



# IBMC MD Manual 2019

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

Your MD partner: \_\_\_\_\_

Your group number: \_\_\_\_\_

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





Your mission, should you choose to accept it, is to lead your delegates in an amazing day of unforgettable fun.

You should also challenge yourself to make everyone feel welcome as part of the IB program at Turner Fenton Secondary School.

Good luck, MDs.

This message will self-destruct in 5 seconds....

# MD Session Summary Chart

Session	Topic	IB Significance	Content Summary	Game List
1	Get to Know You	-	Learn everyone's name!!	1.1 Fast Name Circle 1.2 Name Wave 1.3 Action Names 1.4 Rhythmically Speaking 1.5 Snowball Fight 1.6 Speed Conversation 1.7 Line Up 1.8 Screaming Toes 1.9 Where do you stand? 1.10 Whack 1.11 Revenge 1.12 Go!
2	Learner Profile	The sort of person you should be when you graduate.  <b>Becoming a better person.</b>	(10) Inquirers, Thinkers, Principled, Caring, Balanced, Knowledgeable, Communicators, Open-minded, Risk-takers, Reflective	2.1 MYP Graphic Analysis 2.2 Read and Guess 2.3 Learner Profile Headbands 2.4 Circle of Doom 2.5 Pterodactyl 2.6 Learner Profile Blind Man's Bluff 2.7 Learner Profile Boggle 2.8 Clap and Clapper 2.9 Cheers
3	Inquiry Process	<b>Asking questions then finding answers.</b>		3.1 What If..? (3.3 Question game)
3	Key Concepts	Concepts that span global contexts, approached to learning and subjects.  <b>How things you learn relate to each other.</b>	(16) Aesthetics, Change, Communication, Communities, Connections, Creativity, Culture, Development, Form, Global interactions, Identity, Logic, Perspective, Relationships, Systems, Time-place-&-space	3.2 Encyclopedia, 3.3 That's It 3.4 Joe Name It 3.5 Triple threat
3	Global Contexts	Themes embedded in courses.  <b>How things you learn relate to the learner profile.</b>	(6) Scientific & Technical innovation Personal & cultural expression Orientation in space and time Fairness & Development Identities & Relationships Globalization & Sustainability	3.6 Electricity 3.7 Do you like your neighbours? 3.8 Fish Net 3.9 Back-to-back
4	(Approaches to Learning) ATL	Learning how to learn better.  <b>Becoming a better learner.</b>	(5) Communication Skills, Social Skills, Self-management Skills, Research Skills, Thinking Skills	4.1 Fruit Salad 4.2 Four Corners 4.3 Relay Charades 4.4 Sleeping Beauty 4.5 Sevens, 1-2-3-Break-it-down, Hand Clapping
Filler	Inquiry Questions	<b>Starting point of inquiry process.</b>		0.1 Bang-Bang 0.2 My Mother Got Married 0.3 Johnny Whoops

# Session 0: Milling and Set Up

## Set up the room

1. Take a picture of the room.
2. Note the following:
  - a. How many rows are there? .....
  - b. How many desks in each row? .....
  - c. Where is the garbage can? .....
  - d. Where is the recycling bin? .....
3. Set out the nametags and manuals.
  - a. Put on your nametag.
4. Get your game supplies ready.
  - a. Set the chairs in a circle.
  - b. Get the paper, pens, markers ready for the Get-to-know you games.

## Early arrivals = Help Set Up

1. Greet them! Introduce yourself.
2. Give them a name tag. Introduce them to other delegates who are early.
3. Make small talk:
  - a. What was their feeder school?
  - b. Who are their teachers?
  - c. What classes are they taking?
  - d. What did they do over the summer?
4. Ask them to help you put loops of tape on the back of the headbands IP Learner Profile words & the names for nametag grab.

