



Courageous Parenting in a Digital Age

www.taolearn.com

Email any questions to:

lance@taolearn.com

ATL (21st C) SKILLS COURSES

FOR STUDENTS – one day courses:

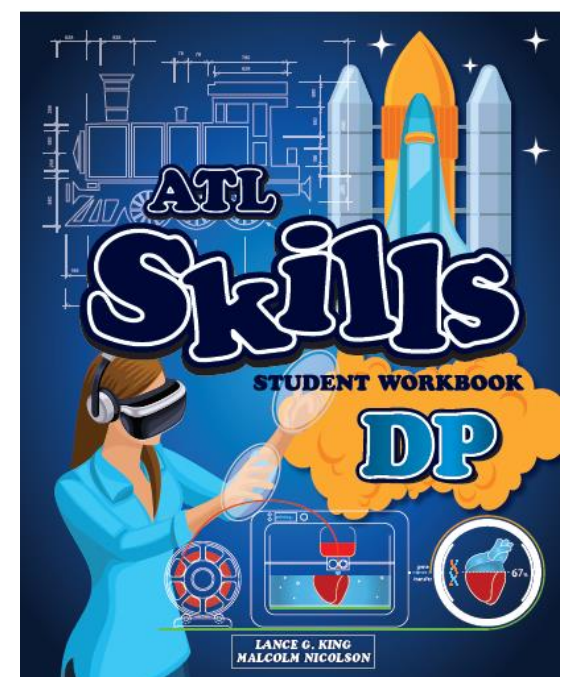
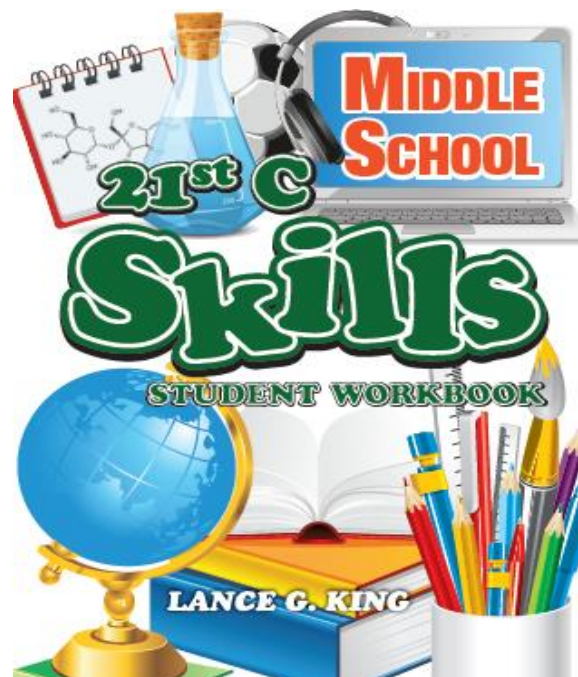
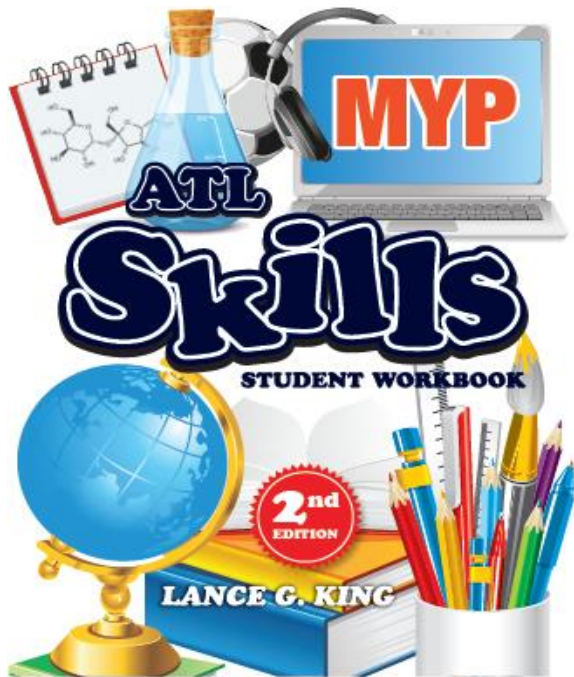
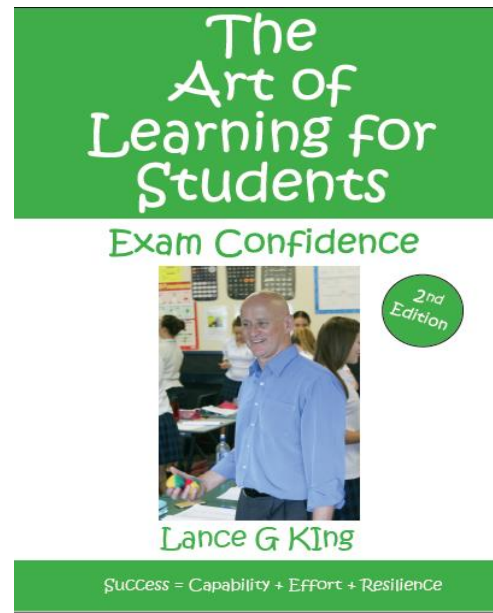
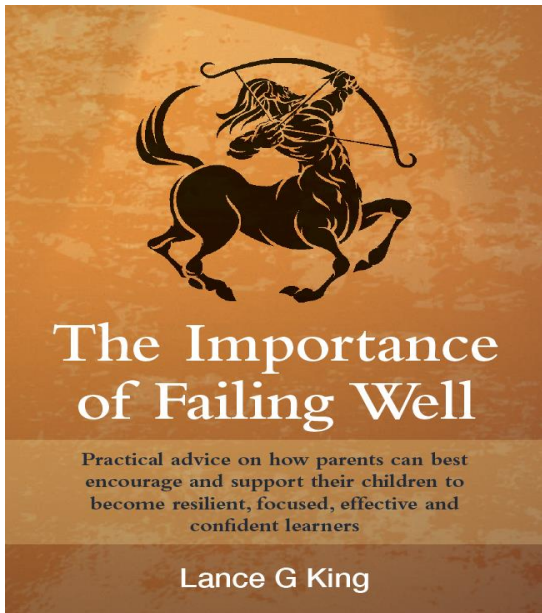
- **Learning About Learning** – for Grade 5-8 students
- **Exam Confidence** – for any students sitting exams
- **Courage, Resilience and Failing Well** - for students of all ages
 - strategies for self-motivation; focus, concentration and attribution; resilience, handling challenges and failing well; note-making, study, memory, time and task management; perseverance, dealing with pressure and stress

