- Draft 1 | **IB MYP ATL Skills**
  - **Key**
    - **Connect**
    - **Wonder**
    - **Investigate**
    - **Construct**
    - **Express**
    - **Reflect**
    - **Complex Skill**
      Explicit in more than one FOSIL stage
    - **ESIFC**
      Not explicit in FOSIL
    - Not explicit in FOSIL or ESIFC
  - Communication
    - I. Communication skills (24)
      - How can students communicate through interaction? | Exchanging thoughts, messages and information effectively through interaction
        - MYP (Year 7-9/11 | Grade 6-8/10)
        - Give and receive meaningful feedback
        - Use intercultural understanding to interpret communication
        - Use a variety of speaking techniques to communicate with a variety of audiences
        - Use appropriate forms of writing for different purposes and audiences
        - Use a variety of media to communicate with a range of audiences
        - Interpret and use effectively modes of non-verbal communication
        - Negotiate ideas and knowledge with peers and teachers
        - Participate in, and contribute to, digital social media networks
        - Collaborate with peers and experts using a variety of digital environments and media
        - Share ideas with multiple audiences using a variety of digital environments and media
      - How can students demonstrate communication through language? | Reading, writing and using language to gather and communicate
        - Read critically and for comprehension
        - Read a variety of sources for information and for pleasure
        - Make inferences and draw conclusions
        - Use and interpret a range of discipline-specific terms and symbols
        - Write for different purposes
        - Understand and use mathematical notation
        - Paraphrase accurately and concisely
        - Preview and skim texts to build understanding
        - Take effective notes in class
        - Make effective summary notes for studying
        - Use a variety of organizers for academic writing tasks
        - Find information for disciplinary and interdisciplinary inquiries, using a variety of media
        - i Organize and depict information logically
        - Structure information in summaries, essays and reports
  - Social
    - II. Collaboration skills (14)
      - How can students collaborate? | Working effectively with others
        - Use social media networks appropriately to build and develop relationships
        - Practise empathy
        - Delegate and share responsibility for decision-making
        - Help others to succeed
        - Take responsibility for one's own actions
        - Manage and resolve conflict, and work collaboratively in teams
        - Build consensus
        - Make fair and equitable decisions
        - Listen actively to other perspectives and ideas
        - Negotiate effectively
        - Encourage others to contribute
        - Exercise leadership and take on a variety of roles within groups
        - Give and receive meaningful feedback
        - Advocate for one's own rights and need
  - Self-management
    - III. Organization skills (10)
      - How can students demonstrate organization skills? | Managing time and tasks effectively
        - Plan short- and long-term assignments; meet deadlines
        - Create plans to prepare for summative assessments (examinations and performances)
        - Keep and use a weekly planner for assignments
        - Set goals that are challenging and realistic
        - Plan strategies and take action to achieve personal and academic goals
        - Bring necessary equipment and supplies to class
        - Keep an organized and logical system of information files/ notebooks
        - Use appropriate strategies for organizing complex information
        - Understand and use sensory learning preferences (learning styles)
        - Select and use technology effectively and productively
    - IV. Affective skills (16)
      - How can students manage their own state of mind? | Managing state of mind
        - Mindfulness awareness
          - Practise focus and concentration
          - Practise strategies to develop mental focus
          - Practise strategies to overcome distractions
          - Practise being aware of body–mind connections
        - Perseverance
          - Demonstrate persistence and perseverance
          - Practise delaying gratification
        - Emotional management
          - Practise strategies to overcome impulsiveness and anger
          - Practise strategies to prevent and eliminate bullying
          - Practise strategies to reduce stress and anxiety
        - Self-motivation
          - Practise analysing and attributing causes for failure
          - Practise managing self-talk
          - Practise positive thinking
        - Resilience
          - Practise "bouncing back" after adversity, mistakes and failures
          - Practise "failing well"
          - Practise dealing with disappointment and unmet expectations
          - Practise dealing with change
    - V. Reflection skills (16)
      - How can students be reflective? | (Re)considering the process of learning; choosing and using ATL skills
        - Develop new skills, techniques and strategies for effective learning
        - Identify strengths and weaknesses of personal learning strategies (self-assessment)
        - Demonstrate flexibility in the selection and use of learning strategies
        - Try new ATL skills and evaluate their effectiveness
        - Consider content
          - What did I learn about today?