## Inane Questions.... aka Small Talk

<ul style="list-style-type: none"><li>• Did you do anything interesting this summer? Did you travel at all?</li><li>• How many siblings? Younger or older?</li><li>• What school did you come from?</li><li>• What teachers do you have? What courses do you have? What period is your lunch?</li><li>• If you could go to Disney World with any celebrity alive today, who would it be?</li><li>• If you could have a super power, what would it be?</li><li>• What's your favourite Dr. Seuss book?</li><li>• If you could live in any home on a television series, what would it be?</li><li>• What's your favourite school supply?</li></ul>	<ul style="list-style-type: none"><li>• Do you watch Stranger Things?</li><li>• What's the best costume you've ever worn?</li><li>• What's your least favourite word?</li><li>• If you had to be named after one of the 50 states, which would it be?</li><li>• What's the best bargain you've ever found at a garage sale or thrift store?</li><li>• What did you have for lunch yesterday?</li><li>• Have you ever been snorkelling? Scuba diving?</li><li>• Have you ever been stung by a bee?</li><li>• What's your favourite knock-knock joke?</li><li>• What's the longest you've ever waited in line?</li></ul>
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# Session 1: Get to Know You Games

## Critical Mass of Delegates Have Arrived = Play Games

<p>One MD works the door and the nametags.</p> <ol style="list-style-type: none"><li>1. Greet them. Introduce yourself. Ask their name – “Hi! My name is _____ and this is group number _____. Are you in the right group? [answer] Great! What’s your name? [answer]. Nice to meet you!”</li><li>2. Say something positive – “I’m excited to meet you”, “It’s going to be a great day”.</li><li>3. Give them their nametag.</li><li>4. Ask them to be seated – tell them the name of the MD leading the games. “That’s Manroop, she’s leading some games”.</li></ol>	<p>The second MD leads the Games.</p> <ol style="list-style-type: none"><li>1. Do not leave the delegates.</li><li>2. Play the games. Look like you are having fun.</li><li>3. Good starting games are:<ol style="list-style-type: none"><li>a) Fast Name Circle</li><li>b) Name Wave</li><li>c) Action Names</li><li>d) Rhythmically Speaking</li></ol></li></ol> <p><b>Start with quiet games!!</b></p> <p>Loud comes at the end of the session after you have built trust by learning names.</p>
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### 1.1 Fast Name Circle

- Everyone sits in a circle. Go around 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.

### 1.2 Name Wave

- The First person says: “Hi my name is Avneet!” and waves.
- Then, going around the circle each person stands, and waves, and says “Hi Avneet!”
- Then, the second person goes and so on until everyone has had a chance to say hello.

### 1.3 Action Names

- Sit everyone in a circle.
- Start the story by saying, “My name is **A**manda and I **a**dd.” (or whatever your name is with an action that has the same letter as one that starts with your name).
- The person next to you says yours, does your action, and adds their own. “I’m **G**retal and I **g**asp”
- Once it goes all around the circle, both MDs should demonstrate everyone’s names and action.

### 1.4 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.

### 1.5 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 writer.
- They then introduce that person to the rest of the group, sharing the three facts.

## 1.6 Speed Conversation

- This is Speed Dating, but we aren't calling it that to prevent people from getting the wrong idea.
- Everyone should Pair up.
- The leader reads a topic, and the pair get a half minute to discuss it.
- Repeat... find a new partner and discuss a new topic.

### *Speed Conversation Topics:*

- What courses are you taking this semester?
- What was your middle school?
- What is your favourite computer game?
- What did you eat for breakfast?
- What is your favourite colour? Why?
- What is your favourite kid's show?
- How long did it take you to get here today?
- What is your favourite superhero?
- Which do you prefer: Math or Science?
- What is your favourite sport?
- What is your favourite food?
- Where would you like to visit?
- What is your favourite social media?

## 1.7 Line Up

- Tell the group that everyone needs to stop talking.
- The task is: Without talking, lineup by birthday.
- The leader should indicate which end of the room is Jan 1<sup>st</sup> and which is Dec 31<sup>st</sup>.
- Hand motions and acting is fine.
- Year does not matter. Only the month and the day.
- Once the group is done, go down the line and have everyone say their birthday. Fix minor errors.

