



THE IB STUDENT LEARNER PROFILE AT HOME

ATTRIBUTE	ACTIVITIES FOR FAMILIES
<p style="text-align: center;">Risk-Taker September</p> <p>Students will have the confidence to try new things. They try to solve problems in a lot of ways. They have the courage to tell people what they think is right.</p>	<ul style="list-style-type: none"> ★ If your child is feeling uneasy about trying something, encourage them to attempt it and then reflect on both whether they liked the activity and how it felt to try something new. ★ Your child might want to set some short-term goals. Consider activities that make him/her nervous. What are realistic goals for the week? Your child might set a goal to: <ul style="list-style-type: none"> ★ Offer an opinion in class ★ Spend time with someone they might not usually play with, in COVID 19 safe ways ★ Order something different from a menu ★ Try an activity they haven't tried before ★ Be careful to explain to your child the difference between being a risk-taker by trying new things and doing dangerous things.
<p style="text-align: center;">Balanced September</p> <p>Students will understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.</p>	<ul style="list-style-type: none"> ★ Encourage your child to participate in a wide variety of structured activities. ★ Discuss the food groups with your child. Spend a few minutes during mealtime deciding if what your family is eating is balanced. ★ Role model this attribute. Spend time as a parent or family doing many different things; make self-care a priority
<p style="text-align: center;">Principled October</p> <p>Students act with integrity and honesty and 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.</p>	<ul style="list-style-type: none"> ★ Involve your child in deciding on the rules for a game or activity and then ensure that they stick to the ones that have been decided upon. ★ Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player. What sort of person would they want on their team? ★ When your child wins a game insist that he or she is a well-mannered winner. They might want to thank their opponent, wave or shake hands with them if that is appropriate. ★ When playing a game, don't change the rules or let your child win. Being a gracious loser is just as important as being a good winner.
<p style="text-align: center;">Reflective November</p> <p>Students will give thoughtful consideration to their learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p>	<ul style="list-style-type: none"> ★ Spend some time reviewing your child's report card with them. They should have the opportunity to look at this document and consider it as well. Discuss it with them and truly consider their thoughts and their strengths and areas for improvement. ★ Use time at the end of activities to reflect on the significant positives and improvements. ★ Encourage your child to create a reflection journal or scrapbook about important events.
<p style="text-align: center;">Open-Minded December</p> <p>Students will understand and appreciate their own cultures and personal histories. They are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to</p>	<ul style="list-style-type: none"> ★ Encourage your child to try out new things- new food, new games and new activities. ★ Expose your child to different festivals, celebrations and traditions and be sure to present them in a non-judgmental way. ★ Encourage your child to really listen to others when they speak.



THE IB STUDENT LEARNER PROFILE AT HOME

<p>seeking and evaluating a range of points of view and are willing to grow from the experience.</p>	
<p style="text-align: center;">Inquirers January</p> <p>Students 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.</p>	<ul style="list-style-type: none"> ★ Encourage areas of your child’s interest by visiting the library to borrow books that explore these topics. ★ Develop an understanding of the Internet. Work with your son or daughter when the Internet is being used and try to instill the understanding that some sites are not reputable or safe. ★ Model being an Inquirer. Admit when you don’t know the answer to a problem or a question and seek out answers in front of your child.
<p style="text-align: center;">Caring February</p> <p>Students will develop empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.</p>	<ul style="list-style-type: none"> ★ Role model the caring behavior you would like to see in your child all the time. Using kind words, helping people without being asked, being an active listener, always show you care about people. ★ After reading a book, spend time considering how people in the book acted. Was someone caring? All of the time or just some of the time? Were all the characters in the book caring or were just some of them? ★ Practice random acts of kindness. Simple things like holding the door for someone or helping carry bags shows that you are aware of others and want to help them.
<p style="text-align: center;">Thinker March</p> <p>Students will exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p>	<ul style="list-style-type: none"> ★ Encourage your child to try to think of solutions to problems independently. ★ Pose different real-life problems and questions to your child. ★ Ask your child questions when they are working on a problem: <ol style="list-style-type: none"> 1. “Do you have any ideas about how we can begin?” 2. “How can we do this differently?” 3. “I had never thought of that. Tell me more about it.” 4. “What other ways can we show that?”
<p style="text-align: center;">Communicator April</p> <p>Students will 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.</p>	<ul style="list-style-type: none"> ★ Encourage your child to stay in touch with relatives and friends who live in other places by writing letters, using the phone, or sending an email. ★ When working on homework, encourage your child to explain his/her answer to you orally or by drawing a picture. ★ Work with your child to improve his/her listening skills. Being a good listener is an important part of communicating with others. ★ Utilize school sponsored discussion boards and blogs to enhance written communication skills.
<p style="text-align: center;">Knowledgeable May</p> <p>Students will explore concepts, ideas, and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p>	<ul style="list-style-type: none"> ★ Encourage your child to read books at home that correspond to the topics being covered in school. ★ Ask your child about what they are learning in school and engage them in conversations about it: <ol style="list-style-type: none"> 1. “Why do you think that is an important thing to know about?” 2. “Can you think of anything happening in the world today that might be similar to that aspect of history?” ★ Encourage your child to become familiar with current events and to read the newspaper and watch the news, when appropriate.

Share your family in action with the Roxboro Elementary School Community

Follow and tag us on Twitter  @CHUHRoxEI @CHUHSchools #TigerNation