

# SPHI Sentul City

March 4 - 8, 2013

## Grade 7 Field Trip

**Communication**

**humanities**

**music**

**civics**

**science**

**Interdisciplinary unit**

**BAHASA INDONESIA**

**english**

**technology**

**Respect**

**traditions**

**CAS**

**traditions**



**CULTURE AND NATURE**



**SPH**  
**INTERNATIONAL**



# Field Trip Overview

Theme: Preserving and Nurturing the Culture and Nature.

Objective:

1. To provide students with a more practical learning process.
2. To encourage students to practice the knowledge, values and skills they have learned at school.
3. To provide more opportunities for students to experience real life problems and challenges so that they are able to think critically to overcome the problems.
4. To provide real-life opportunity for students to witness cultural, spiritual and environmental differences of Indonesia, mainly in Bali.

## Interdisciplinary Unit (IDU)

Area of Interaction: Environment

Subject involved:

1. **B.I.:** How cultural identity sustains the Balinese lifestyle.
2. **Bibs:** How religious values influence Balinese people to take care of their environment, culture, traditions and daily life.
3. **Civics:** How human rights application sustains the Balinese lifestyle?
4. **English:** Writing a newspaper article about one event from the field trip.
5. **Humanities:** The influence of the Dutch in Bali (God, Gold and Glory).
6. **Math:** Survey and graphic presentation and prediction of how Balinese people can increase their quality of life.
7. **Music:** How Balinese music and musical instruments (gamelan) express Balinese culture, wisdom and their way of life.
8. **P.E.:** The traditional sports of Bali (rules of the game, techniques and values).
9. **Tech:** How to recycle and conserve the environment and the process of conserving.

### This Booklet Belongs to

Name : .....

Grade : .....

Room : .....

Supervisor: .....

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# General Information

## Departure

Terminal F 2<sup>nd</sup> Floor Soekarno-Hatta International Airport  
Flight number: GA 400. Jakarta – Denpasar 05:50 WIB -09:00 WITA  
At **04:30 am WIB** students must arrive at the airport (Venue: KFC).  
**On Monday, March 4<sup>th</sup> 2013.**



## Arrival

Terminal F 2<sup>nd</sup> Floor Soekarno-Hatta International Airport  
Flight number: GA 415. Denpasar - Jakarta 15:05 WITA-15:55 WIB  
At **16:10 pm WIB** students wait for the pickup at KFC.  
**On Friday, March 8<sup>th</sup> 2013.**



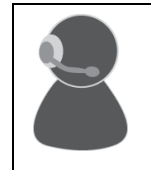
## Baggage Policy

Baggage provided is 20 Kg. Any excess baggage will be charged to the student directly.



## Contact Person

Bp. Joshua Agung Nugraha    0818 941482  
Ibu Yuda A. S. Putri            0818 23238  
Ms. Debbie Wagler              0821 14516730



## Guiding Verse:

**Proverbs 2:6-9** "For the Lord grants wisdom! From his mouth come knowledge and understanding. He grants a treasure of common sense to the honest. He is a shield to those who walk with integrity. He guards the paths of the just and protects those who are faithful to him. Then you will understand what is right, just, and fair, and you will find the right way to go." (NLT)

