



Month	IB Learner Profile	Meaning	Diversity Trait	Classroom Activities/Discussions	Service As Action
September	Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	Hispanic Heritage	-Have small groups discuss and make a list of the needs and problems in their community: homelessness, crime, drugs, etc. -Have students write a short essay or paragraph about what they could do to try to realistically solve one problem in their community. <b>Suggested Reading:</b> <u>Seedfolks</u> by Paul Fleischman; <u>How to Speak Dolphin</u> by Ginny Rorby; <u>Across five Aprils</u> by Irene Hunt	Harvest Drive Toiletary Drive
October	Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	National Italian American Heritage	Have students learn how to brainstorm. Remind them what group dynamics and rules are necessary for group brainstorming. Students will learn how to come to a consensus. <b>Suggested Reading:</b> <u>The Mighty Dynamo</u> by Kieran Crowley; <u>Dog-Gone Danger</u> by Linda Joy Singleton;	-Write letters or create art for residents of a local senior center that are currently not allowed any guests. -Red Ribbon Week Oct. 21- Oct 31
November	Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	National American Indian Heritage	In groups, have students make a list of people they know and look up to and view as hero's. Discuss as a class and determine what truly defines a hero. In the same groups have students make a list of compassion, generous, and kindness. Only names that fall in these categories can remain on the class list of true hero's. <b>Suggested Reading:</b> <u>Great Joy</u> by Kate DiCamillo; <u>The Bicycle Man</u> by Allen Say; <u>Wonder</u> by R.J. Palacio	Thanksgiving Drive

<b>December</b>	Communicator	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.	Human Rights	<p>Make a "Solution Wall" where students, in pictorial or written form, can express their positive solutions regarding negative feelings/actions, which resulted in a conflict. Steps to take in doing this are: 1) Have students make a list of different situations in which they found themselves "losing control" of appropriate behavior or feelings. 2) Have students then write down what they said or did in response to what happened to upset them. 3) Have students write out a set of directions that they can say to direct themselves to stay calm and in control of their actions the next time the same thing happens. In doing this, ask students to think about, and include, what they could say to that person that would better let him/her know what caused them to get upset. Also, ask them to think about, and include, what they could do to make the situation better.</p> <p><b>Suggested Reading:</b> <u>True</u> by Katherine Hannigan; <u>Marc's Mission</u> by Jocko Willink; <u>The Goats</u> by Brock Cole;</p>	Toy Drive
<b>January</b>	Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	Anti-Slavery and Human Traffic	<p>Play a "What's Their Responsibility? Game. Make a list of roles or careers in society. Use some of the following examples: artist, bank teller, mother, cafeteria worker, child, coach, weather forecaster, veterinarian, students, teacher, etc. Divide into two or more teams. Give each team the list of roles/careers. The object of the game is for students to list four different or unusual responsibilities for each role or career.</p> <p><b>Suggested Reading:</b> <u>Here Today</u> by Ann M. Martin; <u>Number of the Stars</u> by Alcott</p>	Diaper Drive
<b>February</b>	Open-Minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.	Black History	<p>-Have each student interview parents, relatives, friends, neighbors, etc. asking what tolerance means to them. Then, have students write a paper about what tolerance means to a number of different people using examples from the people interviewed.</p> <p>-Have students discuss or write about how they think a person might feel when treated negatively because of the way he/she looks, speaks, dresses or acts.</p> <p><b>Suggested Reading:</b> <u>Mira and the Big Story</u> by Laura Alary; <u>Wishtree</u> by Katherine Applegate; <u>Aleutian Sparrow</u> by Karen Hesse</p>	Design a mural for your school and plan to share your idea with your IB coordinator/MYP Guidance Counselor when school returns.

<b>March</b>	Inquirer	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.	Women's History	Students will interview other students to share personal experiences in which they feel others treated them dishonestly or unfairly. What happened? How did they feel as a result of their treatment? How might they have handled things differently? Are young people sometimes treated unfairly by adults? <b>Suggested Reading:</b> <u>Caleb and Kit</u> by Beth Vrabel; <u>The Lying King</u> by Alex Beard; <u>Blackwater</u> by Eve Bunting	Make posters or collages that promote tolerance and understanding of difference. Set up a plan with your IB Coordinator/MYP Guidance Counselor to post them when we return to school.
<b>April</b>	Risk-Taker	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.	Arab American Heritage	-Have the students, either individually or in groups, identify acts of courage by people in the news or by people in your school or community. -Have your students search the web for quotations and other inspiring or provocative writings on courage. Compile this into a book <b>Suggested Reading:</b> <u>Some Kind of Happiness</u> by Claire Legrand	Venezuela Drive
<b>May</b>	Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	Jewish American Heritage	-Have groups research and compare different countries' lack of tolerance for wild and exotic animals and how that lack of tolerance is leading to the extinction of many species. Discuss what each individual can do in his own life to help save these animals. -Complete a puzzle <b>Suggested Reading:</b> <u>Worry Too Much</u> by Dawn Huebner	-Write a children's book or children's activity book that can be donated to local children's hospitals or the Ronald McDonald House once we return to school.  -Experience historical perspective from Holocaust survivor