## 1.8 Screaming Toes

- Stand in a circle.
- Everyone should look down. Pick someone's toes to look at.
- Look up at them. If their eyes meet yours, scream and you are out.
- Repeat until only two people are left. Declare them to be the winners!

## 1.9 Where do you stand?

- Call out categories and where they should stand.
- For example: Everyone who likes IronMan stand on this side of the room and everyone who likes Batman stand on that side of the room.
- You must make a choice.
- People go to that spot and shake hands. Congratulate each other on their fine taste.
- Repeat.

### *Where do you stand Categories (Don't pick anything serious)*

- Fortnite vs. Snapchat
- Writing vs. Typing
- YouTube vs. Netflix
- Samsung vs Apple
- Summer vs Spring
- Flip flops vs Sandals
- Apple vs Strawberries
- City vs Country
- Bus vs Walking
- French Fries vs Pizza
- Doughnuts vs Chocolate Bar
- Yellow vs Orange
- Manga vs Superheroes
- Doritos vs Cheetos
- Phys. Ed vs Art/Music Class

### 1.10 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 they 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.

### 1.11 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.

### 1.12 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.

### Filler - Clapping Games

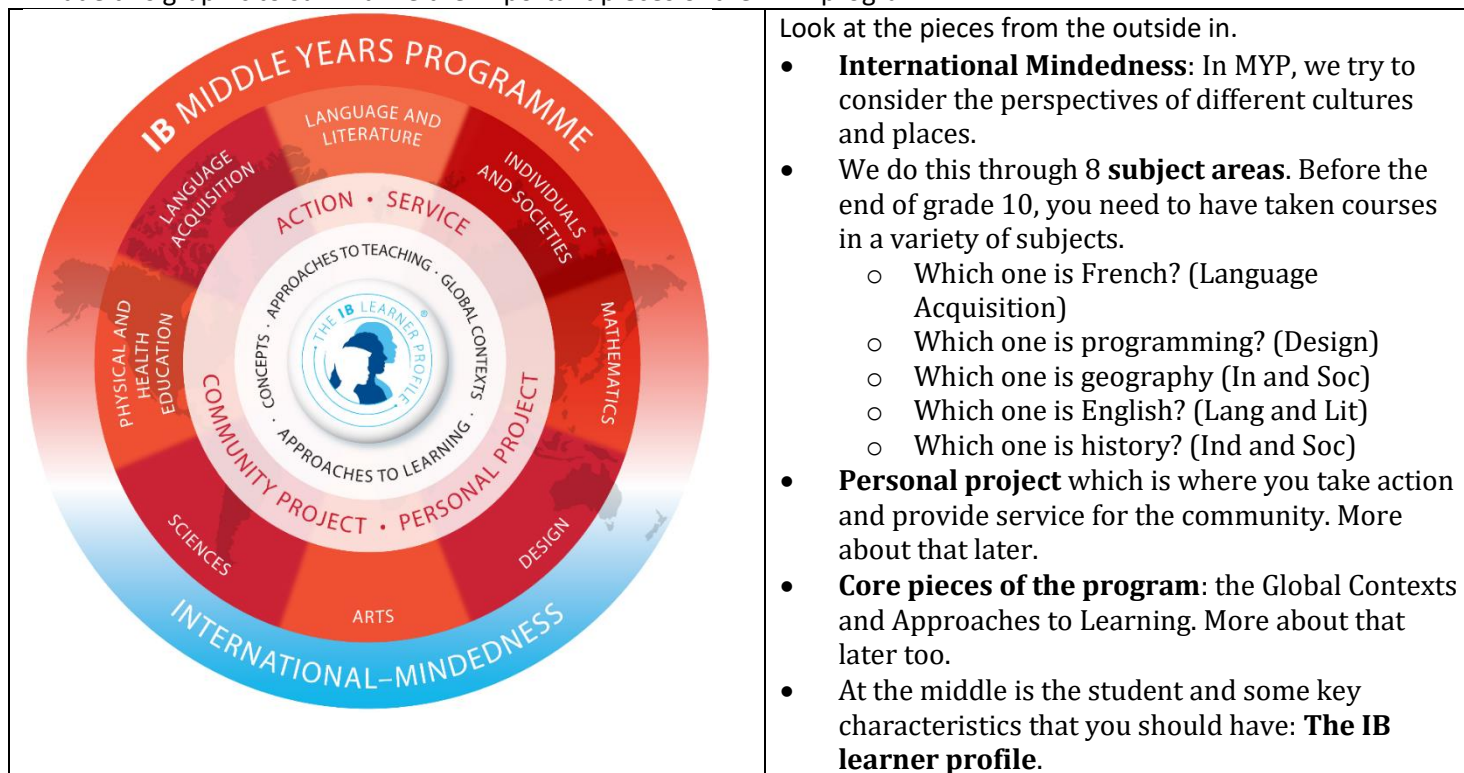
- Throughout the day, maybe already, there will be spaces of time that need filling.
- You will be waiting for a session to start, or you will have extra time at the end. Fill it! Keep things moving!