## Rules and Regulations

1. Respect comes first. Respect for God, others, and ourselves should cover all that is done on this field trip, whether it is choices, actions, or words. Students should also demonstrate cultural awareness and respect the local culture and traditions in everything they do.
2. Being on time is mandatory. If the student is late, there will be two warnings. If a student is late more than two times, they will be given a level 1 detention.
3. Students must go to sleep at 22.00 (the latest) and are not allowed to play any games; games will be confiscated by the teachers and will not be returned until the field trip ends.
4. Students are not allowed to move to or exchange rooms. Boys are not allowed to be around the girl's section and vice versa. If a violation occurs, students will receive a level 2 detention. Accumulation applies.
5. Students are not allowed to smoke, use drugs, or drink alcohol. If caught they will receive a level 2 detention or suspension.
6. No Fighting. The consequence is a level 2 detention and suspension.
7. Students' property (money, iPod, mobile phone, camera) is the students' full responsibility. Students must be responsible with their own belongings.
8. Students must notify supervisors of where they are during free time. If a student does not report to the supervisor, they will receive a level 1 detention. Accumulation applies.
9. Students must dress properly for all occasions. Tank tops, sleeveless tops, miniskirts, hot pants, extra tight clothing, bikinis, and see through clothes are not appropriate dress.
10. The student must complete the journal every day; the format of the journal is in the booklet.
11. The student is obligated to carry out morning devotion every day.
12. Students should be on their best behavior for the entire trip.
13. If there is intolerable and/or unacceptable behavior there will be serious consequences. The school reserves the right to conduct suspension after the field trip is over. The school also reserves the right to send the student home if behavior is of a serious degree. Expenses of return will be charged to the student.

## Things to Bring and Not to Bring

### What to Bring:

1. Bible.
2. Booklet (will be given in Bali).
3. Stationeries (pen, pencil, notebook, etc.).
4. Camera and extra memory card.
5. Outdoor-activity wear (PE clothes and shoes) and theme shirt for 5 days.
6. Umbrella, raincoat, hat, sun glasses and sweater/ jacket, sun block lotion, insect repellent.
7. Toiletries (towel, soap, toothbrush, soap, shampoo, etc.).
8. Special medication (for those who have special health problem).
9. Pocket money for snacks or souvenirs (Rp.500.000 – Rp.750.000).
10. All things you bring with you are your full responsibility.



### What are NOT allowed to bring:

1. Laptop.
2. Gaming device.
3. Extra mobile phone (only one allowed).
4. Excessive accessories/ cosmetic.
5. Too short shorts and sleeveless dress.
6. Dangerous equipment and substance.
7. Bag search will be done prior to the departure for safety reason.





## List of Participants

### 7.1

1. ABELHARD MOSHE JAIME JAUWENA
2. AGUNG ANDREA
3. ANGELA DYAH SHIMA CAHYA MAHARANI
4. BALQIS TIARA JOVE
5. CORNELIUS MARCO
6. FEBE SARAH
7. FERNANDEZ TIMOTHY DJOGAN
8. GENESIA LEMUEL GINTING
9. HENRIKA TENING JENO
10. JESSICA TARIDA NAHOMI LUMBANTORUAN
11. LIDYA DEVEGA RAJAGUKGUK
12. MUSGRAVE DAVID PANGARIBUAN
13. NADIA ELIORA
14. RACHEL AMABEL LIANTO
15. RYUTA DHARMAPUTRA
16. SALLY SALIM
17. SAMUEL JASON WIJAYA

### 7.2

1. ALIF REZA INDRA ROOVERS
2. ANGELA GRACE SWECKER
3. ARYASATYA WIKARA
4. AUDREY NATASHA MURTY
5. CATHERINE CYNTHIA CHRISANTA PUTRI
6. CELINE SIANANDAR
7. CLARISSA GERALNO
8. DARIUS ALAMSJAH PANE
9. DOMINIC ALEXANDER BIGGS
10. KIM WOOK JIN
11. OLIVIA KLANDITA
12. OSWIN PRASETIO
13. OTILINGAM SIVAKUMAR PREMANAND
14. YOON DONG-UK
15. YOON SANG WOO

YUDA A. S. PUTRI

DEBORAH WAGLER

JOSHUA AGUNG NUGRAHA

## Supervision Division

<b>Bp. Agung</b>	<b>Ibu Yuda</b>	<b>Ms. Debbie</b>
Balqis	Olivia	Clarissa
Angela Grace S	Cynthia	Sally
Rachel	Celine	Lydia
Tening	Jessica	Febe
Nadia	Genesisia	Angela Dyah (Rara)
Yong Dong-Uk	Audrey	Kim Wookjin
Abelhard	Yoon Sang Woo	Marco
Fernandez	Agung	Arya
David	Ryuta	Darius
Samuel	Prem	Dominic
Oswin	Reza	

