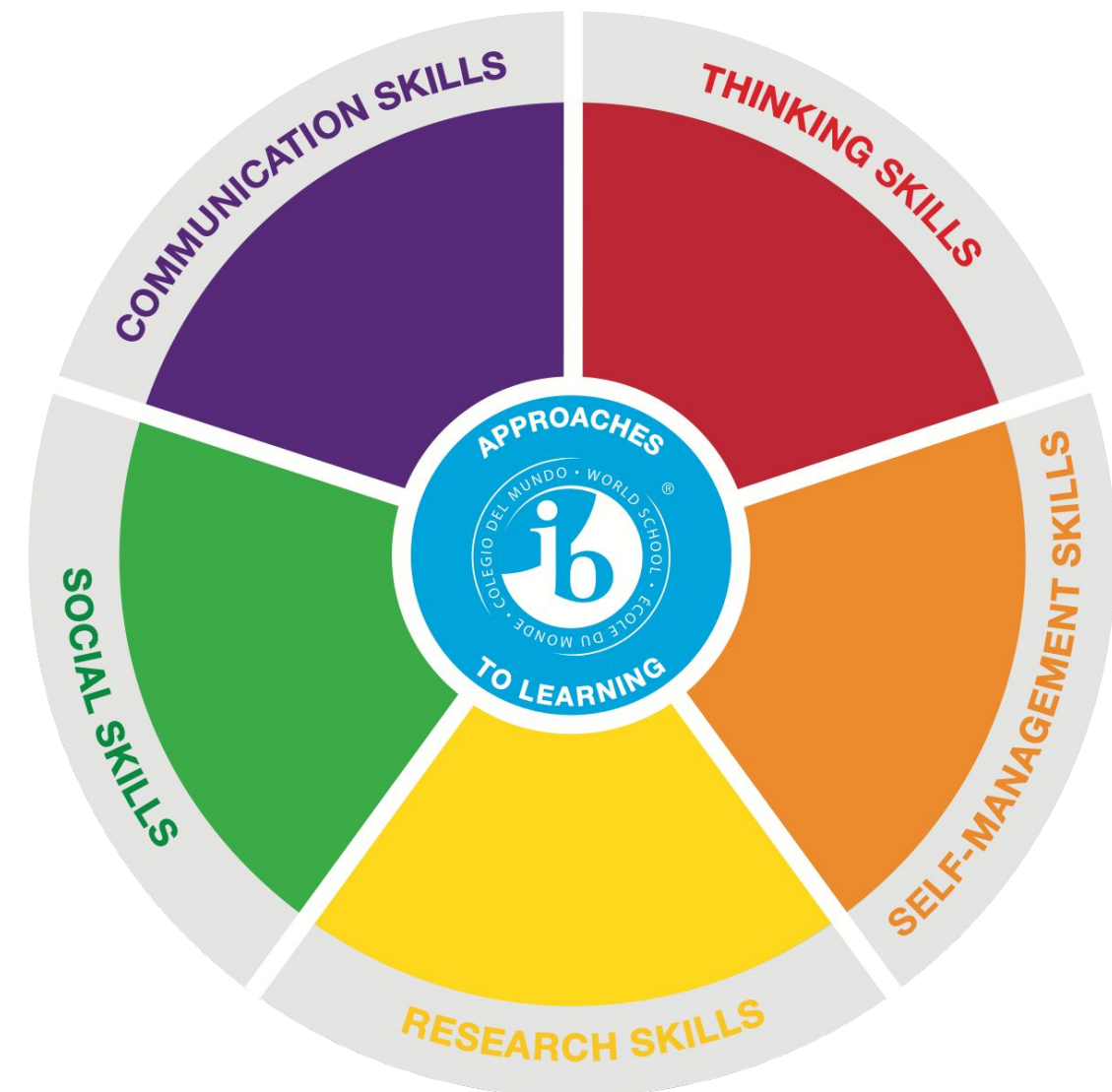
What helps you learn?



Primary Years
Programme

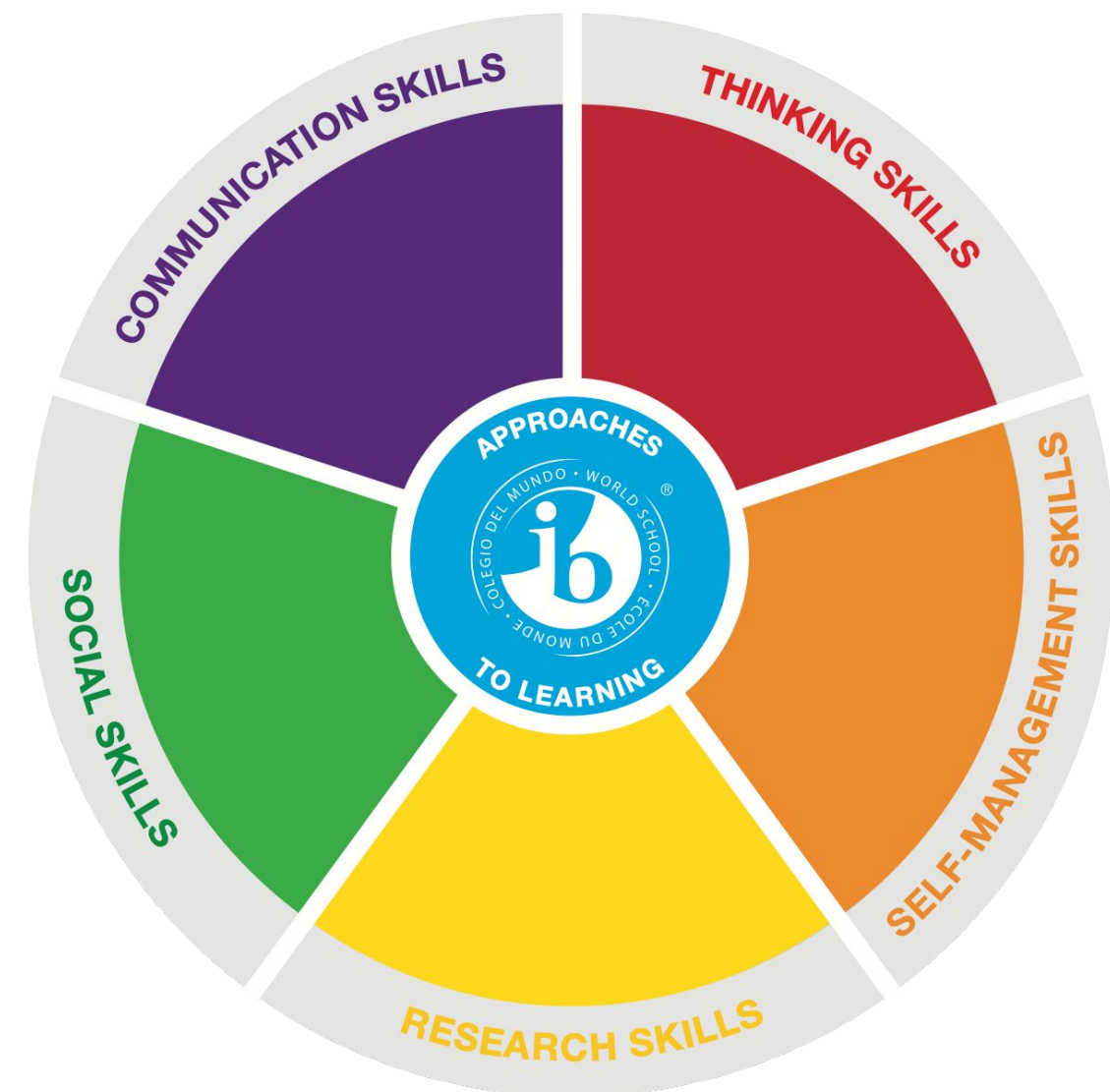
Interpersonal Relationships: **Cooperating**

- working cooperatively in a group
- being courteous to others
- sharing materials
- taking turns



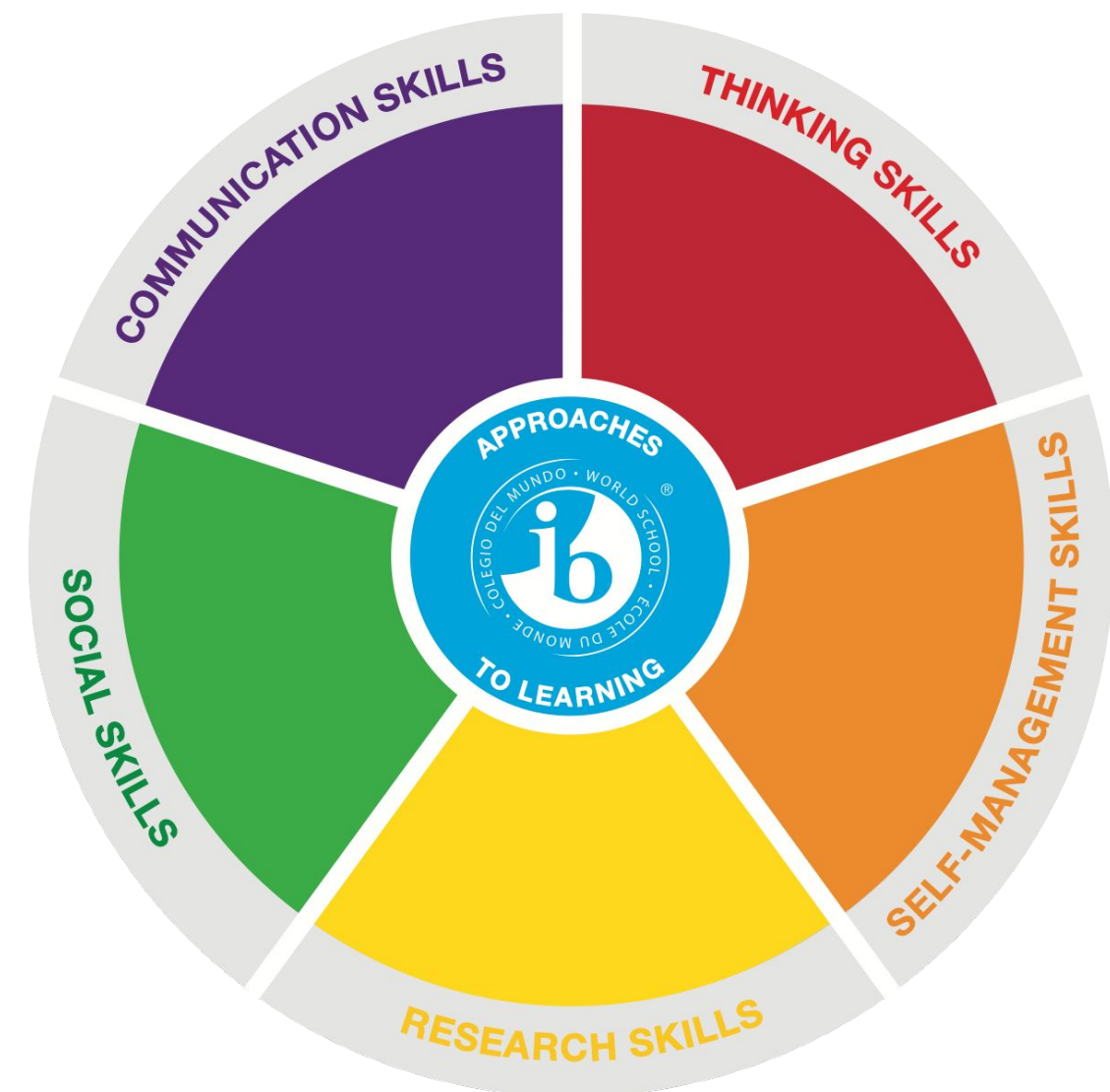
Interpersonal relationships: **Resolving conflict**

- listening carefully to others
- compromising
- reacting reasonably to the situation
- accepting responsibility appropriately
- being fair



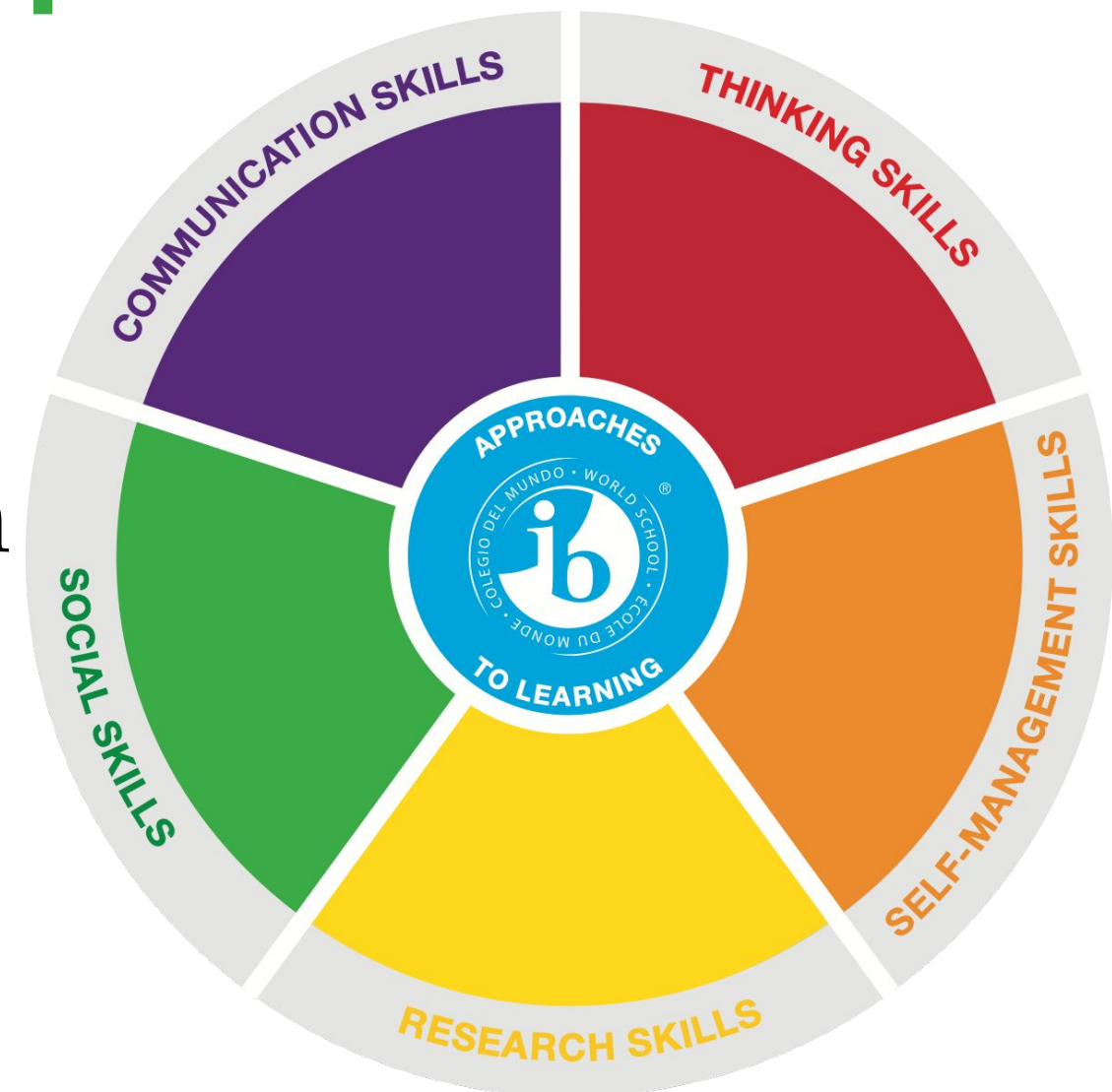
Interpersonal Relationships: **Group decision-making**