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

## 2.1 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 to develop.
- Essentially, IB wants all students **to become a better person**.

## 2.2 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.

- 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.
- 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.
- 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.
- 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.



- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

### 2.3: Learner Profile Headbands (Requires tape, headband pieces)

- Stick an 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.



### 2.4: Circle of Doom (requires pens)

- *Learner Profile Characteristic: Balanced – to win this game, you must have concentrate on both hands in a balanced fashion. Too much concentration on your pen, will mean that you fail to grab your neighbours.*
- 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 Learner Profile word, 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)



### 2.5: Pterodactyl

- *Learner Profile Characteristic: Communicator – sometimes there are barriers communicators must work around to get their message across.*
- 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!

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

- *Learner Profile Characteristic: Reflective* – This game allows you to reflect on the nature of your friends voices and their personalities while blindfolded.
- 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.

## 2.7: Learner Profile Boggle (requires paper and pens)

- *Learner Profile Characteristic: Knowledgeable* – This game is all about vocabulary skills and your knowledge of them
- 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.

## 2.8: Clap and Clapper

- *Learner Profile Characteristic: Inquiry* – the victim, I mean, the person guessing 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.

Examples of actions:

- |                            |                                 |                                |
|----------------------------|---------------------------------|--------------------------------|
| • Touch nose.              | • Make Victory symbol           | • Wiggle fingers.              |
| • A jumping jack.          | • Pat head                      | • Cross arms behind back       |
| • Sit down and cross legs. | • Turn around and sit down      | • Swing imaginary baseball bat |
| • Flap arm like wings      | • Put arms together like diving |                                |

## 2.9 Practice your Cheers

Your cheer should be:

- *Short.* The example is under 40 words, including repeats.
- *Easy to say.* Words of 1 or 2 syllables only. Syllables fit to the beat.
- *Easy to learn.* Call and Response work well for this.
- *Engaging.* Has a beat. Clever word play.

You need to know it cold and be able to sell it to get your group to participate too.

Don't wait to be asked to do your cheer. Just do it as you walk into to lunch or through the halls.

An Example: Yellow Swarm Cheer

<https://www.youtube.com/watch?v=yJftFpu4j1g>

Leader: Y – E – L – L, Everybody Yell

Response: O!

Leader: Y – E – L – L, Everybody Yell

Response: O!

Leader: Yellow Swarm, where you at?

Response: Ready for a swarm attack!

Leader: Yellow Swarm, where you at?

Response: Ready for a swarm attack!

Leader: 1 – 2 – 3

Response: 'Sting Em!