# Room Arrangement

## Boys

### Group A

1. Abelhard Moshe Jaime Jauwena
2. Otilingam Sivakumar Premanand
3. Cornelius Marco
4. Yoon Dong-Uk

### Group B

1. Samuel Jason Wijaya
2. Dominick
3. Musgrave David Pangaribuan
4. Darius Alamsjah Pane

### Group C

1. Fernandez Timothy Djogan
2. Alif Reza Indra Roovers
3. Yoon Sang Woo
4. Ryuta Dharmaputra

### Group D

1. Aryasatya Wikara
2. Agung Andrea
3. Kim Wookjin
4. Oswin Prasetio

Teacher: Joshua Agung Nugraha

## Girls

### Group E

1. Angela Dyah Shima Cahya Maharani
2. Lidya Devega Rajagukguk
3. Audrey Natasha Murty
4. Angela Grace Swecker

### Group F

1. Febe Sarah
2. Jessica Tarida Nahomi L.
3. Catherine Cynthia Chrisanta Putri
4. Olivia Klandita

### Group G

1. Clarissa Geralno
2. Celine Sianandar
3. Sally Salim
4. Nadia Eliora

### Group H

1. Balqis Tiara Jove
2. Genesis Lemuel Ginting
3. Henrika Tening Jen0
4. Rachel Amabel Lianto

Teachers:

1. Yuda
2. Debora

# IDU Assignment information

## Bahasa Indonesia

Guiding question: How does the cultural identity sustain the Balinese lifestyle?

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
Bahasa Indonesia  Yuda	1. Write an article consists of 500 - 600 words.  2. Put a picture related to the article.	1. Research Balinese culture identity.  2. Research Balinese lifestyle.  3. Write some questions for interview.	1. Collect information from interviewee 2. Do observation during field trip connected to their daily life. 3. Take picture	1. Process the information.  2. Write an article outline.  3. Write rough draft and final draft.	Criterion A (Communication)  Criterion D (Writing)

## Biblical Studies

Subject Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
Biblical Studies  Agung	1. Writing minimum 400 words article with some pictures to accompany it.  2. Students should put at least 1 picture for each aspect: a. Balinese people is conducting the religious practices.  b. Balinese people preserving their environment.  c. Balinese people preserving their culture.  d. Balinese people preserving their tradition.  e. Balinese people's daily life activity.	Developing accurate questions, understanding of the terminology. Article writing skills.  Knowledge of the culture, tradition and believe system.  Interview skills.	Asking question politely, respecting Balinese culture.  Note taking, recording.  Deepen the knowledge by digging more information from the reliable source.	Students should be able to write a minimum 400 words article explaining how Religious values influence Balinese people to take care of their environment, culture, traditions and daily life. It will be completed with some pictures.	Criteria A: Effort  Criteria B: Knowledge and Understanding. Criteria C: Reflection



## English

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
English: Brittany, Debbie, Gary	1. Writing a newspaper article about one event from the field trip. Include appropriate photo(s) and captions. More details to follow in English class.	In class we will work on interview skills, prepare questions for interviews, and learn about how to write a newspaper article	Students must interview people politely, record answers to interview questions, and find a variety of sources of information	Students will write a news article based on the information they gathered on the field trip. Students will compile the article along with others from different classes and make a printed newspaper.	Criteria D: Writing

## Civics

Guiding question: How does human rights application sustain the Balinese lifestyle?

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
Civics  Yuda	1. Write an article consists of 350 - 400 words.  2. Put a picture related to the article.	1. Research Balinese culture identity. 2. Research Balinese lifestyle.  3. Write some questions for interview.	1. Collect information from interviewee 2. Do observation during field trip connected to their daily life. 3. Take picture	1. Process the information.  2. Write an article outline.  3. Write rough draft and final draft.	1. Criterion A ( Knowledge and Understanding) 2. Criterion B (Attitude, Participation, Effort)

## Humanities

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
Humanities: Gary	1. God, Glory and Gold/Spices. Creating a journal about the influence of the Dutch in Bali. Students should Include appropriate photos and captions.	Students will study a brief overview of the Dutch explorers and prepare questions about the 5Ws - who, when, what, where and why.	Students must record information in their journal in written and photographic form in order to answer their questions about the influence of the Dutch in Bali.	Students will create a Powerpoint presentation using their journal and photos from the field trip.	Criterion A Knowing and Understanding Criteria B. Investigating. Criteria D: Communicating.