- listening to others
- discussing ideas
- asking questions
- working towards and obtaining consensus
- encourage others to contribute



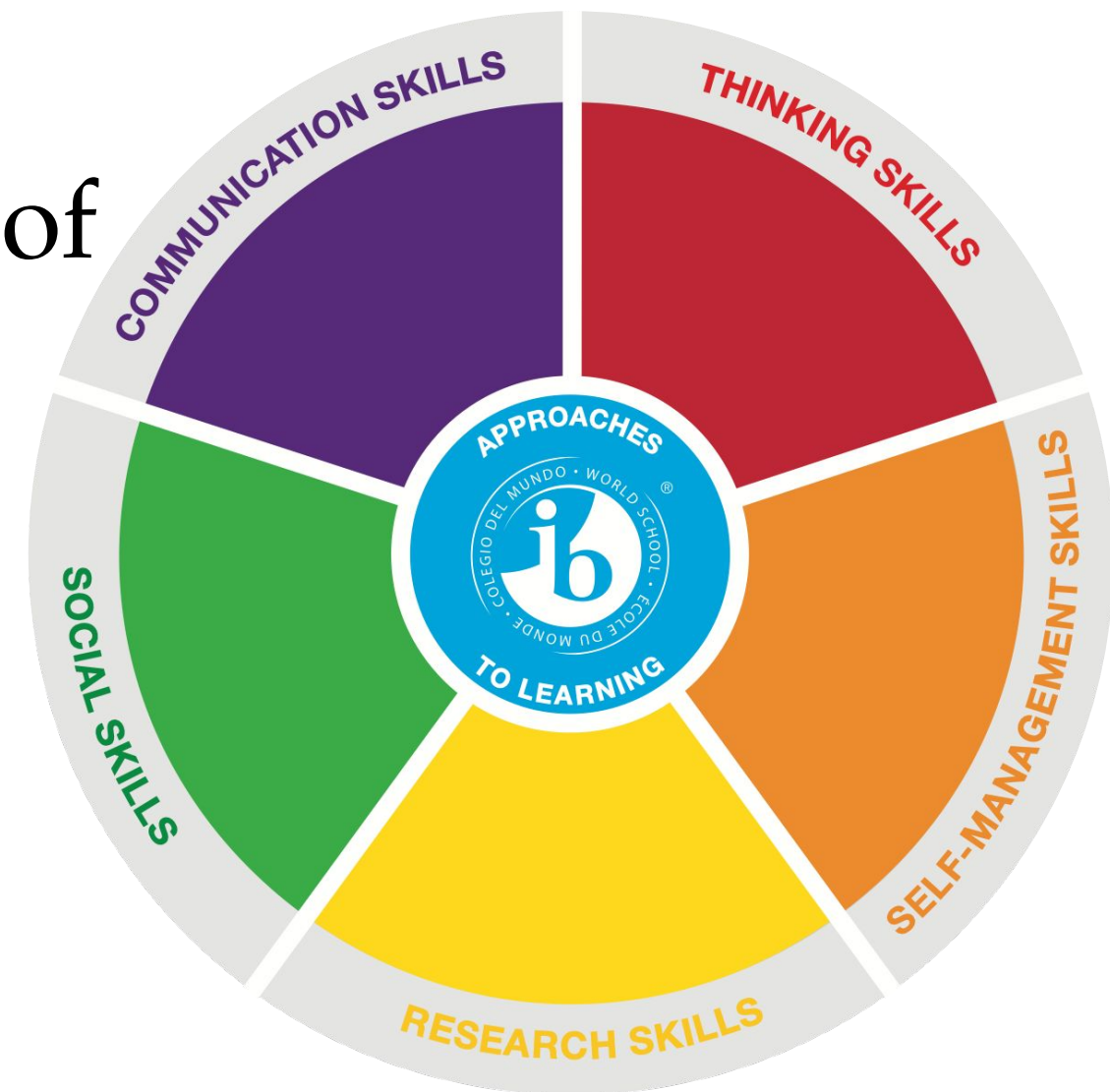
Interpersonal Relationships: **Adopting a variety of group roles**

- understanding what behavior is appropriate in a given situation and acting accordingly
- being a leader in some circumstances, a follower in others



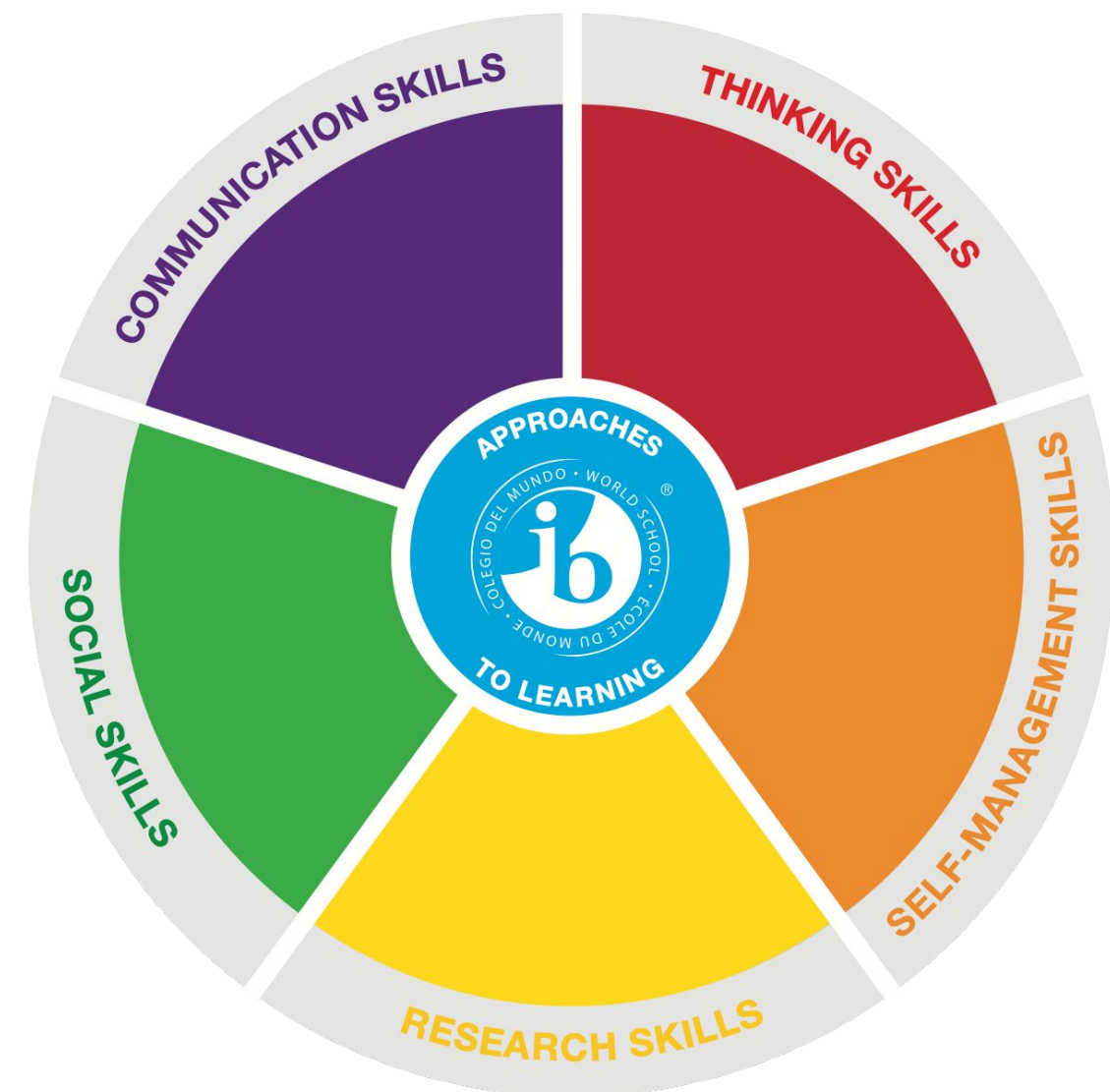
Exchanging information: **Listening**

- listening to, and follow the information and directions of others
- listening actively to other perspectives and ideas
- ask for clarifications
- listen actively and respectfully while others speak



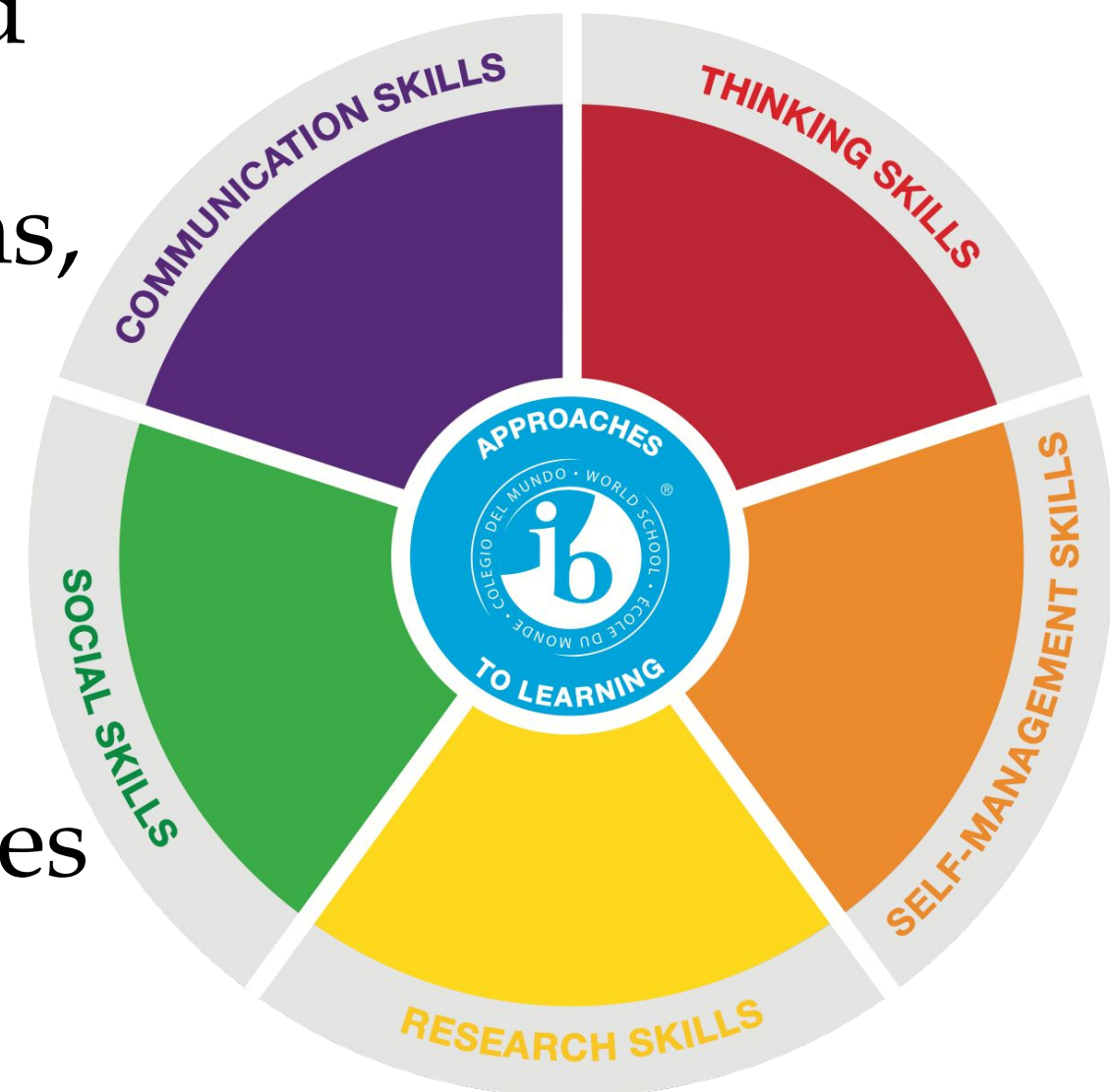
Exchanging information: **Speaking**

- speak clearly and logically with respect in small and large groups
- give and receive meaningful feedback and feedforward
- discuss and negotiate ideas and knowledge with peers and teachers
- communicate with peers, experts and members of the learning community using a variety of digital environments and media



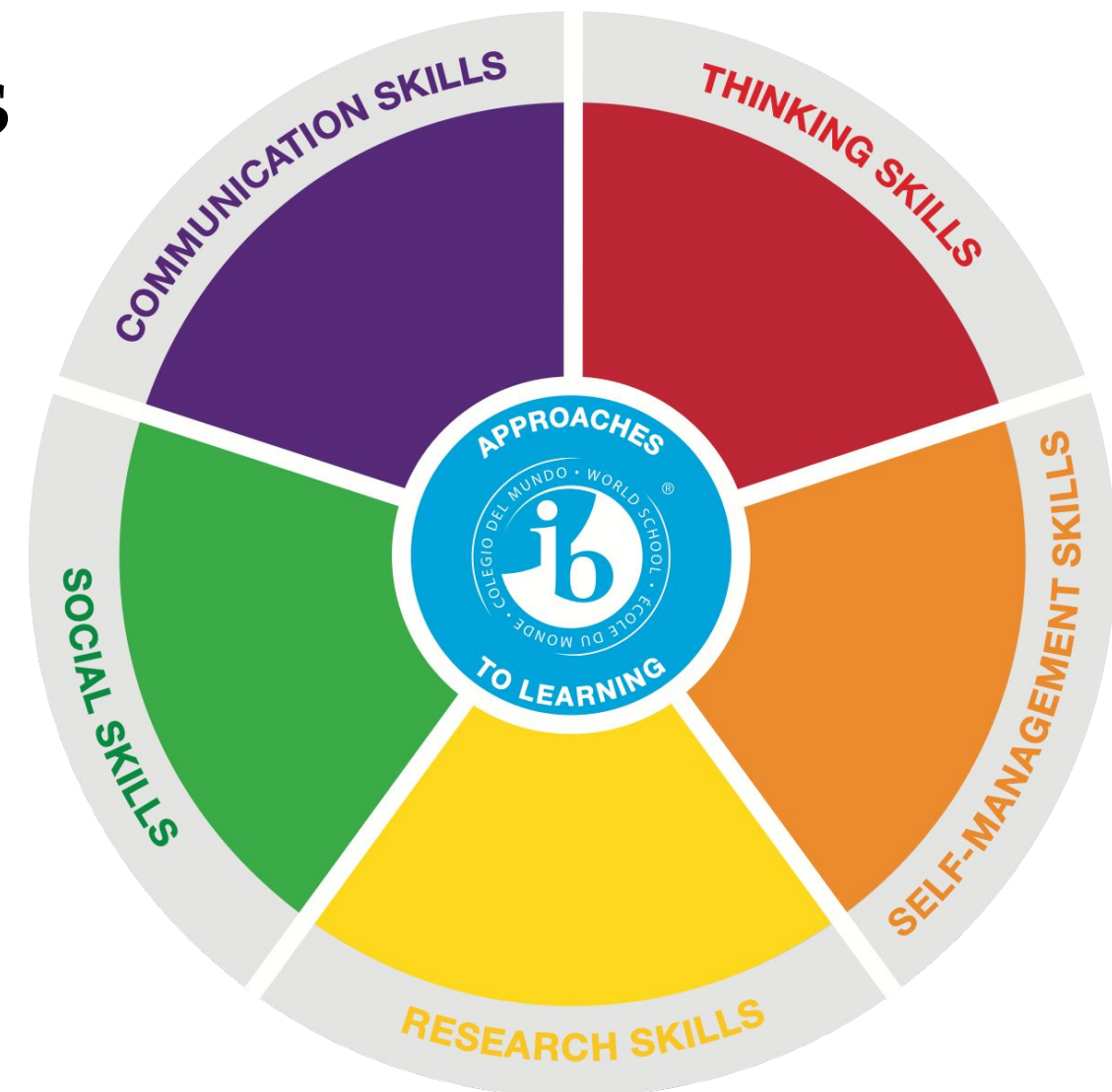
Exchanging information: **Interpreting**