# Session 3: Inquiry Process

## Inquiry Process

The basis of all learning in the MYP Program is the inquiry process.

Essentially the process is something like:

- (1) Start with a question
- (2) Investigate, using key concepts, global contexts, approaches to learning.
- (3) Figure out some answers (or more questions).

In summary: The inquiry process is **asking questions then finding answers**.



## 3.1 Question game

- *Game intro:* To help you remember that the inquiry process begins with a question, we will play a game about questions.
- 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.

## Key Concepts

Key Concepts are themes that run throughout all of your courses.

They help to deepen the inquiry process by showing you **how things you learn relate to each other**.



## 3.2 Encyclopedia

- The leader selects a random key concept word. They then read the description (but not the key concept), backwards, at a rather slow speed. The first person to figure out the key concept wins.
- This game also works well in teams

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.

### 3.3 That's It! (requires cards, dice, scorekeeping)

- Divide the group into three teams.
- The Reader draws a card from the box and reads aloud the first topic.
- In turn, each group shouts out one answer to the card.
- The first team to say the "It" word, written on the right side of the card wins.
- As soon as the Reader hears the exact word – she should shout, "That's It!" and point to whoever said it.
- Then, the team rolls a dice. That number is added to their score.
- The Reader continues reading off the next few topics and awarding tokens as above, until she reaches the last one, which is a bonus and worth two tokens to whoever gets it.
- Usually someone will say the "It" word within 30 seconds. However, if the guesses fall to a silence, the Reader announces the word and carries on.
- The team with the highest number of points, collects the card.
- The game ends as soon as team player has collected three cards.
- In case of a tie, everyone rolls the dice.

Something a scuba diver wears.	<b>TANK</b>
An ingredient in cola.	<b>WATER</b>
Something you almost always try before buying.	<b>SHOES</b>
A place where kids go on a field trip.	<b>MUSEUM</b>
Something that falls from the sky.	<b>MAIL</b>

### 3.4 Joe Name It (requires cards, dice, scorekeeping)

- Divide into 3 teams.
- The reader is Joe (who is the fourth team).
- The reader draws a card.
- If the reader draws an Any Joe card, this means it's an all-play round. Roll the number die and then read the card aloud, filling in the blank with the number you rolled. For example, "Name a movie with \_\_\_ sequel(s)."
- Take turns. The first team to correctly name something that fits the criteria keeps the card. If no one can think of a correct answer in a reasonable amount of time\*, Joe (the reader) wins the card.
- If you draw a Just Joe card, only the team whose turn it currently is can answer the card. Roll the number die and then read the card aloud, filling in the blank with the number you rolled. If they answer correctly, keep the card. Otherwise Joe (the reader) wins the card.
- The game ends when Joe has 5 cards (or when it seems time to move on).
- Count up the cards each team (including Joe) has, see who won.


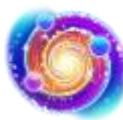






### 3.5 Triple Threat (requires cards, scorekeeping, timing)

- The MMD randomly selects 6 clues per member and puts them in a bowl or bag. One MMD will draw cards, the other will keep score.
- The group is divided into 3 teams. Their goal is to get as many clues as they can. Each clue is a point.
- There are 3 rounds – pay attention to the other groups' clues. It will be helpful later.
- Round 1 – Taboo – 60 seconds per team
  - Pick one member to describe the word on the clue.
  - The describer can't use sounds like. No starts with. Nor can they use the word.
  - For example: "It rhymes with mogic and starts with 'L'" is cheating.
  - The group tries to get as many as they can.
  - When one team has finished, move on to the next.
- When Round 1 is done, but all of those clues back.
- Round 2 – Charades – 60 seconds per team
  - Pick a different group member to act out the word on the clue.
  - They can't talk at all, only act.
  - The group tries to get as many as they can.
  - When one team has finished, move on to the next.
- When Round 2 is done, but all of those clues back.
- Round 3 – Password – 60 seconds per team
  - Pick one member to describe the word on the clue.
  - They can only use one word clues.
  - The MMD should be prepared to disqualify a lot in this round.

