



ATL

Skills

STUDENT WORKBOOK



LANCE G. KING



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ATL Skills

STUDENT WORKBOOK

This book contains 93 individual, unique ATL skills exercises. Exercises that cover all five Categories, ten Clusters and 134 skills Practices that make up the full ATL framework for MYP.

These exercises have been designed so that each one can be used by any teacher in any subject.

The idea with this workbook is for all MYP students to have one each, which will last them all the years of their MYP.

Teachers can use the indexing of exercises to plan out an MYP-wide programme of ATL skills introduction and development to cover all students as they progress through the MYP.

This book will enable all schools to be able to create and deliver their own unique ATL programme to suit their school, their country and their particular mix of cultures.



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Note Making

1.2i – Take effective notes in class.

1.2j – Make effective notes for studying.

Mastery

You will know you are at the **Expert** level in the use of this ATL skill when you can process a chapter of any textbook in just a few minutes and get from it a summary of the key points of information that you need.

Remembering for Understanding: The essence of developing understanding and remembering is being able to **explain things in your own words**.

There are three parts to the development of these two skills:

- First you have to learn how to accurately identify key words, concepts and ideas in written text
- Second you have to learn how to create written summaries several different ways
- Third, you have to practice turning your own summaries back into sentences, paragraphs and words.

Exercise 1 – Summarizing written text from a textbook ... from teachers' notes ... what works for you?

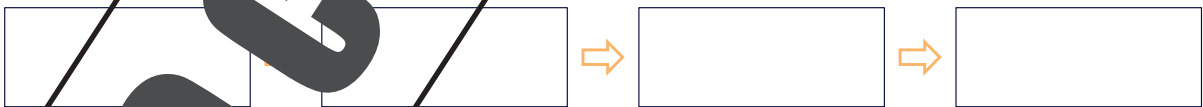
a) Take a series of four topics from the textbook or from teachers' notes in your subject, read through each topic and in every sentence highlight the most important words – keywords, ideas, concepts. Aim to only highlight 2-4 words per sentence.

b) Now write each one up using a different note making method:

- Idea mapping** – write the first topic in the center of a page (landscape) then add to it all the main headings as branches out from the center. Out of the keywords in the text that you have highlighted, find the main ideas and attach them to the headings as branches. Finally attach all the remaining highlighted words to the ideas as branches.
- Linear notes** – looking at your second topic, create a written summary in the form of:

Topic
Heading 1
• Idea 1 - keyword
• Idea 2 - keywords
• Idea 3 - keywords
Heading 2
• Idea 4 (key)
• Idea 5 etc.

- Visual note making** – look at the development of the ideas through the topic and create a flowchart which shows the progression of the ideas.



In each box, write the keypoint using your highlighted headings, ideas and keywords or draw small pictures to represent the keypoint or use a combination of words and pictures.

- Vertical notes** – for the fourth topic:

- a. Take a clean page and draw a vertical line down your page about 1/3 of the way across the page from the left side (for right handed people), or from the right side (for left handed people)
- b. Write the most important information on your page ONLY ON THE 2/3 SIDE OF THE PAGE. Make sure you write down all the facts correctly but write them in a way that makes sense to you.
- c. When you have finished, read through what you have written and make a summary of key points in the 1/3 column on your page.

Helping Others Succeed

2d – Help others to succeed.

Mastery

You will know you are at the **Expert** level in the use of this ATL skill when you can confidently gauge what others see as success and assist them to achieve their success.



Success is not being the best you can be but every person has different things they would like to achieve and different ways of measuring success. Helping others to be the best they can be is a key leadership skill.

Exercise 1 – What is success?

- Work with a partner and make a list of all the ways someone could be successful in this world.

- Imagine it is 20 years from now and you have achieved what you think of as success. What would give you that feeling? How would you measure your own success in 20 years' time?

- Then think about what would be successful for you in 1 year's time, in 5 years' time and by the end of this year. What would indicate to you that you were successful at these times? At each point also consider what you need to do before then to achieve that success and how anyone else could help you and fill in the following table:

Success	By the end of this year	In 5 years' time	In 10 years' time
How would you know if you had achieved success for you?			
What would you need to have done before then to achieve the success you desire?			
How could others help you to achieve what you want to achieve?			