- interpreting visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds
- understanding the ways in which images and language interact to convey ideas, values and beliefs
- be aware of cultural differences when providing and interpreting communication



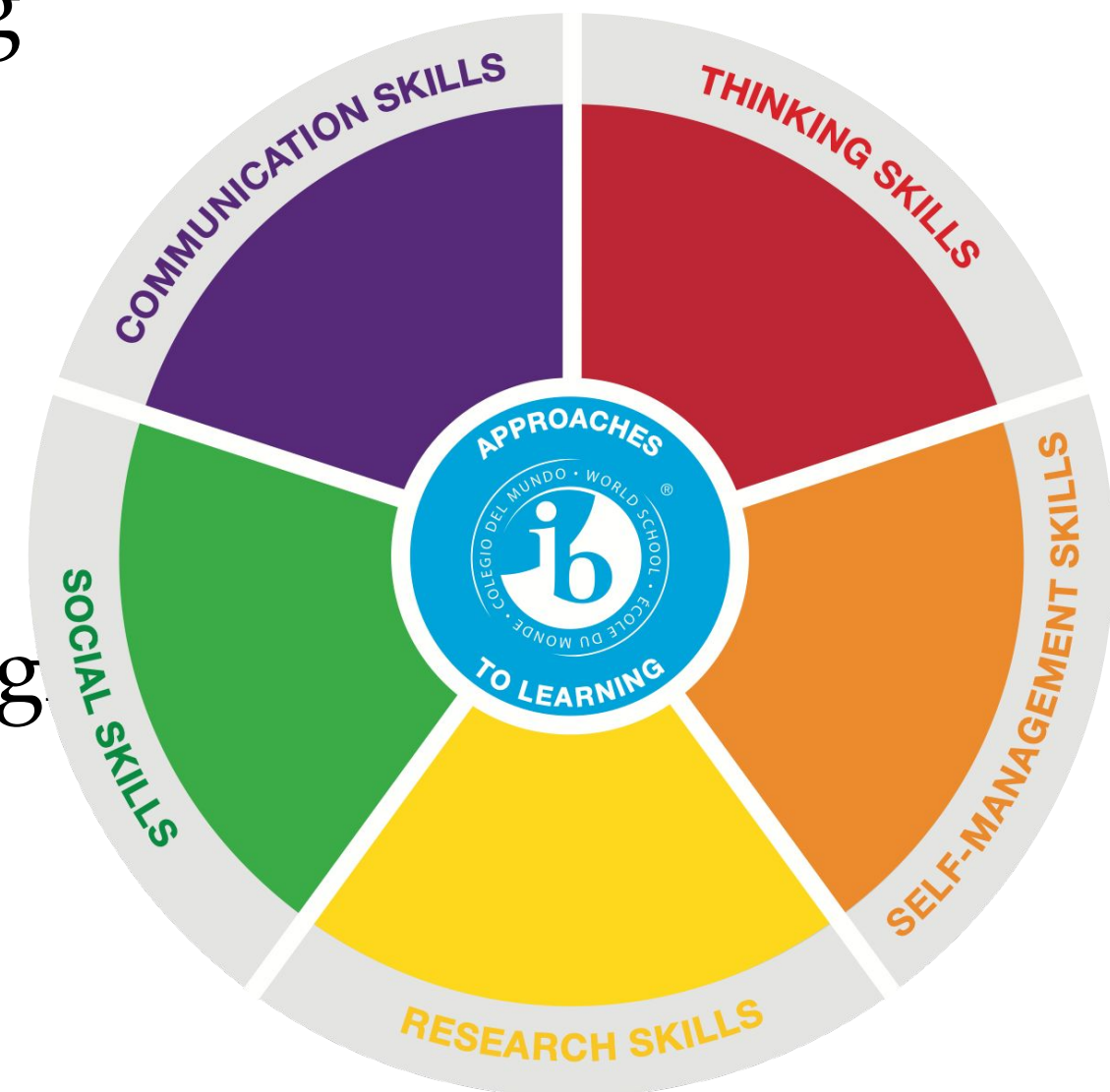
Literacy: Reading

- reading a variety of sources for information and pleasure
- comprehending what has been read
- making inferences and drawing conclusions
- use and interpret a range of terms and symbols



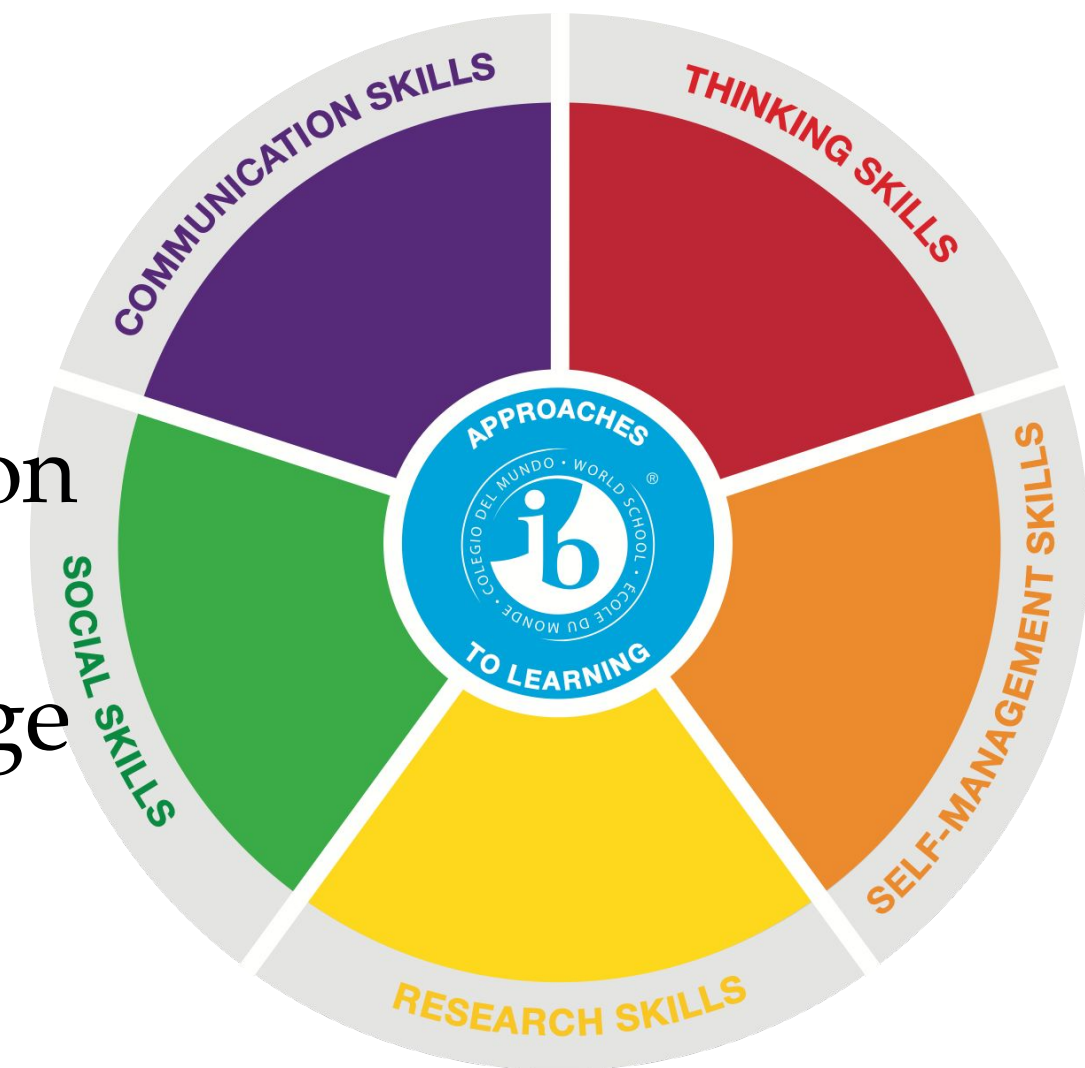
Literacy: **Writing**

- use appropriate forms of writing for different purposes and audiences
- paraphrase accurately and concisely
- record information and observations by hand and through digital technologies
- organize information logically
- communicate using a range of technologies and media
- understand and use mathematical notation and other symbols



Information, Communication, Technology

- understand the impact of media representations and modes of presentation
- make informed choices about modes of communication based on audience
- use accessibility features to engage all members of the learning community
- communicate information and ideas effectively to multiple audiences using a variety of media and modalities



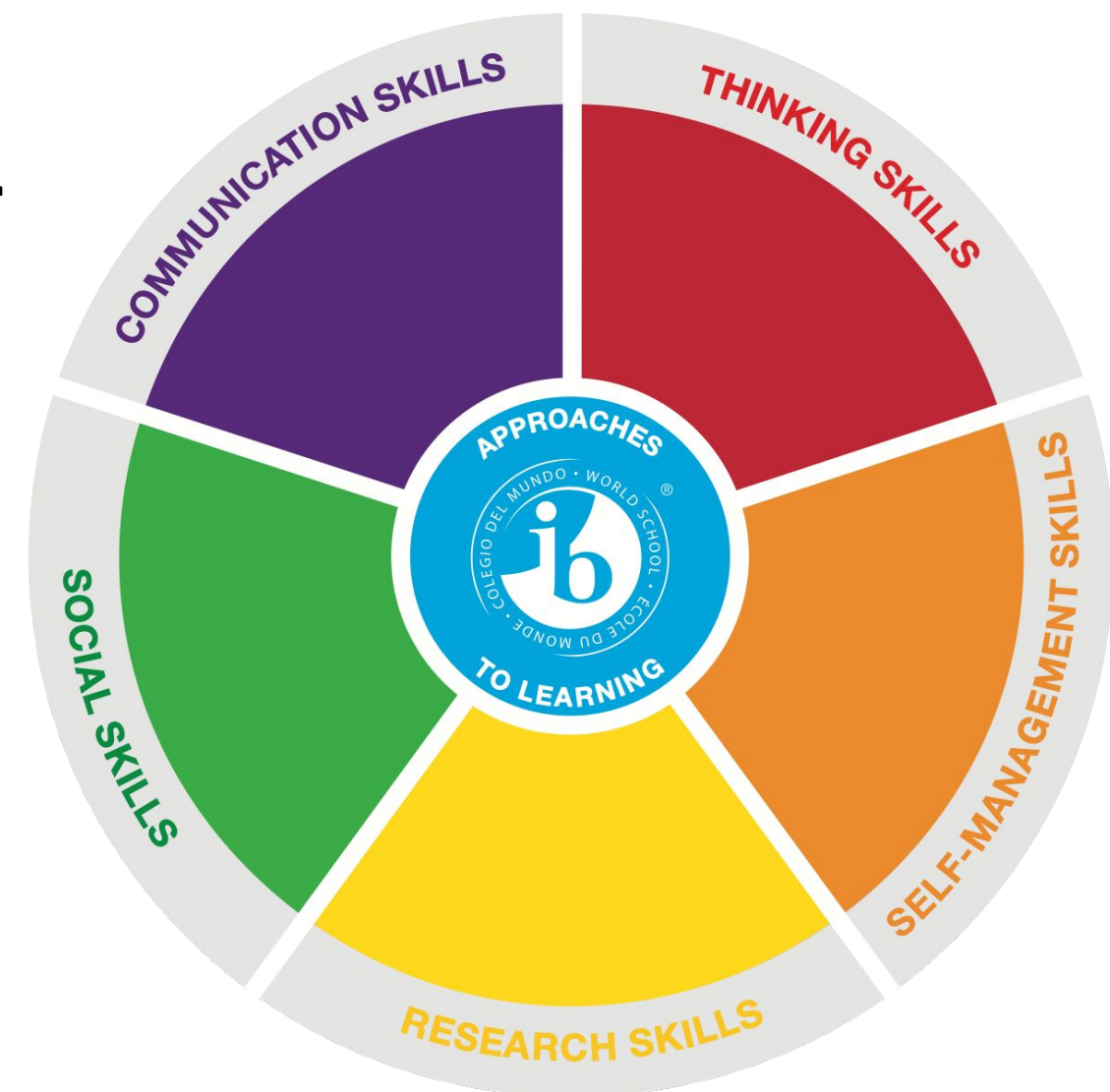
What helps you learn?