FOR TEACHERS – one to three day courses:

- **Teaching with ATL in Mind**
- **Teaching with 21st C Skills in Mind** – same course for non-IB schools

FOR PARENTS – 90 minute evening seminars:

- **Courage, Resilience and Failing Well**
- **Courageous Parenting in a Digital Age**





THE ART OF LEARNING

Changing the world **one child** at a time



Lance G King AND PARTNERS:

Welcome to the Art of Learning where I hope you will find all the resources and course information you need.

Please feel free to email Lance lance@taolearn.com or Eric eric@taolearn.com directly with any questions or feedback and you can also click on the "Availability" tab to view our individual schedules.



Eric Lauzon

FRENCH LANGUAGE
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Can deliver all courses and resources in French and English



Grace Yang & Caleb Archer

OF ORIGINS EDUCATION
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CHINESE LANGUAGE

Soon to be able to deliver all courses and resources in Chinese



Rohan Jarvis

OF LEARNING CURVE
rohan@atskills.com

Publisher of all my ATL resources



Resources for **Teachers**
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Resources for **Students**
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Resources for **Parents**
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ENDORSEMENTS

"Lance is friendly adaptable and utterly professional. He will adapt courses that he has to the needs of the school and the pupils; he also runs courses for parents and teachers. We are at the moment looking closely at what else his organisation can offer our school."