Learning Preferences

3i – Understand and use sensory learning preferences (learning styles).

5a – Develop new skills, techniques and strategies for effective learning.

5b – Identify strengths and weaknesses of personal learning strategies (self-assessment).

5c – Demonstrate flexibility in the selection and use of learning strategies.

5g – Consider personal learning strategies

6d – Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information.



Mastery

You will know you are at the **Expert** level in the use of your senses when you automatically set yourself up in the classroom and at home to comfortably access and learn most effectively, and when, if you are having difficulty understanding something new, you automatically look for ways to process the new information using all of your senses.

Sensory Learning Preferences:

The five senses through which we take information are: sight, sound, touch, taste and smell. These five senses take information stored in our brain using the same sensory systems – we can remember sights, sounds, sensations of touch, taste and smell. Have you ever noticed that you also generate new thoughts in your mind using one of these sensory systems? And have you ever noticed that you have a preference for thinking using one sensory system over the others?

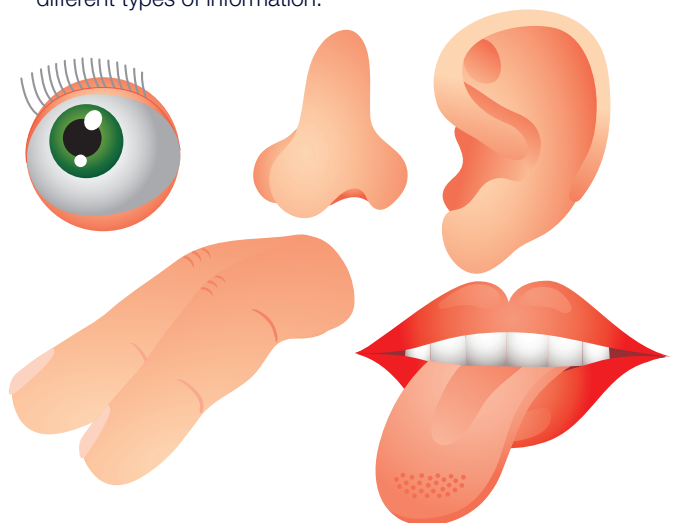
These ways of representing information in your mind are often grouped into three main sensory systems: Visual – a preference for thinking in pictures; Auditory – a preference for thinking in sounds; and Kinesthetic – a preference for thinking using emotions, skin sensations, touch and physical experience. The idea of “learning styles” is the notion that you organize your learning to suit your own thinking preferences so you might be able to improve the effectiveness of your learning.

You need to keep in mind, though, that no one person only learns only one way, every person can use all three sensory systems to learn but you may find that learning new material using one particular sense – looking, listening or doing – sometimes works best for you. But also be aware that there are at least four different processes going on in your mind when you learn something new: how you take in information, how you process it, how you understand it, how you store it and how you retrieve it. For each process, information can be represented in any of the three main sensory systems.

The most important thing to realize is that your mind is much more complex than any simple model of thinking and so the best thing **to always do** if you are having trouble learning something new, is simply try learning that thing all three ways:

- If you have to learn something new, you draw a picture or a diagram or a flowchart or make a video to explain it AND
- If you have to learn something new, you explain it out loud to someone else or just to yourself or ask a friend or a teacher to explain it to you, or find a podcast on the topic AND
- If you have to learn something new, you make a model or make up some flash-cards or a question and answer game or an experiment to make sense of it or to test yourself.

If you try learning things using all three sensory systems you will guarantee you will “get it” using a system that works well for you. But be aware that your best way of learning may be different for different subjects and also may be different for different types of information.



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Self-Motivation

4.4a – Practice analyzing and attributing causes for success and failure.

4.4b – Practice managing self-talk.

4.4c – Practice positive thinking.

Mastery

You will know you are at the **Expert** level in the use of this ATL skill set when you can get yourself to actively and positively do things that you really don't want to do.