## PE

Subject Teacher	Assignment	Students will focus for knowledge of traditional sports from Bali			Assessment Criteria
		Before	During	After	
<b>Physical Education ( Lili &amp; Ferriyanto )</b>	1. Writing minimum 300 words article with some pictures to accompany it. 2. Students should put at least 4 picture of sports traditional activities. 3. Students have to learn and observe of : *How to play traditional sports from Bali. *Understand the rules of the game. *The value of traditional game.	*Preparing of handy cam, preparing question ( Interview skills ) for discuss about : *How to start the games. *How to know about points and the winner team. *Rule of the game.	Observe, Asking question and discuss about tradisional sport from Bali.	Students should be able to write a minimum 300 words about traditional sports from Bali : 1. Model of warming up, 2. Lesson sequence, 3 Equipment, 4 Performance goal?, 5. Cognitif Goal ?	Criteria A: Knowledge and Understanding, Criteria C : Skills

**Science:**

Guiding question: How do Balinese people keep the sustainability of their environment?

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
<b>Science Hana</b>	1. Writing minimum 400 words article with some pictures to accompany it. 2. Students should put at least 1 picture for each aspect: - How people recycle and conserve the environment - the process of conserving - the result	Students will review the recycling concepts Students will review the sustainability concept Review the criterion D, E and F	Interviewing and collect data Communication skills needed to interview resources Students need to define their objectives Students need to record their findings	Students will be able to write a report as an article about how people conserve and keep the sustainability in one of these places: landfil, mangrove plantation, Jalak Bali breeding place, biogas production, vegetables plantation, and glass factory where the unsuded glass is beeing recycled. They need to consider the criterions when they write tehir articles. (D, E, F)	D: Inquiry in science E: Data Processing F: Attitudes in science

## Math

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
MATH : Yanti and Marina	Students will do a survey and put the results into Graphical Presentation, at the end they must analyze the results. They will also make a simple prediction what people in Bali can do to enhance their quality of life.	1. Statistics knowledge and skills : How to sort and analyze the data, present it in suitable graph and evaluate it. 2. Equipment : Camera, notebook. 3. Interview skills 3. Criteria C and D Task Specific Criteria Form as a guidance for students.	1. Ask questions during survey. 2. Note taking and photo capturing	Students write a survey report ( 300 words) and present the data in suitable graph. They evaluate the result by answering questions below : 1. How will you determine if someone has a good quality of life? 2.What factors influence the quality of life? 3.How can people enhance their quality of life?	Criteria C : Communication Criteria D : Reflection (given to students)

## Music

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Creteria
		Before	During	After	
Music : Marina	A group of 3 – 4 students. Students will learn how Balinese music and music instruments (gamelan) express Balinese culture, wisdom and their way of life. They will write a group report for music instruments performance (300 words) : group based on the music they learn and the type of gamelan they practice with.	1. Research about Balinese music and traditional music instruments, how they give impact into Balinese culture, wisdom and ways of life. 2. Camera and notebook. 3. Interview skills.	1. Interview and find information about Balinese music and gamelan (traditional music instruments) 2. Learn and practice playing a song/music using the chosen gamelan. Make sure there are other students practicing the same song/music using different gamelan so they can perform in groups 3. Take photos during individual practice and photos during the group performances.	Write a group report about each music gamelan : including one photo for each gamelan instrument they practiced and performed with, and photos when they performed in a group. The report is also about how Balinese music and the instruments express and represent Balinese culture, wisdom and ways of life.	Criteria A : Knowledge and Understanding. Cretieria D: Personal Engagement.