Primary Years
Programme

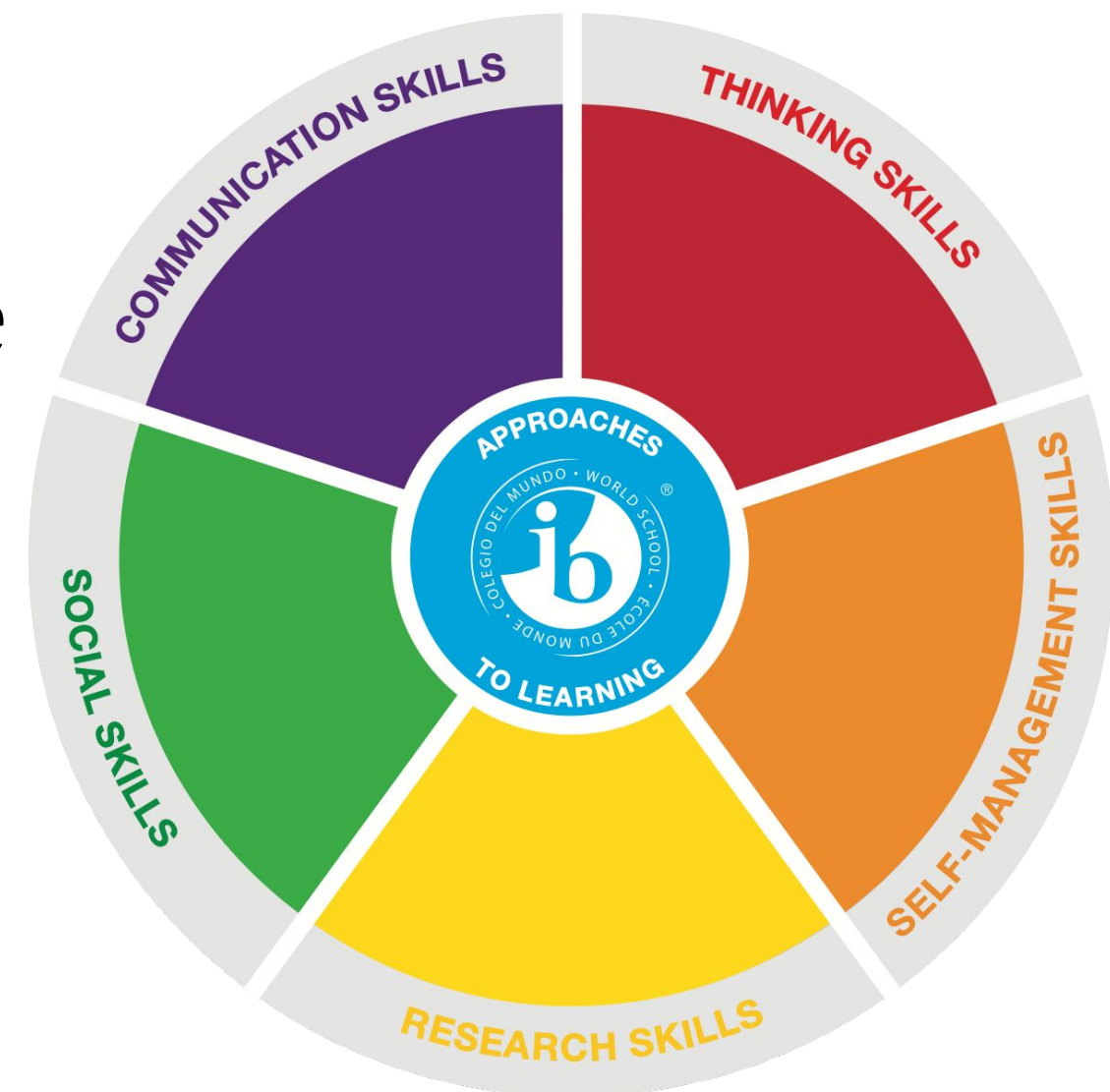
Exchanging information: **Non-verbal communication**

- recognizing the meaning of visual and kinesthetic communication
- recognizing and creating signs
- interpreting and using symbols



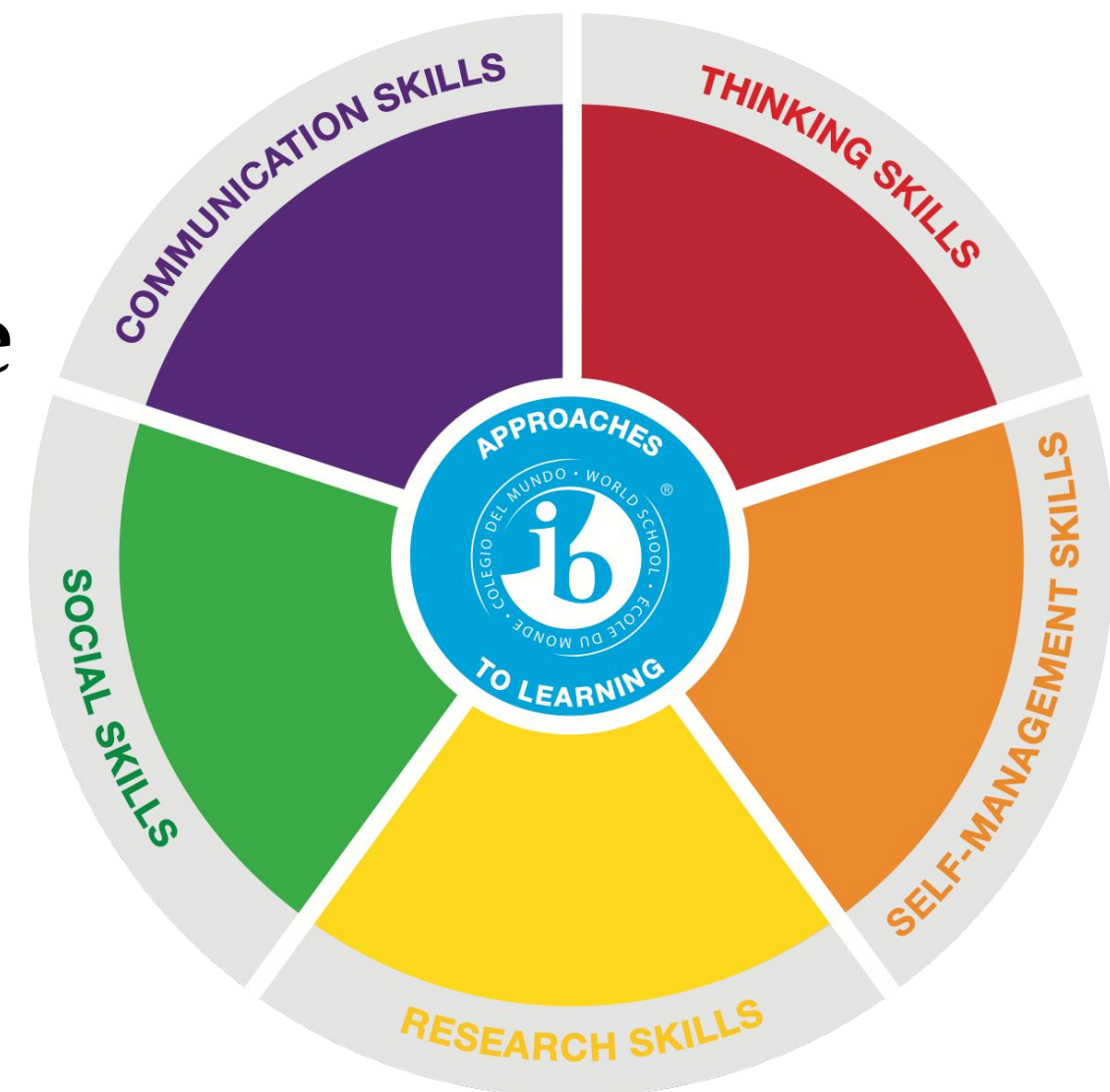
Movement: **Gross motor skills**

- exhibiting skills in which groups of large muscles are used and the factor of strength is primary



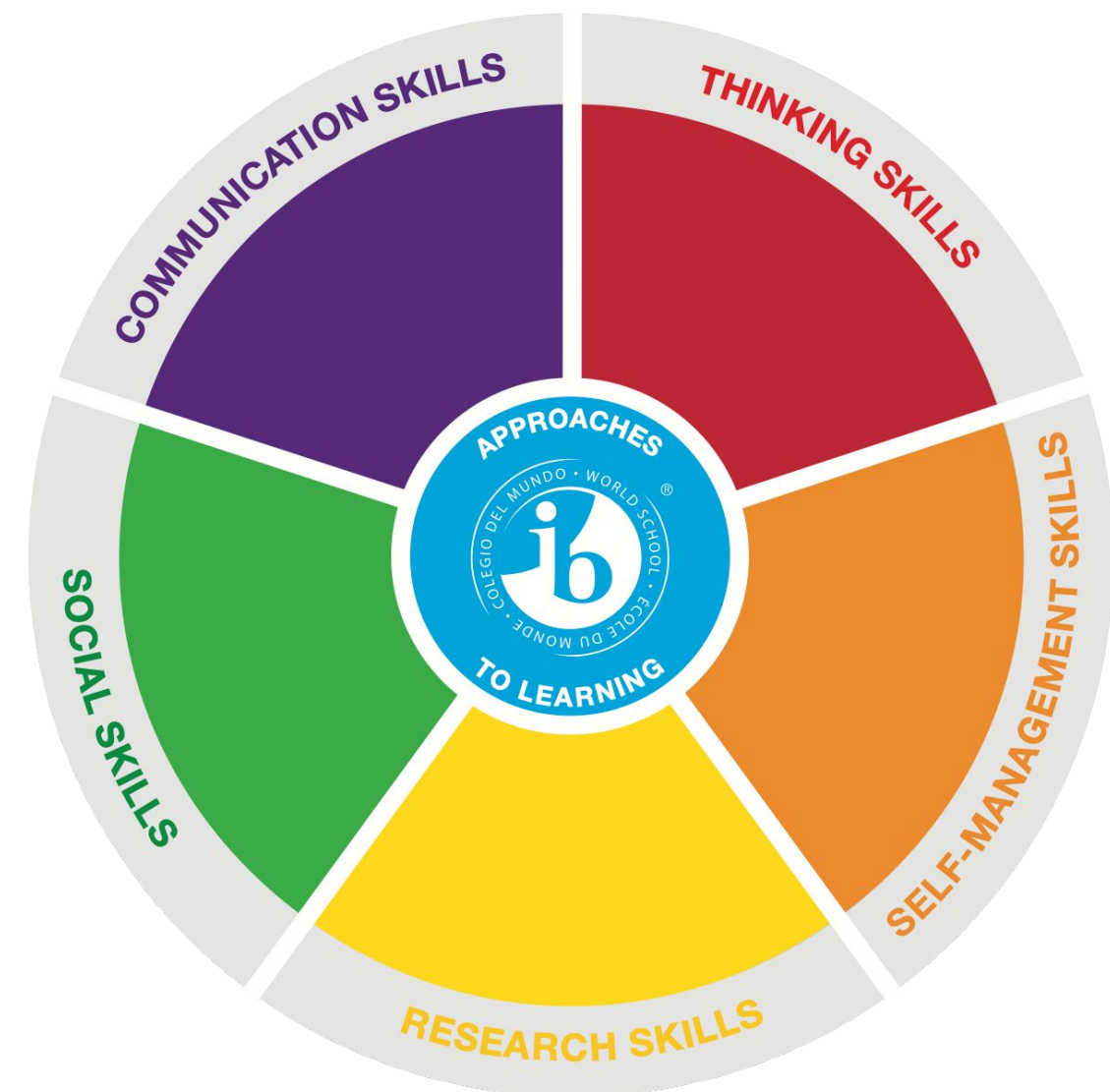
Movement: **Fine motor skills**

- exhibiting skills in which precision in delicate muscle systems is required



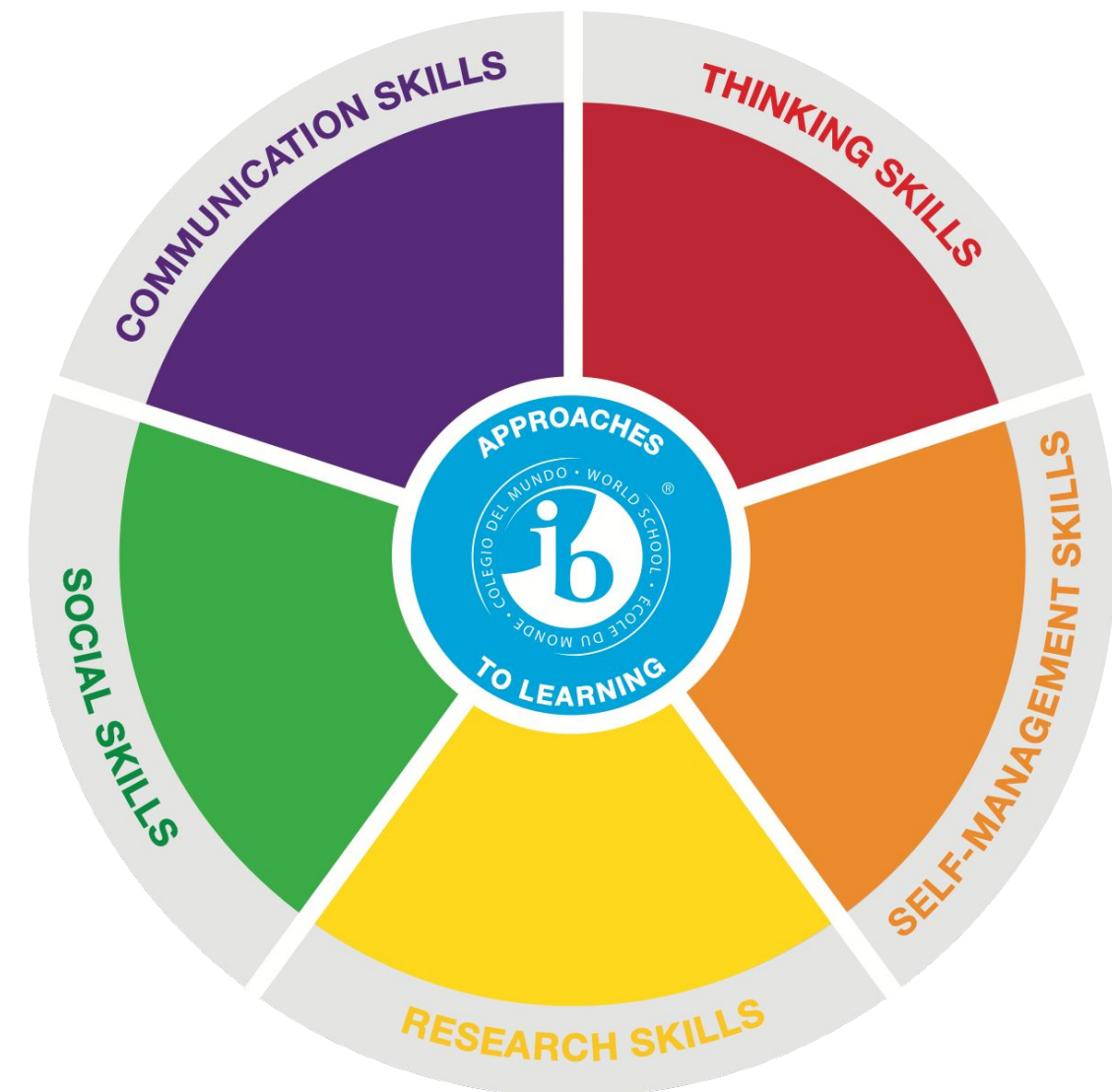
Movement: **Spatial awareness**

- displaying a sensitivity to the position of objects in relation to oneself or each other