Exercise 1 – Purpose

Do you want to succeed at school? If so why? What are your most important reasons?

a) Put the following twelve ideas into a priority list. Which is first – most important to you, which is second and so write one number from 1-12 next to each point.

- to get a good job – earn serious money?
- to feel satisfied, proud of yourself?
- to get into the right university?
- to get a feel for your progress to date?
- because your parents want you to?
- to test yourself and see what you are capable of?
- to prove how smart you are?
- to gain knowledge and skills that will be useful to you in your life?
- to be better able to mix with other smart kids?
- to develop your intelligence?
- to make yourself proud?
- to practice concentration, determination and the exercise of effort?

The reasons that are your reasons for wanting to succeed have an intrinsic motivation, especially when times get tough.

Within this list there are two types of factors and each type has a different influence on motivation.

Two types of reasons are:

i. those that stem from intrinsic motivators:

- to feel satisfied, proud of yourself
- to get a feel for your progress to date
- to test yourself and see what you are capable of
- to gain knowledge and skills that will be useful to you in your life
- to develop your intelligence
- to practice concentration, determination and the exercise of effort

ii. and those that stem from extrinsic motivators:

- to get a good job – earn serious money
- to get into the right university
- because your parents want you to
- to prove how smart you are
- to be able to mix with other smart kids
- to make your parents proud.

Extrinsic motivators are very important particularly in helping us turn ideas and ambitions into goals but research shows that of the two, **intrinsic motivators are the more powerful**. The reason being that intrinsic motivators are things that are in your control whereas extrinsic motivators are out of your control.

When times get hard, when you get to the point where you feel like you have had enough and you just want to stop, it is the intrinsic motivators – a sense of pride, a feeling of capability – that are the most powerful in helping you get over the hump and keep going until the job is finished.

Use your external motivators to help you dream and create long-term plans – but cement in those long-term plans with internal motivators to get you through the hard work facing you now.



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ATL Skills Development

5d – Try new ATL skills and evaluate their effectiveness.

5f – Consider ATL skills development.

Mastery

You will know you are at the **Expert** level in the use of this ATL skill set when, anytime you are learning something new, you notice that you are consciously aware of:

- i. all the ATL skills that you need to use to learn the new material and
- ii. your own proficiency with each ATL skill needed and
- iii. which skills you have mastery of already and which skills you need to get more practice in using to reach the proficiency you need to learn the new material effectively and efficiently.

Exercise 1 – Self-Assessment of ATL Skills

a) turn to the ATL self-assessment framework at the end of the book where you are working on at present – it looks like this:

Student Self-Assessment of ATL Skills Proficiency							
ATL Skills	Novice We can't	Developing Can't	Practitioner Do				Expert Share
			Starting	Practicing	Getting better	Got it!	

b) look in the first column and find the name of the ATL skill that your teachers are currently getting you to work on.

c) turn to the book where that ATL skill is described and look at what is written at the top of the page under the heading, 'Mastery'. This describes the performance level that you would have to reach to consider yourself an Expert in the use of that particular skill.

d) using the following checklist, work out where you are right now in your development of that particular ATL skill and put a check (or a cross) and today's date in the correct box in your self-assessment.

Collect, Record and Verify

6a – Collect, record and verify data.

Mastery

You will know you are at the **Expert** level in the use of this ATL skill when you can confidently gather, record and check the accuracy of data you collect.

While much research in the 21st century is done using a search engine, it is also important to understand how to research using hard copy resources such as books and journals. You need to be aware of how all libraries use the Dewey Decimal Classification System to organize information – including electronic resources, documents and books – into classes and subjects.

For online resources you need to be able to select the best words to narrow your search, understand the results you find, search for evidence and check the accuracy of the data found. The data sourced from the internet is not always credible. Keep in mind that almost anyone can publish on the internet and it is often difficult to find out who created what information. It is the user's responsibility to evaluate and verify the data collected.