## Community and Service

Subject and Teacher	Assignment	What Student should Have (knowledge, skills, equipment, etc)			Assessment Criteria
		Before	During	After	
Agung	<p>Students will work together with the local students to clean up the beach.</p> <p>Take picture of the activity to complete the essay.</p>	<ol style="list-style-type: none"> <li>1. Understanding the importance of doing the community and service activity.</li> <li>2. Camera.</li> <li>3. Social skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ready to meet new friends.</li> <li>2. Willing to work together with the new friends.</li> <li>3. Willing to serve the local community.</li> </ol>	<p>Write a 300-words reflection.</p> <p>The guiding questions are:</p> <ol style="list-style-type: none"> <li>1. What do you think about the CaS activity?</li> <li>2. What values have you learnt from the activity?</li> <li>3. What would be the benefits of doing the CaS activities for me individually, other people and/or the environment?</li> <li>4. How would this CAS activities change your perspective towards other people and/or the environment?</li> <li>5. What could you do in the future to broaden your awareness of towards other people and/or the environment?</li> </ol>	

























## Reflection Box

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# Devotion day 1

## The Gift of Protection

### Psalm 121 (NIV)

- 1** I lift up my eyes to the mountains— where does my help come from?
- 2** My help comes from the Lord, the Maker of heaven and earth.
- 3** He will not let your foot slip— he who watches over you will not slumber;
- 4** indeed, he who watches over Israel will neither slumber nor sleep.
- 5** The Lord watches over you—the Lord is your shade at your right hand;
- 6** the sun will not harm you by day, nor the moon by night.
- 7** The Lord will keep you from all harm— he will watch over your life;
- 8** the Lord will watch over your coming and going both now and forevermore.

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Why do the mountains remind us to be hopeful? When we look at them, we remember Who made them! It is encouraging to know that the Maker of the whole earth loves us. He cares about us. He is big enough to take care of everything because He made everything! In fact, He is always watching us. He doesn't even stop watching us to take a nap! Not even our parents are powerful enough to constantly watch us.

How did God "watch over" us today?

*Prayer: Dear God, Thank You for protecting us today. Thank You for always watching us. You never sleep. As we go to sleep, we are encouraged to know that you control everything and that you will watch over us. Thank You. Amen.*

### Reflection Box

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# Devotion day 2

## The Gift of Work

### **Ecclesiastes 3:13 (NIV)**

**13** That each of them may eat and drink, and find satisfaction in all their toil—this is the gift of God.

### **Colossians 3:17 (NIV)**

**17** And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

### **Colossians 3:23 (NIV)**

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.

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Why is work a gift? Maybe it's because God uses it to provide for our needs. How many different kinds of work and workers will we see today? What work will you do in the future? In our group, we have many different talents that will lead us to many different jobs in the future. God gives work to each of us as a gift.

What about people who want to work, but they are unable to work? Or what about people that are doing work that they do not want to do? The Bible says that no matter what we are doing, we should work as if we are doing it for God and we should THANK HIM for the work!

What "work" do you have right now that you need to thank God for?

Prayer: *Dear God, Thank You for watching over us last night as we slept. As we do different activities today, please continue to watch over us. Please help us to recognize work as a gift from You. Please help us rejoice and be thankful for the work that You have given us. Help us to work as if we are doing the work for You. Amen.*

## Reflection Box

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# Devotion day 3

## The Gift of Art

### **Psalm 150 (NIV)**

**1** Praise the Lord. Praise God in his sanctuary;  
 praise him in his mighty heavens.  
**2** Praise him for his acts of power;  
 praise him for his surpassing greatness.  
**3** Praise him with the sounding of the trumpet,  
 praise him with the harp and lyre,  
**4** praise him with timbrel and dancing,  
 praise him with the strings and pipe,  
**5** praise him with the clash of cymbals,  
 praise him with resounding cymbals.  
**6** Let everything that has breath praise the Lord.  
 Praise the Lord.