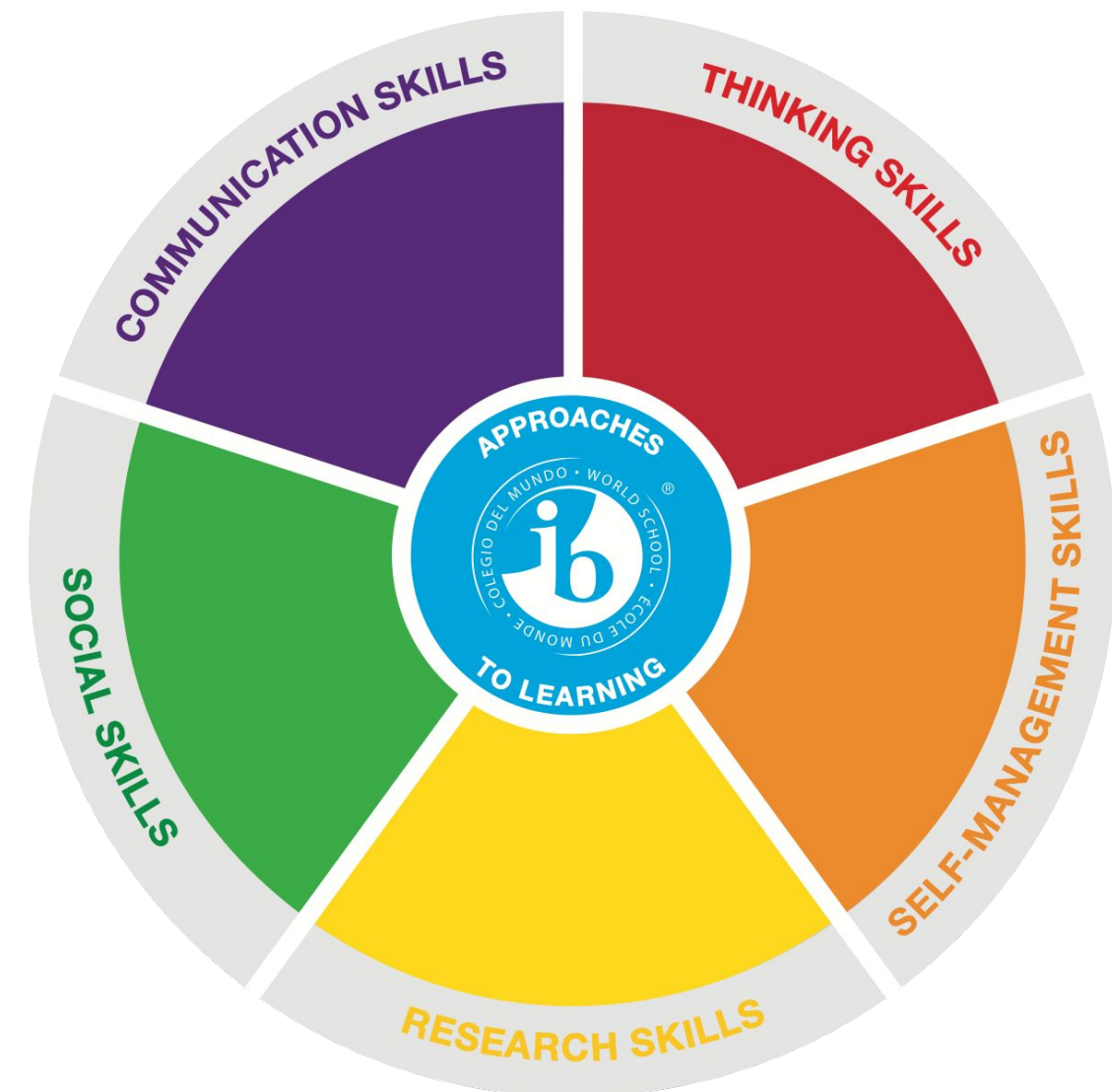
Organization

- planning and carrying out activities effectively



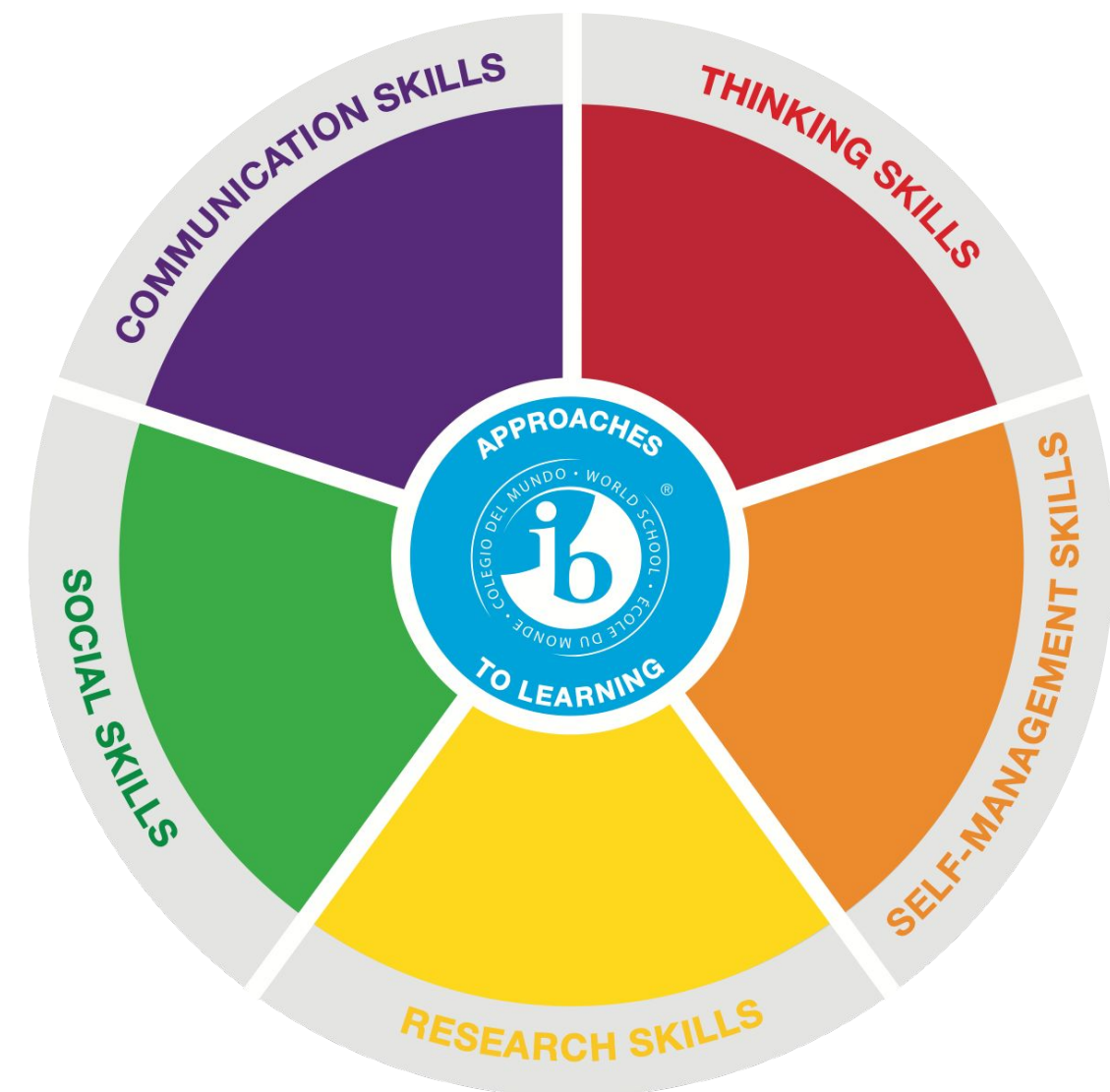
Organization: **Time management**

- using time effectively and appropriately



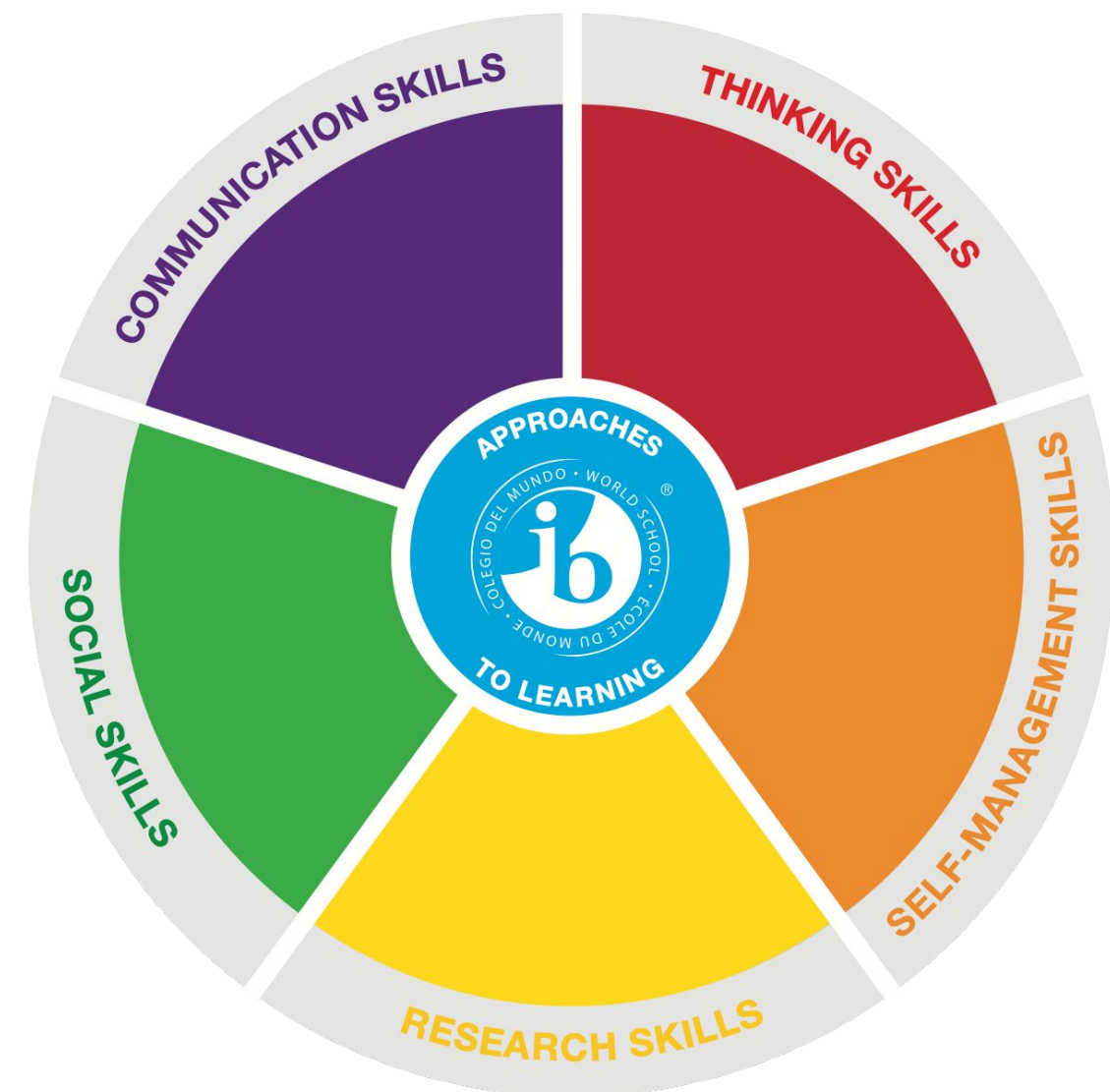
Safety

- engaging in personal behavior that avoids placing oneself or others in danger or at risk



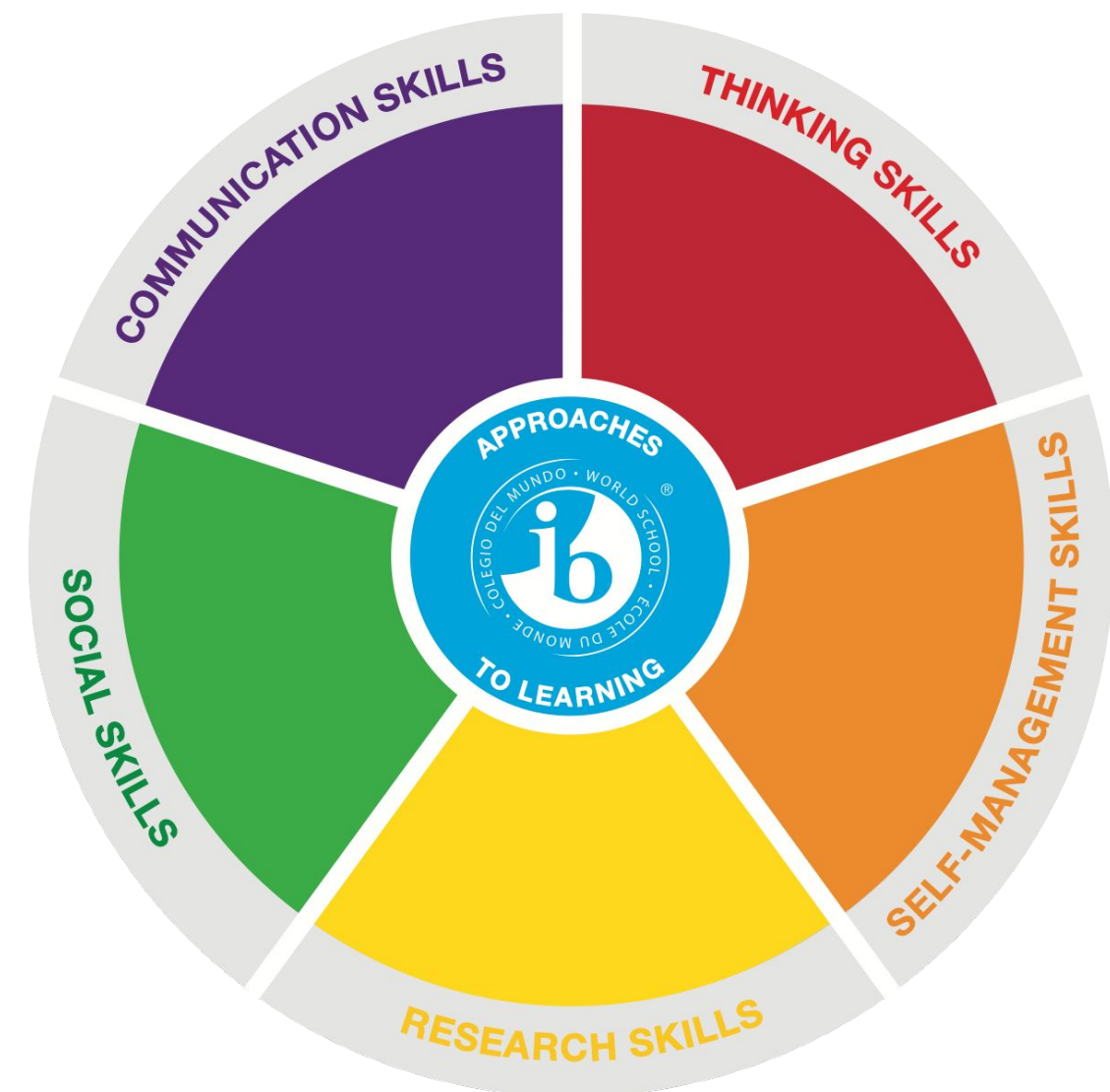
Safety: **Healthy lifestyle**

- making informed choices to achieve a balance in nutrition, rest, relaxation and exercise
- practicing appropriate hygiene and self-care