SHREWSBURY INTERNATIONAL SCHOOL BANGKOK

JAN
2019

DIGITAL AROUND THE WORLD IN 2019

THE ESSENTIAL HEADLINE DATA YOU NEED TO UNDERSTAND GLOBAL MOBILE, INTERNET, AND SOCIAL MEDIA USE

TOTAL
POPULATION



7.676
BILLION

URBANISATION:

56%

UNIQUE
MOBILE USERS



5.112
BILLION

PENETRATION:

67%

INTERNET
USERS



4.388
BILLION

PENETRATION:

57%

ACTIVE SOCIAL
MEDIA USERS



3.484
BILLION

PENETRATION:

45%

MOBILE SOCIAL
MEDIA USERS



3.256
BILLION

PENETRATION:

42%



we
are
social



we
are
social

JAN
2019

ANNUAL DIGITAL GROWTH

THE YEAR-ON-YEAR CHANGE IN KEY STATISTICAL INDICATORS

TOTAL
POPULATION



+1.1%

JAN 2018 - JAN 2019

+84 MILLION

UNIQUE
MOBILE USERS



+2.0%

JAN 2018 - JAN 2019

+100 MILLION

INTERNET
USERS



+9.1%

JAN 2018 - JAN 2019

+367 MILLION

ACTIVE SOCIAL
MEDIA USERS



+9.0%

JAN 2018 - JAN 2019

+288 MILLION

MOBILE SOCIAL
MEDIA USERS



+10%

JAN 2018 - JAN 2019

+297 MILLION

JAN
2019

MOBILE'S SHARE OF TOTAL INTERNET TIME

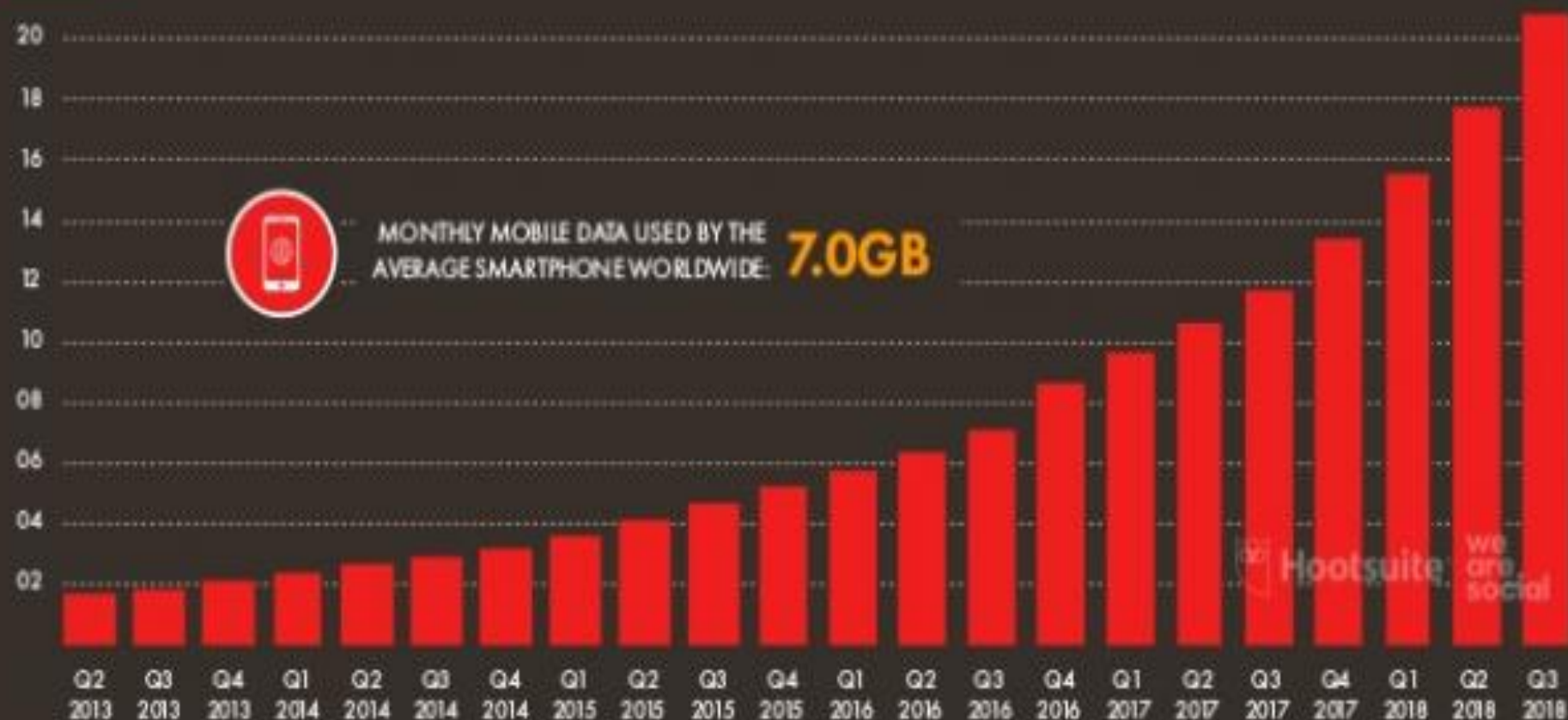
TIME SPENT USING THE INTERNET VIA MOBILE DEVICES AS A PERCENTAGE OF TOTAL DAILY INTERNET TIME, WITH YEAR-ON-YEAR CHANGE