### Global contexts

Global contexts are used to show you **how things you learn relate to the learner profile**. Your personal project must focus on one of the following explorations:

Identities and Relationships	Orientation in Time and Space	Personal and Cultural Expression	Scientific and Technical Innovation	Globalization and Sustainability	Fairness and Development
					



### 3.6 Electricity

- *One of the global contexts is “scientific and technical innovation”. Think about how important electricity has been to innovation in the modern era.*
- Find a partner
- One person is on team 1 and the other is on team 2.
- Each team joins hands. They close their eyes.
- The leader squeezes the hands of the leader. The squeeze is passed along the line. When you get the squeeze, you can open your eyes and pass it on.
- When the last person gets the squeeze, they run for the special item.
- Then, the first person becomes the last person.
- Keep score.

### 3.7 Do You Like Your Neighbors?

- *One of the global contexts is “orientation in time and space”. Part of that orientation 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.

### 3.8 Fish net

- *One of the global contexts is “identities and relationships” – this game is all about new relationships 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.

### 3.9 Back to Back

- *One of the global contexts is “globalization and sustainability”. This game is all about changing partners, which loosely relates to global trading partners. You need to be careful how you form partnerships, it may influence future rounds of the game!*
- 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.

# Session 4: Approaches to Learning

Approaches to learning are about **becoming a better learner**. IB breaks them down into 5 sets of skills.

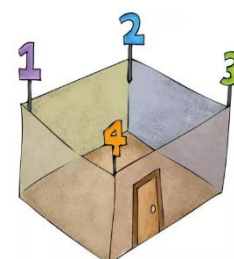
Communication Skills	Social Skills	Self-management Skills	Research Skills	Thinking Skills
<ul style="list-style-type: none"> <li>Written</li> <li>Oral</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Organization</li> <li>Affective</li>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

## 4.1 ATL Fruit Salad

- Sit in a circle.
- The leader assigns everyone an approach to learning (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.

## 4.2 Four Corners

- Approach to Learning: Thinking Skills. You need to figure out how to pick the corner that stays in the game longest.*
- Select one delegate to be It. That person closes his or her eyes and counts to 15 while the rest of the delegates go to one of the four corners in the classroom.
- When all delegates are settled in a corner, It points to one of the corners. All the people who chose that corner are out of the game and must sit down.
- It closes his or her eyes again, points, and more students sit down.
- When the game gets down to four people or fewer, each must choose a different corner. If It points to a corner where nobody is standing, It must choose again.
- The game continues until only one delegate is left. That student becomes It.



## 4.3 Movement Telephone

- Students stand in a line, facing the front of the room.
- The leader stands at the back of the room and the last person in each line 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 and guesses 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.

#### 4.4 Sleeping Beauty

- *Approach to Learning: Self- Management Skills. Lying perfectly still on a concrete floor or an uncomfortable chair is more about self-control than anything else.*
- Tell players to find their own space; there is no touching in this game.
- The leader of the game calls a countdown [5-4-3-2-1 ASLEEP!], during which the players can run around and make as much noise as they want.
- When the leader says 'ASLEEP', everyone must become perfectly still. Often this involves lying down.
- The leader walks among the sleeping beauties, looking for movement.
- If a player moves (beyond blinking and breathing), s/he must go to the edge.

#### 4.5 Hand Clapping Games

- Teach the delegates 1-2-3 Break It Down, Sevens.
- Review Boom Snap Clap.
- Review your cheer (this many not be needed)

#### Cleaning and Wrap Up

- This is your last session in your room!
- Get the delegates to gather up their belongings so that they are ready to go quickly at the end of the day. Pick up garbage and clean the room.
- *Remember: You will be responsible for returning to the room and cleaning it up after the conference.*

## Filler- 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.

#### 0.1 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.

#### 0.2 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".

#### 0.3 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.