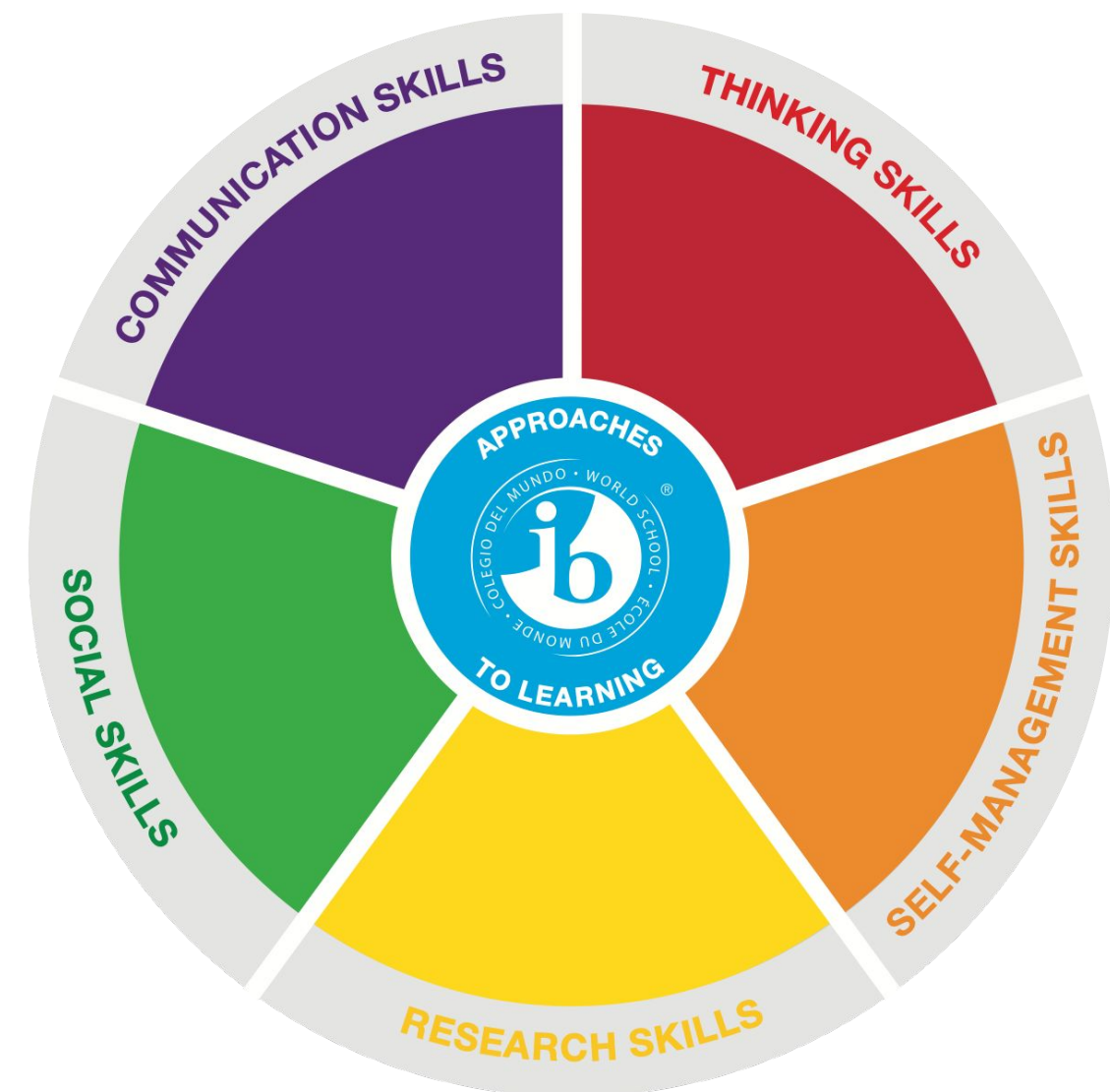
Safety: Codes of behavior

- knowing and applying appropriate rules or operating procedures of groups of people



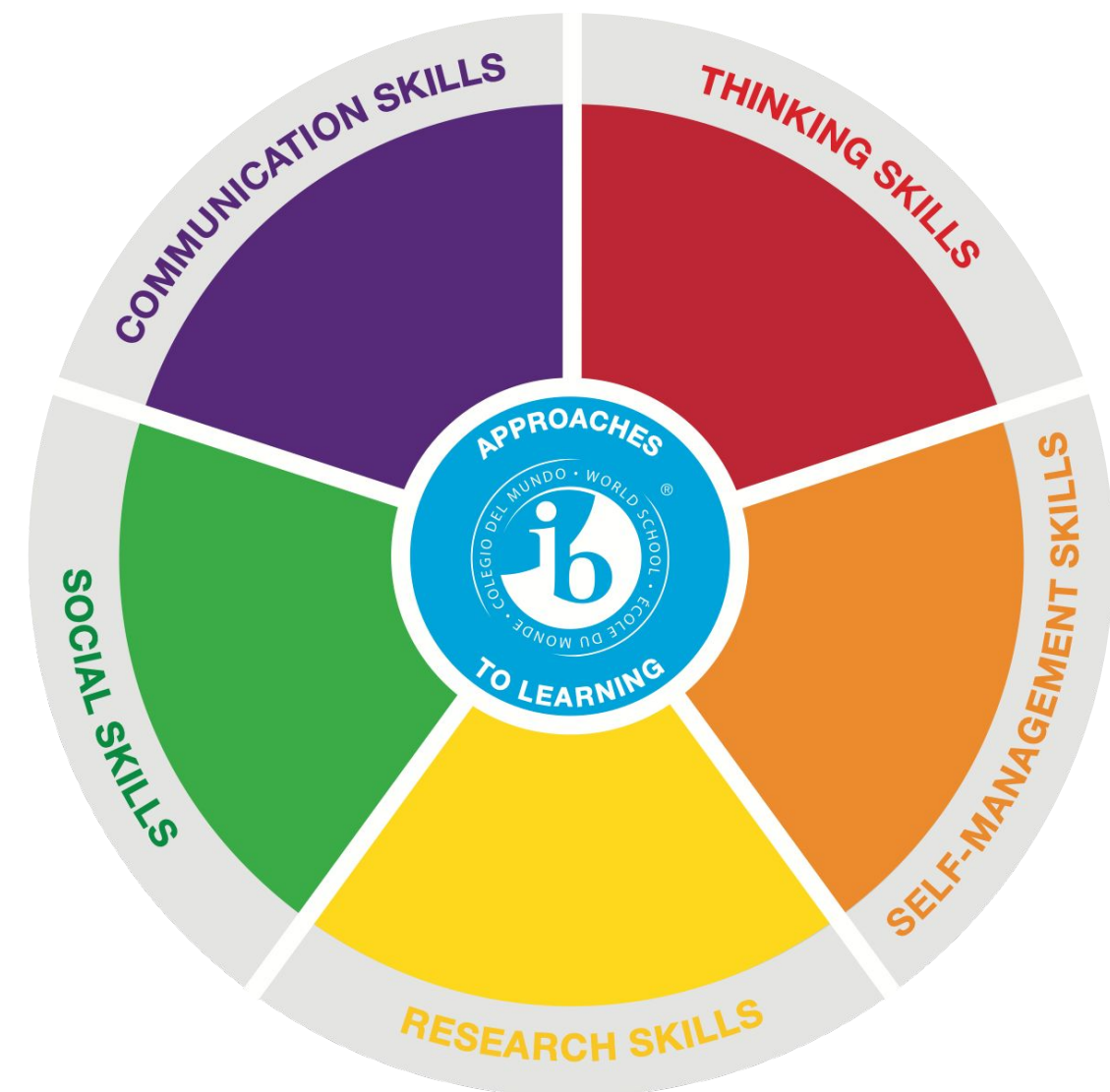
Safety: Informed choices

- selecting an appropriate course of action or behavior based on fact or opinion



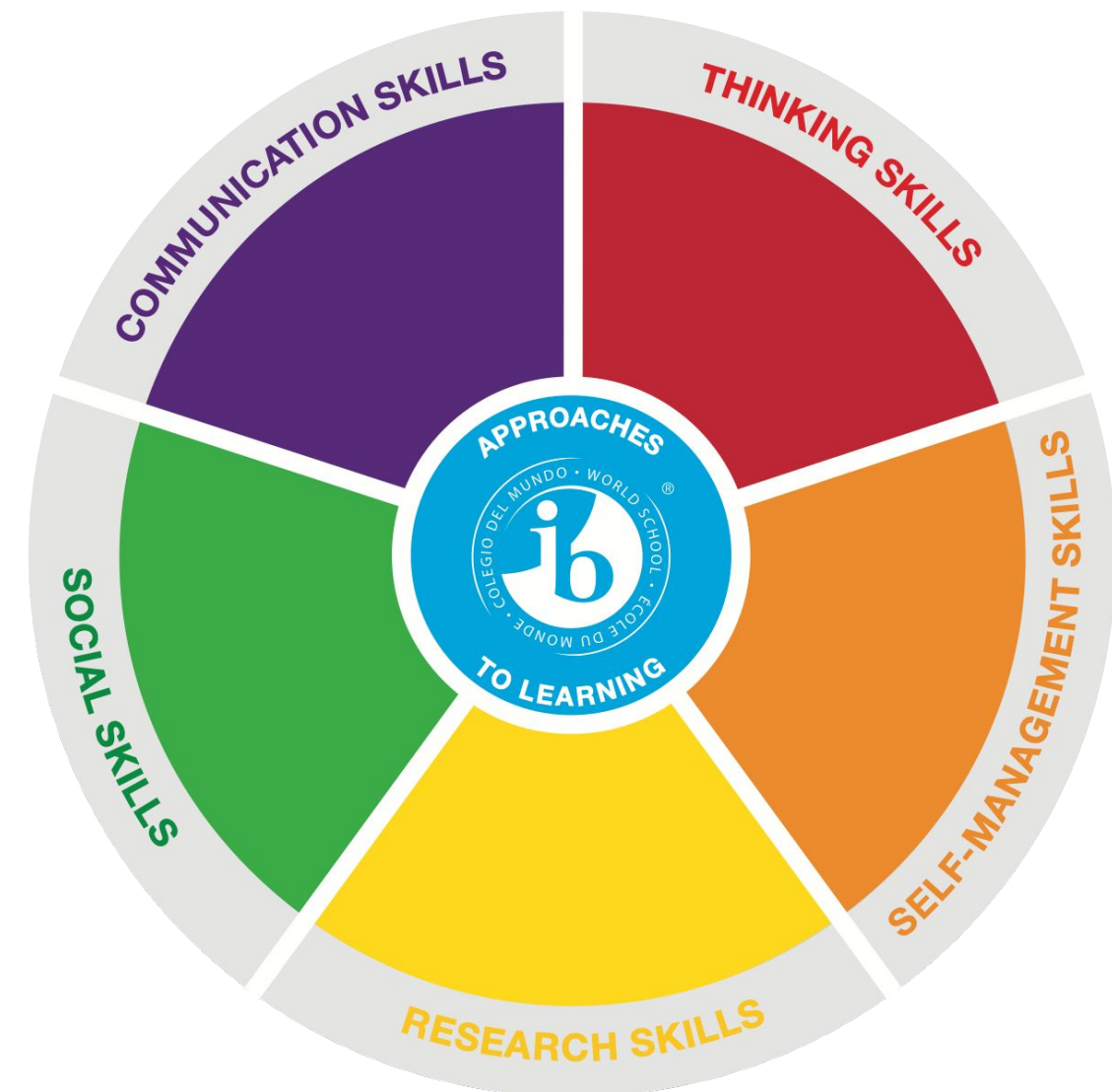
States of Mind: **Mindfulness**

- use strategies to support concentration and overcome distractions
- be aware of body-mind connections