JAN
2019

EVOLUTION OF MOBILE DATA CONSUMPTION

TOTAL MONTHLY GLOBAL MOBILE DATA TRAFFIC (UPLOAD & DOWNLOAD), IN EXABYTES (BILLIONS OF GIGABYTES)



Hootsuite
we are social

JAN
2019

SOCIAL MEDIA OVERVIEW

BASED ON MONTHLY ACTIVE USERS OF THE MOST ACTIVE SOCIAL MEDIA PLATFORMS IN EACH COUNTRY / TERRITORY

TOTAL NUMBER
OF ACTIVE SOCIAL
MEDIA USERS



3.484
BILLION

ACTIVE SOCIAL MEDIA
USERS AS A PERCENTAGE
OF TOTAL POPULATION



45%

TOTAL NUMBER OF ACTIVE
SOCIAL USERS ACCESSING
VIA MOBILE DEVICES



3.256
BILLION

ACTIVE MOBILE SOCIAL
USERS AS A PERCENTAGE
OF THE TOTAL POPULATION



42%

we
are
social

we
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social

JAN
2019

SOCIAL MEDIA USERS OVER TIME

NUMBER OF SOCIAL MEDIA USERS (IN MILLIONS), WITH YEAR-ON-YEAR CHANGE



JAN
2019

EVOLUTION OF TIME PER DAY SPENT USING SOCIAL

AVERAGE AMOUNT OF TIME SPENT PER DAY USING SOCIAL MEDIA (IN HOURS AND MINUTES), WITH YEAR-ON-YEAR CHANGE



JAN
2019

MOBILE SOCIAL MEDIA USERS OVER TIME

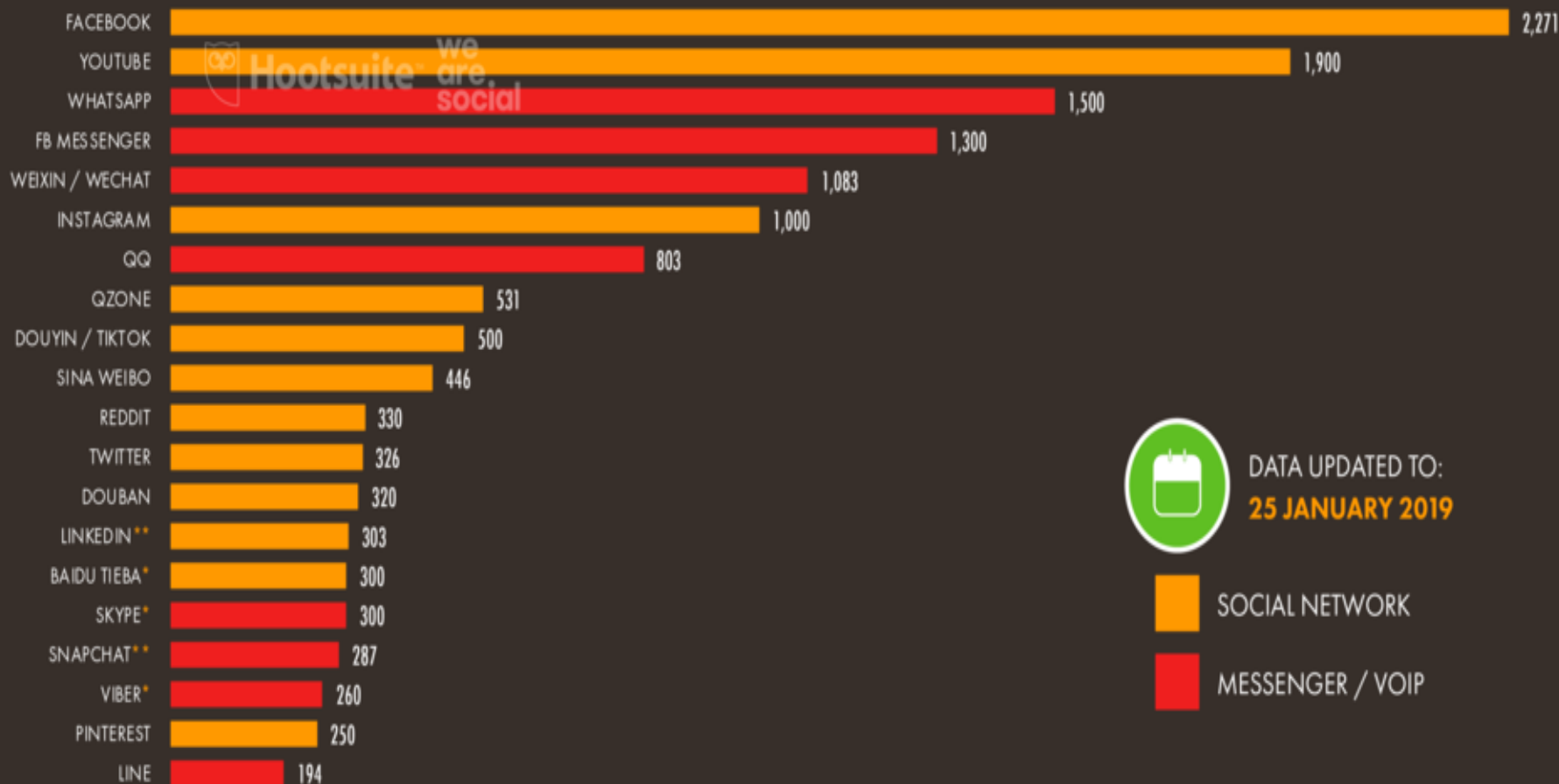
NUMBER OF MOBILE SOCIAL MEDIA USERS (IN MILLIONS), WITH YEAR-ON-YEAR CHANGE



JAN
2019

SOCIAL PLATFORMS: ACTIVE USER ACCOUNTS

BASED ON MONTHLY ACTIVE USERS, USER ACCOUNTS, OR UNIQUE VISITORS TO EACH PLATFORM, IN MILLIONS



By 2030 – in the developed world

- Automated cars, buses, taxis, trains, aircraft, food delivery, doctors visits, banking, law, most retail
- Manual work and permanent contract work disappearing
- Artificial Intelligence involved in all aspects of life
- Most workers will be freelance – involved in on-line collaborative teams working on specific projects
- Selection for employability will be based on an individual's skills and experience – driven by Social Media
- Social Media identity will be as important as real life identity
- 3-4 year university degrees condensed into short online courses
- The primacy of acquired knowledge will be superseded by the skills needed to find information, learn, adapt, create and problem solve