          - What don't I yet understand?
          - What questions do I have now?
        - Consider ATL skills development
          - What can I already do?
          - How can I share my skills to help peers who need more practice?
          - What will I work on next?
        - Consider personal learning strategies
          - What can I do to become a more efficient and effective learner?
          - How can I become more flexible in my choice of learning strategies?
          - What factors are important for helping me learn well?
  - Research
    - VI. Information Literacy (14)
      - How can students demonstrate information literacy? | Finding, interpreting, judging and creating information
        - Focus on the process of creating by imitating the work of others
        - Consider ethical, cultural and environmental implications
        - Keep a journal to record reflections
        - Collect, record and verify data
        - i Access information to be informed and inform others
        - Make connections between various sources of information
        - Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
        - Use memory techniques to develop long-term memory
        - Present information in a variety of formats and platforms
        - Collect and analyse data to identify solutions and make informed decisions
        - Process data and report results
        - Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
        - ii Understand and use technology systems
        - Use critical-literacy skills to analyse and interpret media communications
        - Understand and implement intellectual property rights
        - Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
        - Identify primary and secondary sources
        - iv Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
    - VII. Media Literacy (7)
      - How can students demonstrate media literacy? | Interacting with media to use and create ideas and information
        - Demonstrate awareness of media interpretations of events and ideas (including digital social media)
        - Make informed choices about personal viewing experiences
        - Understand the impact of media representations and modes of presentation
        - v Seek a range of perspectives from multiple and varied sources
        - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
        - vi Compare, contrast and draw connections among (multi)media resources
  - Thinking
    - VIII. Critical-thinking skills (19)
      - How can students think critically? | Analysing and evaluating issues and ideas
        - Practise observing carefully in order to recognize problems
        - vii Gather and organize relevant information to formulate an argument
        - Recognize unstated assumptions and bias
        - Interpret data
        - viii Evaluate evidence and arguments
        - ix Recognize and evaluate propositions
        - Draw reasonable conclusions and generalizations
        - Test generalizations and conclusions
        - Revise understanding based on new information and evidence
        - Evaluate and manage risk
        - Formulate factual, topical, conceptual and debatable questions
        - x Consider ideas from multiple perspectives
        - Develop contrary or opposing arguments
        - Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding
        - Propose and evaluate a variety of solutions
        - Identify obstacles and challenges
        - Use models and simulations to explore complex systems and issues
        - Identify trends and forecast possibilities
        - Troubleshoot systems and applications
    - IX. Creative-thinking skills (12)
      - How can students be creative? | Generating novel ideas and considering new perspectives
        - xi Use brainstorming and visual diagrams to generate new ideas and inquiries
        - Consider multiple alternatives, including those that might be unlikely or impossible
        - Create novel solutions to authentic problems
        - xii Make unexpected or unusual connections between objects and/or ideas
        - Design improvements to existing machines, media and technologies
        - Design new machines, media and technologies
        - Make guesses, ask "what if" questions and generate testable hypotheses
        - Apply existing knowledge to generate new ideas, products or processes
        - Create original works and ideas; use existing works and ideas in new ways
        - Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments
        - xiii Practise visible thinking strategies and techniques
        - Generate metaphors and analogies
    - X. Transfer skills (8)
      - How can students transfer skills and knowledge across disciplines and subject groups? | Using skills and knowledge in multiple contexts
        - Use effective learning strategies in subject groups and disciplines
        - Apply skills and knowledge in unfamiliar situations
        - Inquire in different contexts to gain a different perspective
        - Compare conceptual understanding across multiple subject groups and disciplines
        - xiv Make connections between subject groups and disciplines
        - xv Combine knowledge, understanding and skills to create products or solutions
        - xvi Transfer current knowledge to learning of new technologies
        - Change the context of an inquiry to gain different perspectives