

IB MYP Areas of Interaction

Approaches to learning

- **How do I learn best?**
- **How do I know?**
- **How do I communicate my understanding?**



Through approaches to learning, students are provided with the tools to enable them to take responsibility for their own learning. Central to this is “learning how to learn” and developing in individuals an awareness of how they learn best, of thought processes and of learning strategies.

Approaches to learning also include:

- **organizational skills and attitudes towards work**
- **collaborative skills**
- **communication**
- **information literacy**
- **reflection**
- **problem solving and thinking skills**
- **subject-specific and interdisciplinary conceptual understanding.**

Recognizing and helping students develop the range of their capacities, positive attitudes and effective habits of mind is the shared responsibility of teachers, and is at the core of all curriculum development and delivery.

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Community and service

- **How do we live in relation to others?**
- **How can I contribute to the community?**
- **How can I help others?**



Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live.

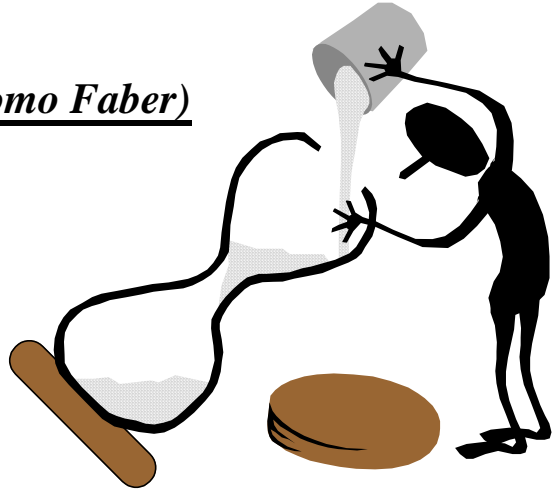
Giving importance to the sense of community throughout the programme encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around them. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Students are encouraged to make connections between their intellectual and social growth thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

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Human Ingenuity (*Homo Faber*)

- Why and how do we create?
- What are the consequences?



This area of interaction allows students to explore in multiple ways the processes and products of human creativity, and to consider their impact on society and the mind.

Homo faber allow students to focus on the evolution, process and products of human creativity and their impact on life and society. *Homo faber* provides opportunities for students to appreciate and develop in themselves the human capacity to create, transform, enjoy and improve the quality of life.

In particular, *homo faber*:

- stresses the way humans can initiate change, whether for good or bad, and examines the consequences
- emphasizes both the importance of researching the developments made by people across space, time and cultures, and the importance of taking time to reflect on these developments.

In this way, *homo faber* goes beyond the act of creation alone, leading students to examine, experience and reflect on the creative process.

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Environment

- **Where do we live?**
- **What resources do we have or need?**
- **What are my responsibilities?**



This area of interaction aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities. It deals with:

- **the importance of the local and global environment**
- **the concepts of sustainable development in a context of increasing environmental threats**
- **related problems of a socio-economic nature.**

The study of environment assists students in:

- **understanding the links between economic, political and social issues, and how these affect the environment**
- **developing positive and responsible attitudes towards their environments**
- **gaining the skills and commitment to contribute to their environments.**

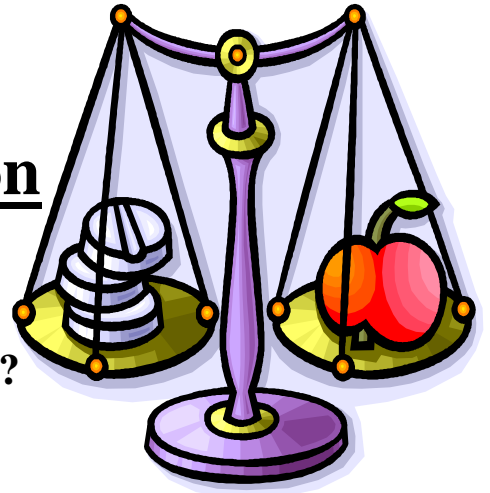
Through coursework and activities, teachers can help students to gain an understanding of related concepts and issues at the personal, local and global levels by guiding their investigations through the perspectives of:

- **awareness**
- **responsibility**
- **action**
- **reflection.**

IB MYP Areas of Interaction

Health and Social Education

- How do I think and act?
- How am I changing?
- How can I look after myself and others?



This area of interaction deals with key aspects of development leading to complete and healthy lives. It encompasses physical, social and emotional health and intelligence. The aim is to develop in students a sense of responsibility for their own well-being and for their physical and social environment.

In particular, the exploration of this area in the subject groups allows students to discuss and reflect on the following aspects of health:

- physical
- psychological
- sociological
- economic
- legal.

Comparisons can also be made across times and cultures.

The scope of this area of interaction goes beyond the acquisition of content knowledge. It necessitates structured learning in terms of:

- knowledge
- skills
- attitudes
- values