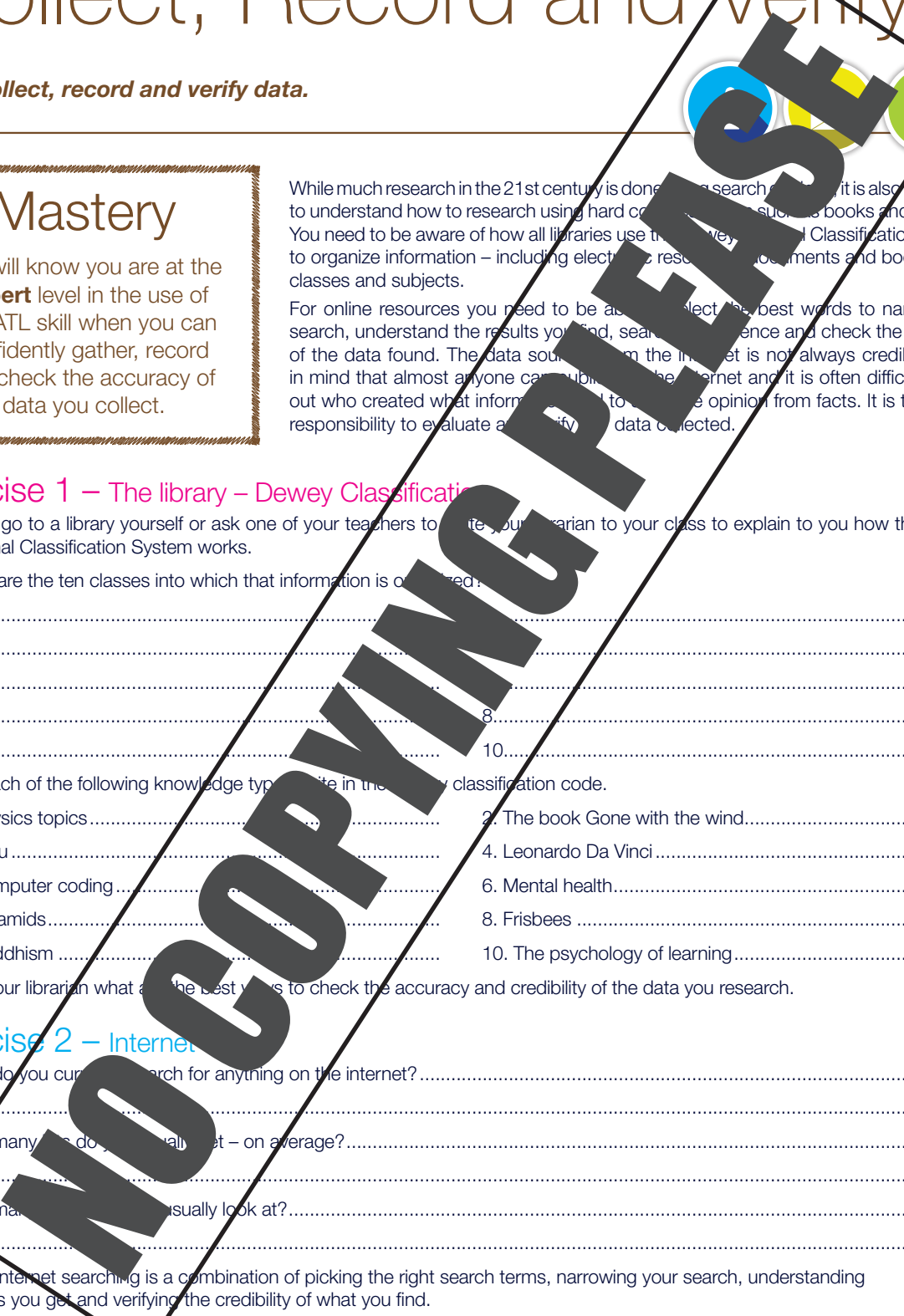
Exercise 1 – The library – Dewey Classification

- Either go to a library yourself or ask one of your teachers to invite your librarian to your class to explain to you how the Dewey Decimal Classification System works.
- What are the ten classes into which that information is organized?
 -
 -
 -
 -
 -
 -
 -
 -
 -
 -
- For each of the following knowledge types write in the correct Dewey classification code.
 - Physics topics.....
 - Peru.....
 - Computer coding.....
 - Pyramids.....
 - Buddhism.....
 - The book *Gone with the wind*.....
 - Leonardo Da Vinci.....
 - Mental health.....
 - Frisbees.....
 - The psychology of learning.....
- Ask your librarian what are the best ways to check the accuracy and credibility of the data you research.