### **Exodus 35:35 (NIV)**

He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers—all of them skilled workers and designers.

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God has given some people amazing artistic skills. Through their work, they can praise God and glorify him. In Exodus the people were using their skills to build the tabernacle, God’s house. In Psalms, music was used to celebrate God’s greatness.

How can you use your creativity to glorify God?

*Prayer: Dear God, Thanks for giving us art. It makes life so much more exciting and vibrant. Help us to remember that You have given us gifts to use in praise of You. Even if we are not experts with art, teach us to use our creativity to honor You. Amen*

# Devotion day 4

## Reflection Box

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## The Gift of the Earth

### Genesis 1 (NIV)

**26** Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground."

**27** So God created mankind in his own image, in the image of God he created them; male and female he created them.

**28** God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

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God made the earth and gave it to us to take care of it. Out of all of His creation, He chose humans to rule over the earth. That is a HUGE responsibility! Have we done a good job? If we look around, we can see many examples of plants and animals that we have destroyed or that are in BIG trouble. We need to be good managers of what God has given to us!

How can you become a better manager of the earth? What is your responsibility to protect the earth?

*Prayer: Dear God, You gave humans the job of ruling over the earth. Many times we have abused our power and abused the resources that You provide. Please help us to value Your creation and protect it. Thank You that you have given this planet to us. Help us to make a difference and use the earth kindly. Amen.*



# Devotion day 5

## Reflection Box

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### The Gift of a Heavenly Home

#### **2 Corinthians 5:1 (NIV)**

For we know that if the earthly tent we live in is destroyed, we have a building from God, an eternal house in heaven, not built by human hands.

#### **John 14 (NIV)**

**2** My Father’s house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you? **3** And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am. **4** You know the way to the place where I am going.”

.....

When I am away from home for long, I get homesick and I am so excited to return. As we get ready to return home today, you are probably looking forward to being reunited with your parents and siblings, and you are likely excited to sleep in your very own bed. Maybe Jesus was homesick for heaven when He was telling His disciples about His Father’s house. He was so excited to go back and be reunited with God and to prepare a special place for His disciples. It’s cool that there is room in God’s house for everyone!

Do you get excited for your heavenly home? It is being prepared just for you!

*Prayer: Dear God, Thank You for your protection so far on this trip. Please bless us with protection on this last day of traveling. Be with us as we return home and are refreshed with our families. Please make us excited about returning home to You one day. Thank you again for Your love. Amen.*

## MYP Fundamental Concepts

**Communication** (valuing language acquisition in at least two languages), Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

**Holistic learning** (finding the connections across and within the subjects and grade levels). Holistic learning emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students should see the cohesion and the complementarities of various fields of study, but this must not be done to the detriment of learning within each of the disciplines, which retain their own objectives and methodology.

**Intercultural awareness** (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures). Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy.

## IB Learner Profiles

The IB Learner Profile serves as the heart of the entire IB program, grades kindergarten through twelve. It describes the attributes of the 21<sup>st</sup> century student who is a committed global citizen. The Learner Profile states that IB learners strive to be:

***Inquirers*** – developing natural curiosity; research skills; independent learning

***Knowledgeable*** – exploring concepts, ideas, issues; acquiring in-depth knowledge

***Thinkers*** – exercising initiative in applying thinking skills both critically and creatively

***Communicators*** – expressing ideas confidently and creatively; use of more than one language; effectively collaborating

***Principled*** – acting with honesty, integrity and fairness; respect for the individual; tolerance

***Open-Minded*** – appreciating their own and others' cultures; respecting other points of view

***Caring*** – showing empathy, compassion and respect

***Risk-Takers*** – approaching unfamiliar situations and uncertainty with courage and forethought

***Balanced*** – understanding the importance of physical intellectual and emotional balance

***Reflective*** – giving thoughtful consideration to their own learning experiences



Area of Interaction:  
**ENVIRONMENT**

Environments considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationships of different environments. This area can lead students to consider both their immediate classroom environments and global environments.

Fundamental Concept:  
**COMMUNICATION**