Key skills for success in 2030

- Creating the most advantageous online identity
- Effective research using VR, AR and AI
- Strategic learning
- Decision making and problem solving
- Computational thinking and coding
- Design, critical, creative and systems thinking
- Communication and collaboration
- Self-motivation and resilience
- Self-management, time and task organisation
- Entrepreneurship and employment autonomy

The most pervasive influence on your children's lives in the future will be:

- Social media
- Two key things you need to teach your children about social media:
 1. Everything they post is there forever
 2. If the service is free then they are the product – all their data *is* being sold

We all need to learn simple Social Media skills

- What are the challenges – for everyone?
 - How to avoid the toxic effects of social media comparison?
 - How to create an online identity that assists in achieving goals and becoming the person you/they want to be?

We all need to learn how to:

- Identify the difference between reputation and character, real vs online persona
- Create an online identity focused on strengths, goals and exemplifying virtues
- Identify who we are as a person off-line and who we want to be
- Find positive, inspirational people to follow
- Make ethical choices about “likes”
- Set up and maintain strong relationships that exist both on and off line
- Take a regular digital detox – 2 hrs/day, no devices

"Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are."

John Wooden

Character and reputation – who are you when no-ones watching?

Exercise 3 – Who I am

a. Answer the following four questions as best you can. Be as honest as you can.

Since I was a child I have always enjoyed:	The things I like to do even when no one is watching are:	Some things I am quite good at are:	Some things I know quite a lot about are:

b. When social media gets overwhelming, focus on adding things to this list instead.