Exercise 2 – Internet

- How do you currently search for anything on the internet?.....
- How many times do you usually visit the internet – on average?.....
- How many times do you usually look at?.....

Effective internet searching is a combination of picking the right search terms, narrowing your search, understanding the results you get and verifying the credibility of what you find.



Media Formats

7f – Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

1.2f – Find information for disciplinary and interdisciplinary inquiries, using a variety of media.

7g – Compare, contrast and draw connections among (multimedia) resources.



Mastery

You will know you are at the **Expert** level in the use of this ATL skill set when you can effortlessly represent your message through many media and “translate” your message accurately between them.

How many ways are there to find information? How do you get a message across to someone? Does the form of the message affect its meaning at all?

If you are doing this ATL as part of creating a presentation then it would be a good idea to do these first.

1.1e – Use a variety of media to communicate with a range of audiences on page 10.

1.1c – Use a variety of presentation techniques to communicate with a variety of audiences on page 9.

1.1f – Share ideas and information with multiple audiences using a variety of digital environments and media on page 18.

Then try the following exercises:

Exercise 1 – How many ways can you find information?

Work in pairs – one person researching, one person writing.

- Find one idea or one fact in any subject, preferably something you are not quite understanding properly yet
- See if you can find a representation of that fact or idea in all the forms suggested
- Analyze each representation and see if the message is the same or if a different aspect is being focused on
- Decide which form helped you understand the message best
- Do the same for a second fact or idea

	Fact 1...		Fact 2...	
Can you find that fact...	Reference – where did you find it?	What is the focus of the message?	Reference – where did you find it?	What is the focus of the message?
In a paper book?				
In an e-book?				
On a website?				
In a blog?				

Evaluating Assumptions

8c – Recognize unstated assumptions and bias.

8e – Evaluate evidence and arguments.

8g – Draw reasonable conclusions and generalizations.

8h – Test conclusions and generalizations.

8m – Develop contrary or opposing arguments.



Mastery

You will know you are at the **Expert** level in the use of this ATL skill set when you can easily recognize the assumptions behind statements and distinguish between valid and invalid arguments.

Assumptions are beliefs upon which we base the logic of our arguments. They are the things we presume to be true without proof. Our assumptions depend on our particular point of view, frame of reference and cultural perspectives (e.g. is it better at the top or the bottom of the world?) – what depends on where in the world you live?

Our assumptions are made up of pre-suppositions – what needs to be true to give sense of our argument – axioms – what is so evidently true and does not need to be proved, and what we take for granted – “common sense” or educated guesses about reality.

Exploring the assumptions within arguments helps us to determine the validity of the argument.

Exercise 1 – Recognizing assumptions

To understand the different parts of any argument, find a controversial local or international event or an editorial in a newspaper in which the author is making a case for a certain conclusion, and then work your way through the following analysis:

- Identify and separate out the premises, the evidence for a premise and the conclusion
- Analyze each sentence or each statement separately, looking for stated assumptions like:
 - global statements – as we all know...
 - group identifiers – well educated people should all agree...
 - generalizations – it is safe to assume...
- Also look for unstated, but assumed, connections between statement or ideas. Look for:
 - necessary conditions – in order for that to be true this has to be true as well
 - sufficient conditions – if always... then...
 - cause and effect connections – this brings about that
 - sequential connections – if this happens then that happens
 - assumed examples – this is an example of that
 - opinions stated as facts – “I think it is obvious that...”
 - consistent vs. conflicting point of view
 - any hidden assumptions
- For each premise, see if you can think of something which, if it were true, would contradict the stated premise
- Decide if you think each premise is
- Can you think of a different conclusion to the one the author has stated which would better fit the facts you see them
- How do you think your own unstated assumptions or bias has affected your analysis of the argument?