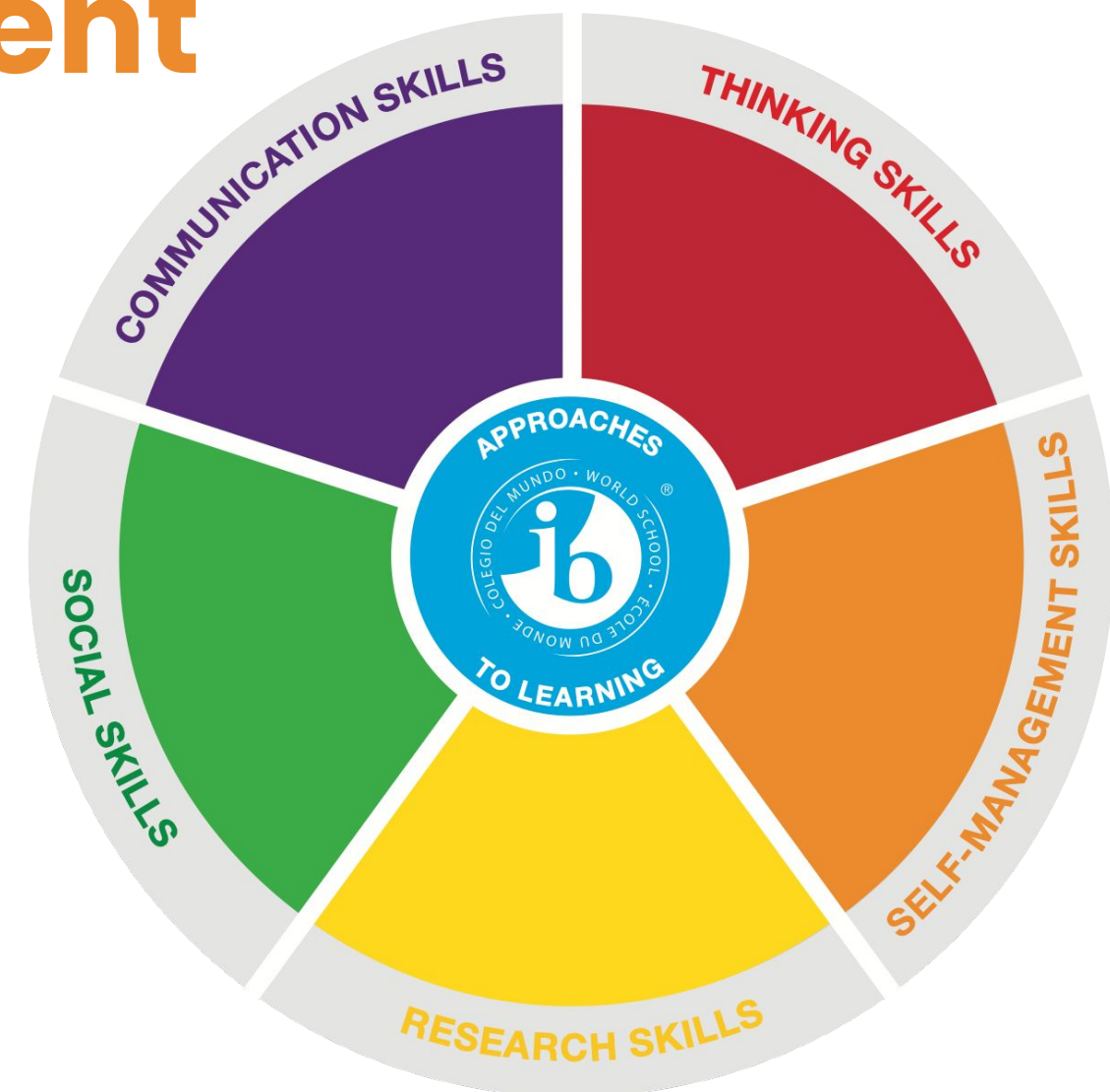
States of Mind: **Perseverance**

- demonstrate persistence
- use strategies to remove barriers



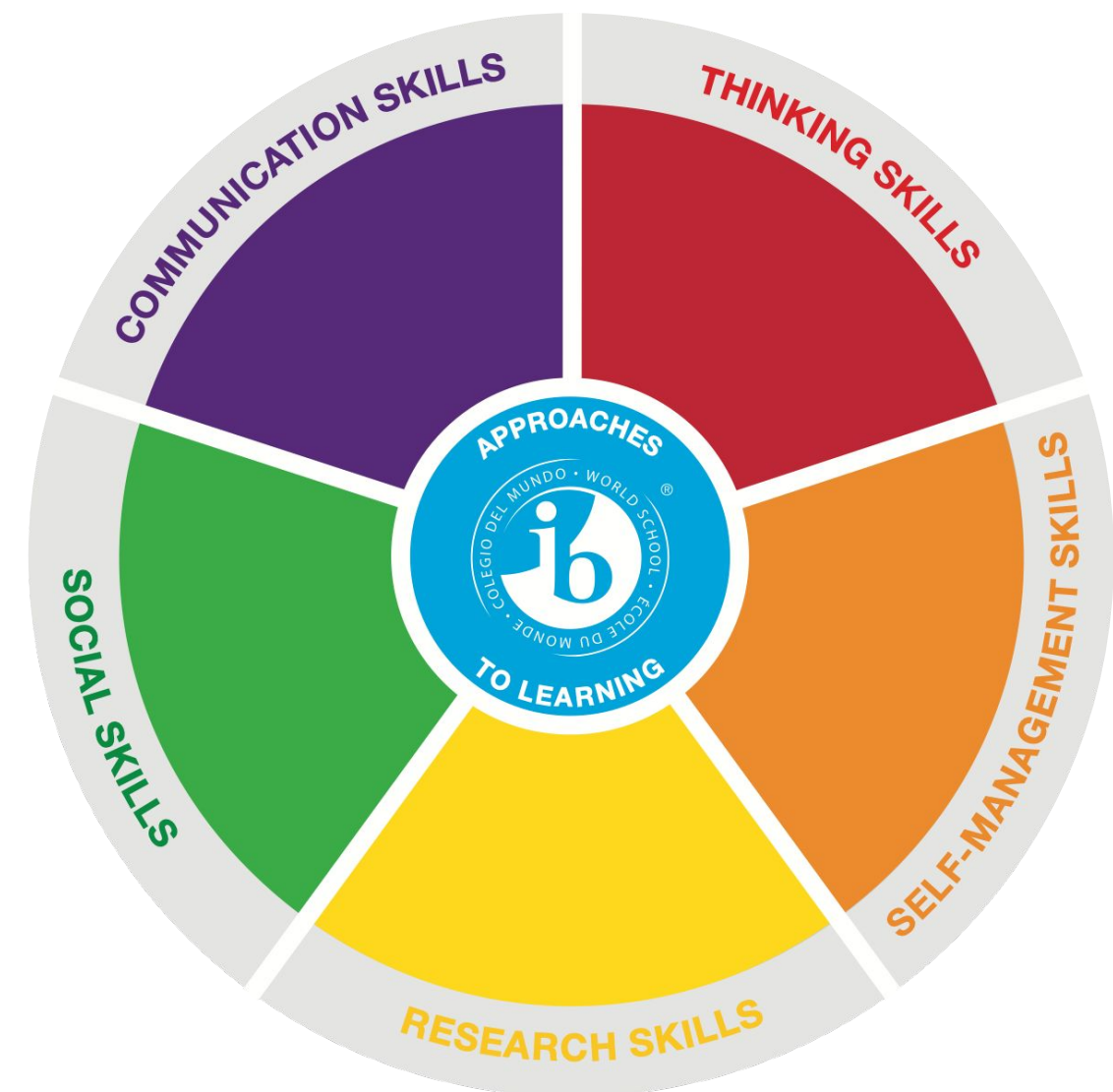
States of Mind: **Emotional management**

- take responsibility for one's own actions
- use strategies to prevent and eliminate bullying
- use strategies to reduce stress and anxiety
- manage anger and resolve conflict



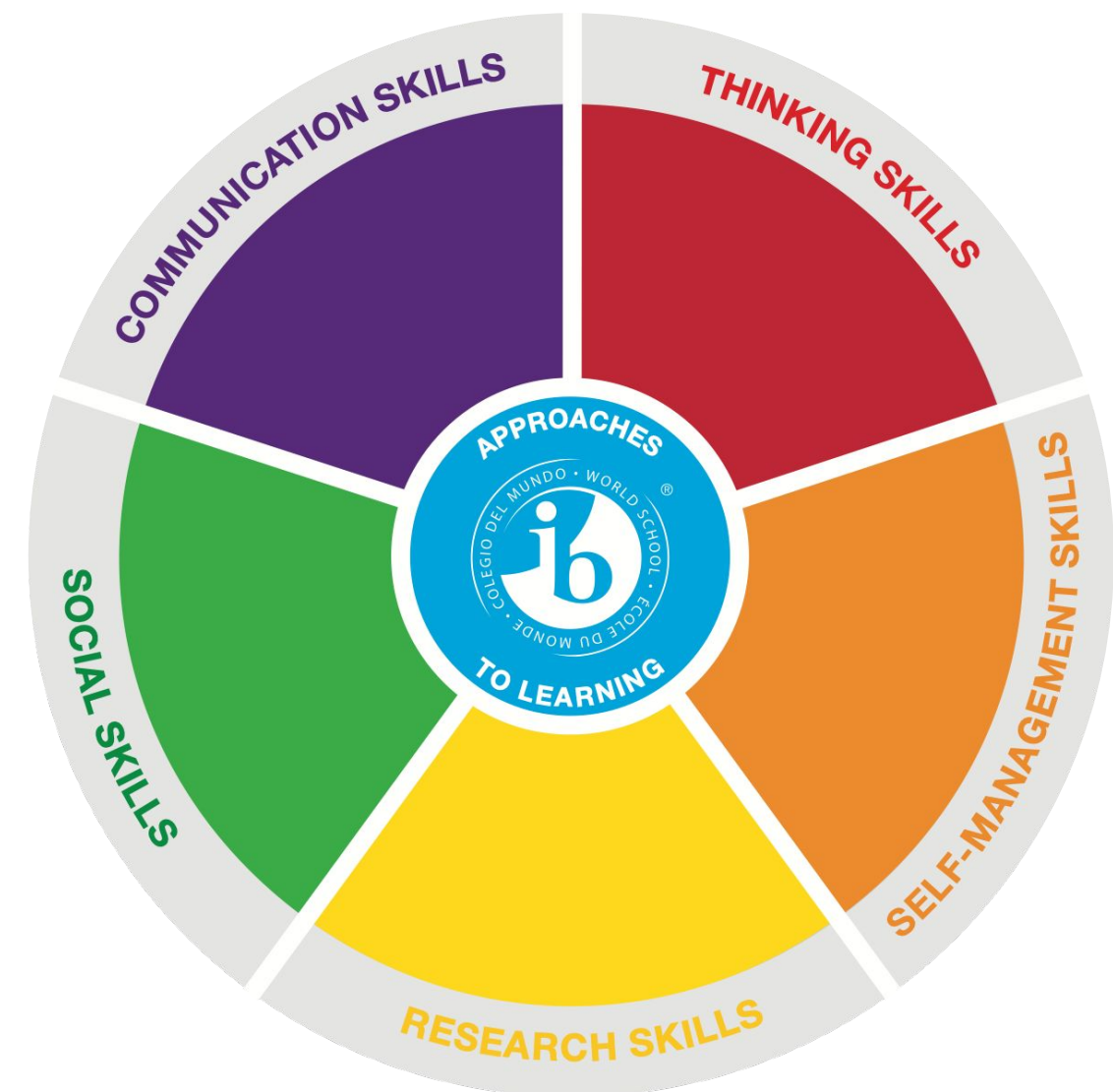
States of Mind: **Self-motivation**

- practice positive thinking and language that reinforces self-motivation



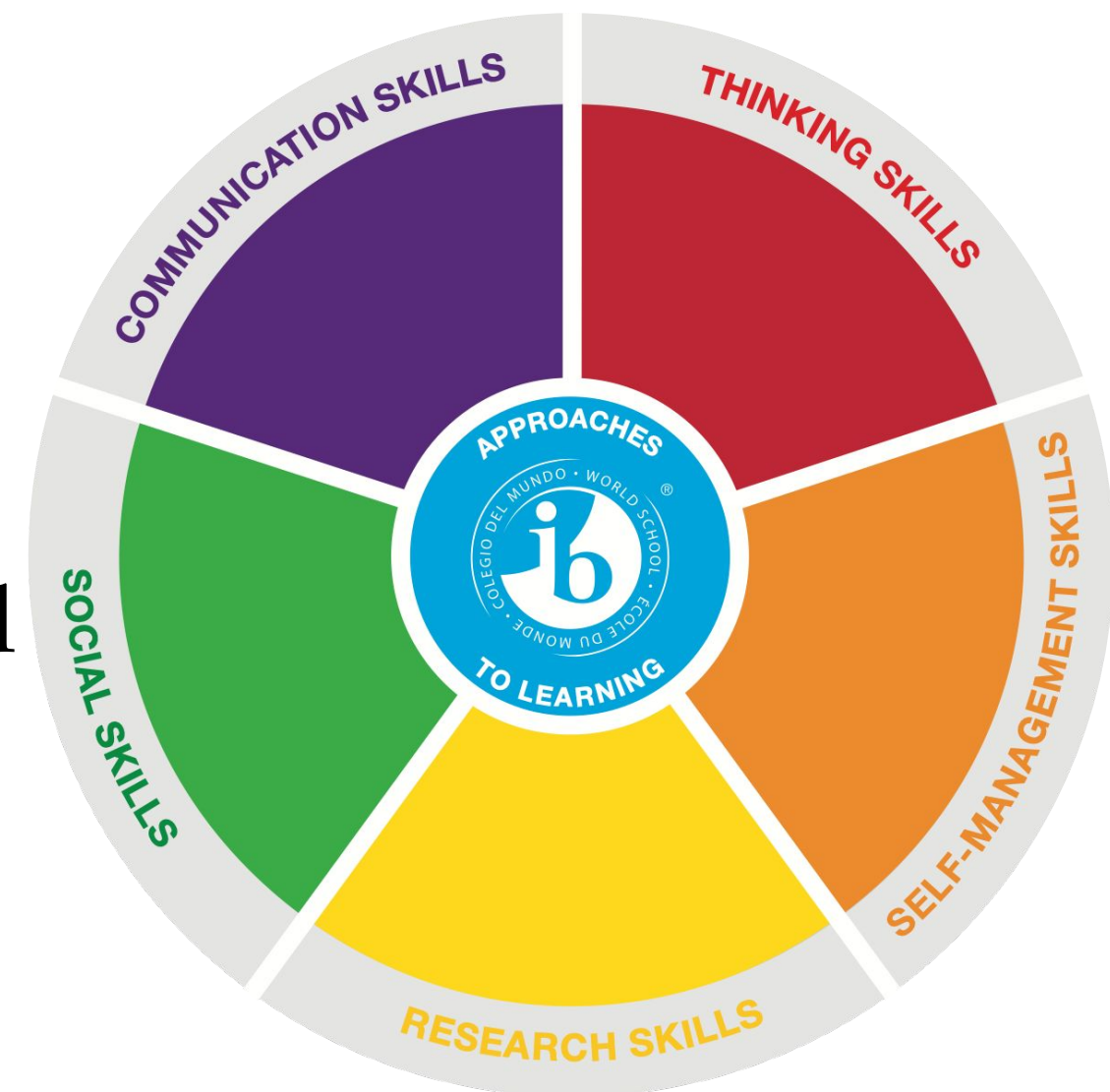
States of Mind: **Resilience**

- manage setbacks
- work through adversity
- work through disappointment
- work through changes



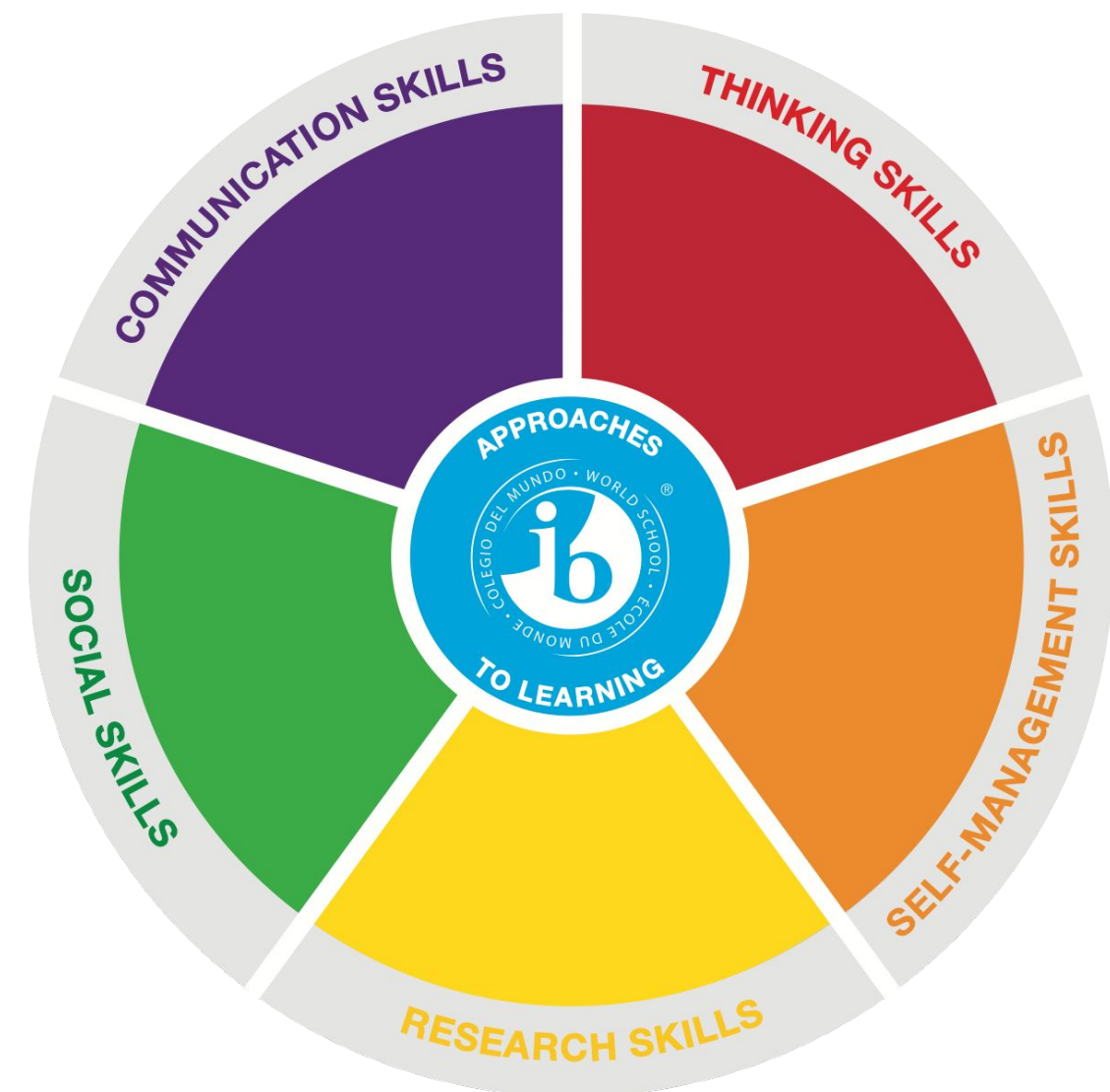
Information Literacy: **Formulating and Planning**

- identifying something one wants or needs to know
- asking compelling and relevant questions that can be researched
- developing a course of action
- writing an outline
- devising ways of finding out necessary information



Information Literacy: **Data Gathering and Recording**

- gathering information from a variety of first- and second-hand sources
- using all the senses to notice relevant details
- describing and recording observations



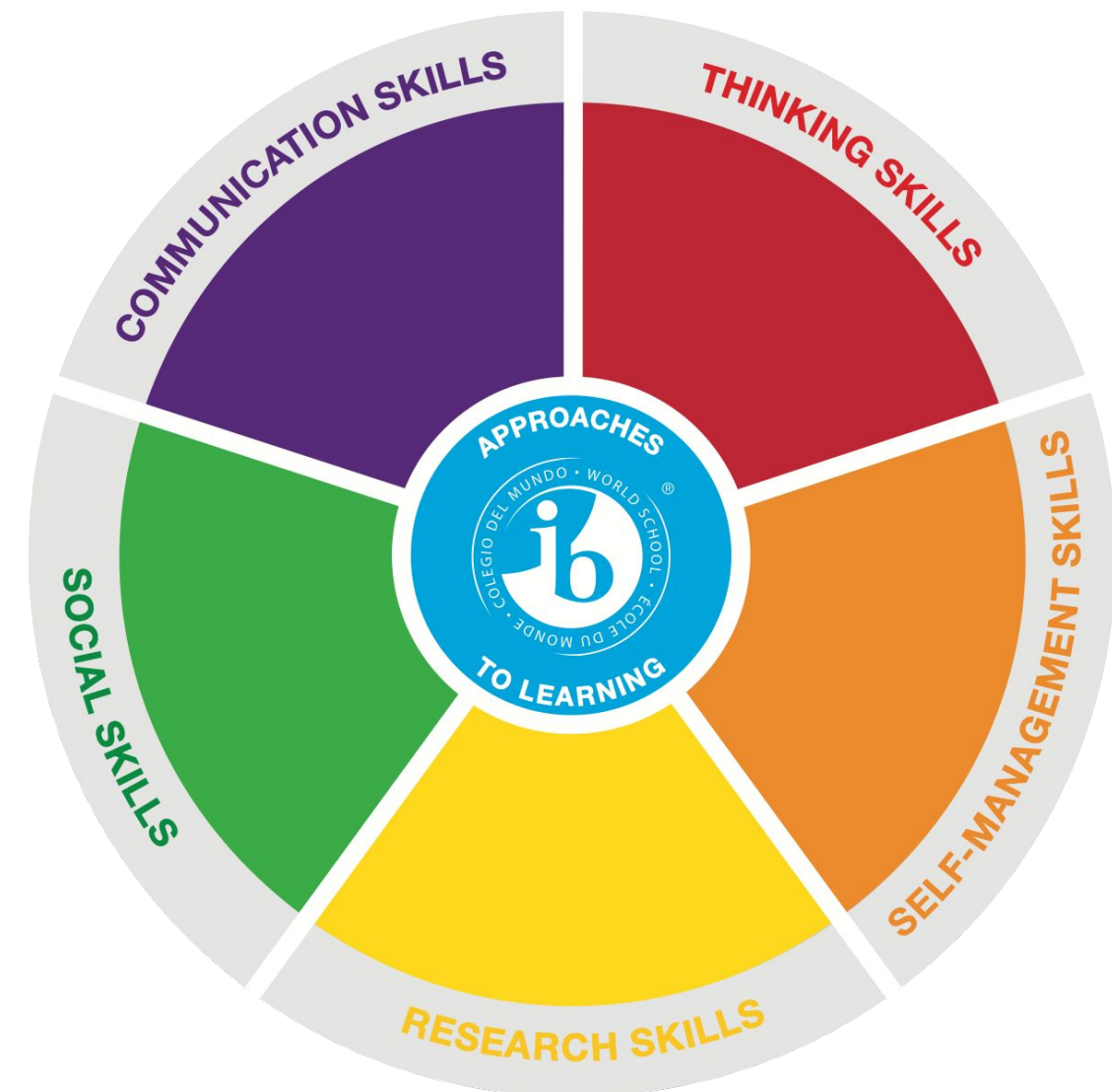
What helps you learn?



Primary Years
Programme

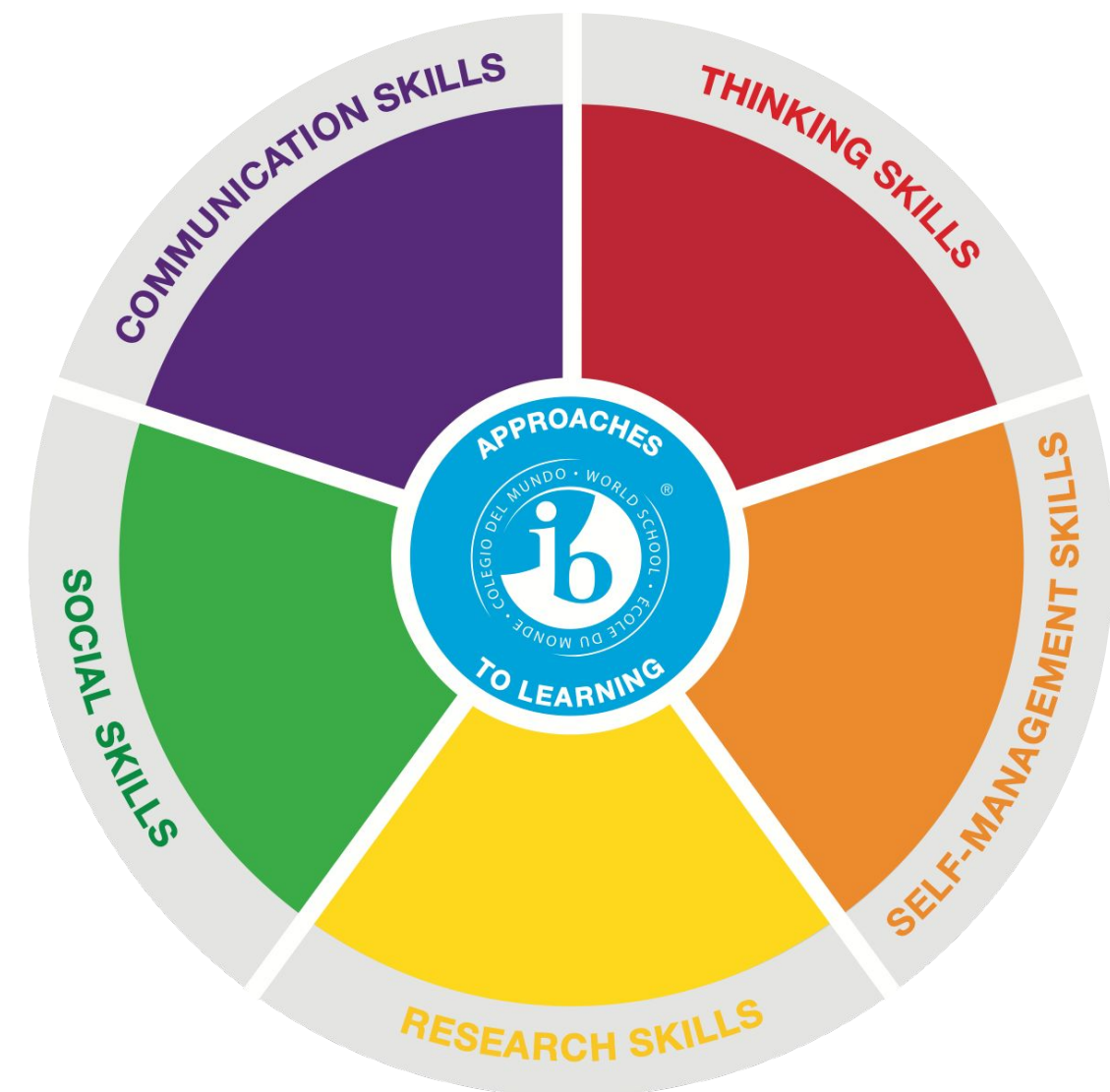
Information Literacy: **Synthesizing and interpreting data**

- sorting and categorizing information
- arranging information into understandable forms such as narrative descriptions, tables, timelines, graphs, and diagrams
- drawing conclusions from relationships and patterns that emerge from organized data



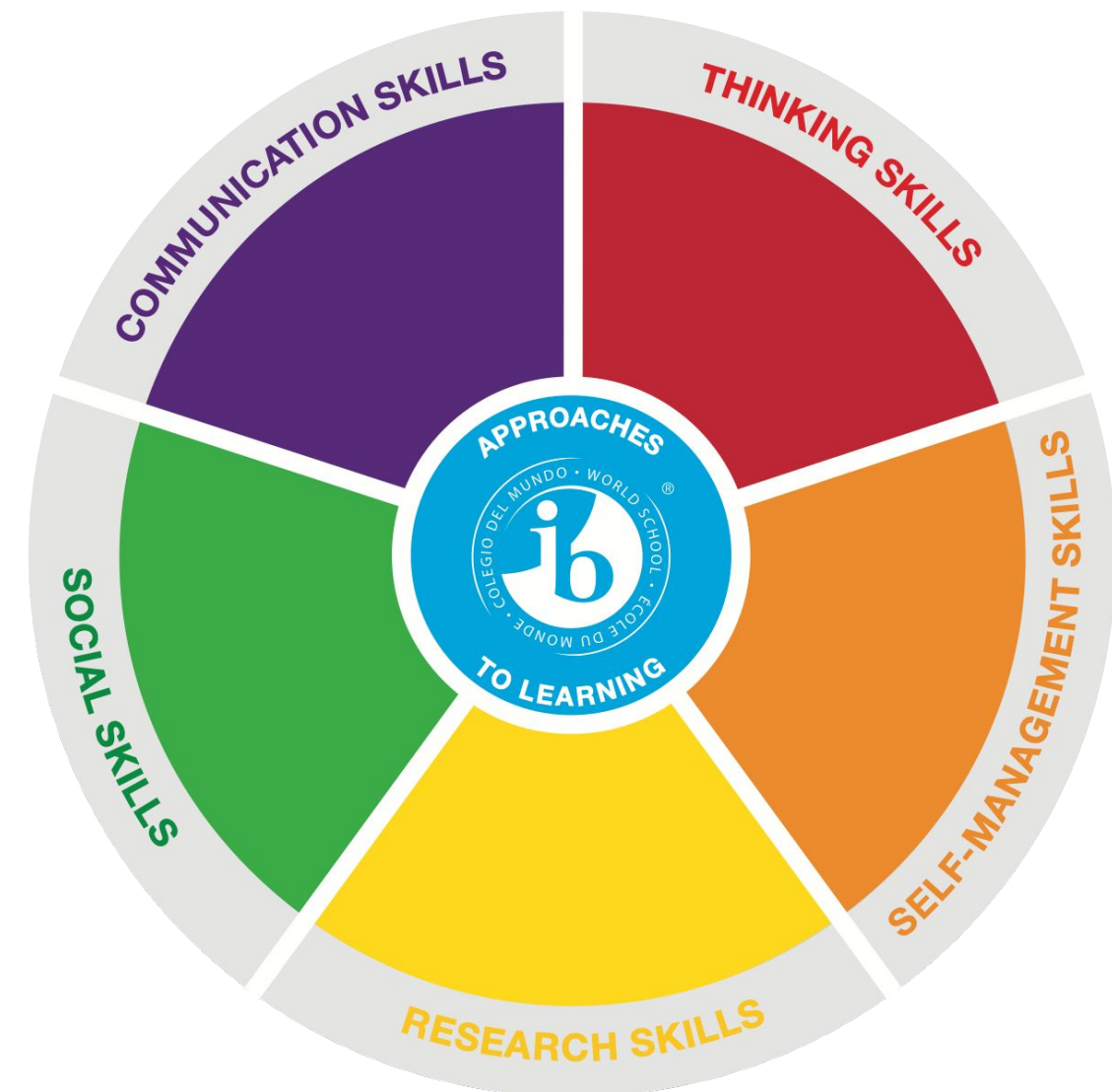
Information Literacy: **Evaluating and Communicating**

- drawing conclusions from relationships and patterns that emerge from data
- effectively communicating what has been learned
- choosing appropriate media



Media Literacy

- locating, organizing, analysing, evaluating, synthesizing and communicating information from a variety of trusted sources, social media and online networks using a variety of media and modalities
- seeking a range of perspectives from multiple and varied media sources
- demonstrating an awareness of media interpretations of events and ideas



Ethical Use of Media / Information

- using media ethically to communicate, share and connect with others
- differentiating reliable from unreliable sources
- understanding the impact of media representations and modes of presentation