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Metaphors

91 – Generate metaphors and analogies.

Mastery

You will know when you are at the **Expert** level with this ATL skill when you find it easy to generate metaphoric and analogous connections between things and between ideas.

Two key creative practices are making novel connections between existing things, and generating ideas that did not exist before. Both are skills that can be practiced and improved.



Exercise 1 – Using similes to generate creativity

Work in pairs or as a group.

- One person in the group draws a line from one of the questions on the left to one of the objects on the right.
- Everyone in the group has to come up with their own answer to the question and an explanation, if they can, for their answer.
- Discuss and choose which are the most logical and the most unusual explanations, and describe them in the last columns.
- A different person then draws a new connection and you repeat the process.

Connect one of these	with	one of these	Most logical explanation	Most unusual explanation
What color is...		Monday, Tuesday, Wednesday, Thursday, Friday, Saturday or Sunday.		
What animal is like...		Spring, Summer, Autumn or Winter.		
What fruit is like...		Italy, France, Germany, USA.		
What number is like...		Violin, guitar, drum, recorder, saxophone.		
What place is like...		Beach, mountain, sea, sky, road, waterfall.		

Strategies

10a – Utilize effective learning strategies in subject groups and disciplines

Mastery

You will know you are at the **Expert** level in the use of this ATL skill when you automatically focus on the process you are using to learn to improve your understanding of your school subjects, and continually evaluate the effectiveness of all your learning strategies and techniques.

Another name for the skill described by this skill is metacognition. Metacognition means thinking about your thinking. This could mean thinking about the strategies and techniques that you use to learn your subjects and how you can improve their effectiveness.



Exercise 1 – What do you do at present?

To gain understanding of any subject matter you have to go through a series of processes – taking the information in, processing it until you understand it, storing your understandings. Each of these processes can be done a number of ways – you need to make sure you are using the best ways, the ways that produce the results you want in terms of learning, understanding and remembering.

- a) First list all your subjects in the table below.
- b) Then describe the processes you go through to understand each one:
 - i. How do you obtain the information? From the teacher, from the teacher talking and you writing notes, in a handout, from your own internet research, etc., or maybe a combination of things?
 - ii. How do you process that information to achieve understanding? Read it, make key point summaries, do lots of problems, do old exam questions, ask the teacher to go through again, etc.
 - iii. What do you do to the information to help you remember? Idea maps, flash cards, diagrams, record yourself, try and teach a friend, find a related video, etc.
 - iv. What do you do to help remember what you need to? Make up acronyms, use associations, locations, connections, pictures, visual stories, metaphors, etc.

Subjects:	What are the ways you obtain information about your subject?	How do you process that information to achieve understanding?	What do you do to the information?	What do you do to help remember what you need to?
1.				
2.				
3.				
4.				

LANCE KING

“Over the last few years Lance King has had a significant influence on the curriculum development of the IB’s programmes. First with the IBCC then most recently with the Middle Years Programme and now with the Diploma Programme. His ideas around the development of resilience and the use of learning-skills focused, guided inquiry learning in the classroom have been potentially transformative and have helped shape the direction of all of these programmes. By the time all his present work is released his ideas will be influencing the learning of up to 750,000 students in 3,500 schools in 120 countries.”

Malcolm Nicolson, (former) Head of Diploma Programme Development, International Baccalaureate. Organisation, IB Global Centre, The Hague



HOW TO USE THIS BOOK:

STUDENTS: Find any exercises that look interesting or that you think will teach you a useful ATL skill and do them by yourself or with a friend.

TEACHERS: Pick one ATL skill that you most want to develop with your students, find the correct exercise in this book and get as many teachers as possible to have their students practice that same exercise in their subject class. Use student self-assessment to monitor progress. Once you have one skill exercise working well across the student body, pick another. Make a plan. Create a framework.

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