'Fall in love with who you are when no one's watching' – M. G. V. King

Choosing influences

Exercise 5 – Choosing influences

Social Media is driven by comparison. The danger with comparing yourself to others is that you will be too impressionable, ie. you will suffer from this comparison if you don't have a sense of who you are first. Of course, part of being a teen is that you don't know who you are, you're exploring, you're trying to find out. You can use social media to help you find out who you want to be.

Who do you admire in the real world? What is it about them that you like?

- a. Pick one thing from each column in Exercise 3 above, do your research and find one person who exemplifies that thing – is really good at it or who knows a lot about it or who has experienced it. Write their names below:

1.

2.

3.

4.

- b. Follow them on any social media platform you use regularly.
- c. Regularly read up on impressive people.
- d. Make a habit of collecting and following people you admire.

Use Social Media to learn:

Use social media as a tool to learn.

- a. Think of four things you would maybe one day like to be doing as a career and find people who are leaders in each field. Follow them on any social media platform you use regularly, learn from them.

One thing that one day I might like to be doing as a career is:	One person who exemplifies this is:
1.	
2.	
3.	
4.	

Use Social Media to dream, to become who you want to be:

- b. Find admirable people to follow – painters, poets, writers, actors, musicians, scientists, young leaders, entrepreneurs, sportspeople, local leaders, politicians, business people.
- c. List them below and add to this list whenever possible.

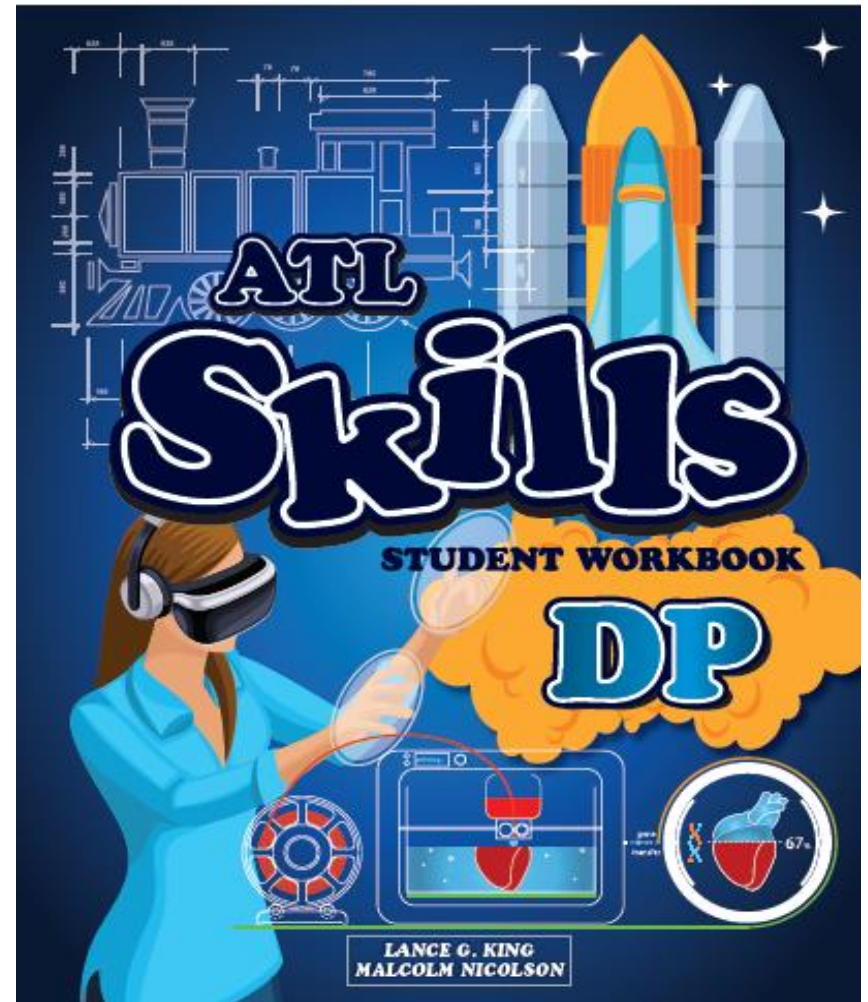
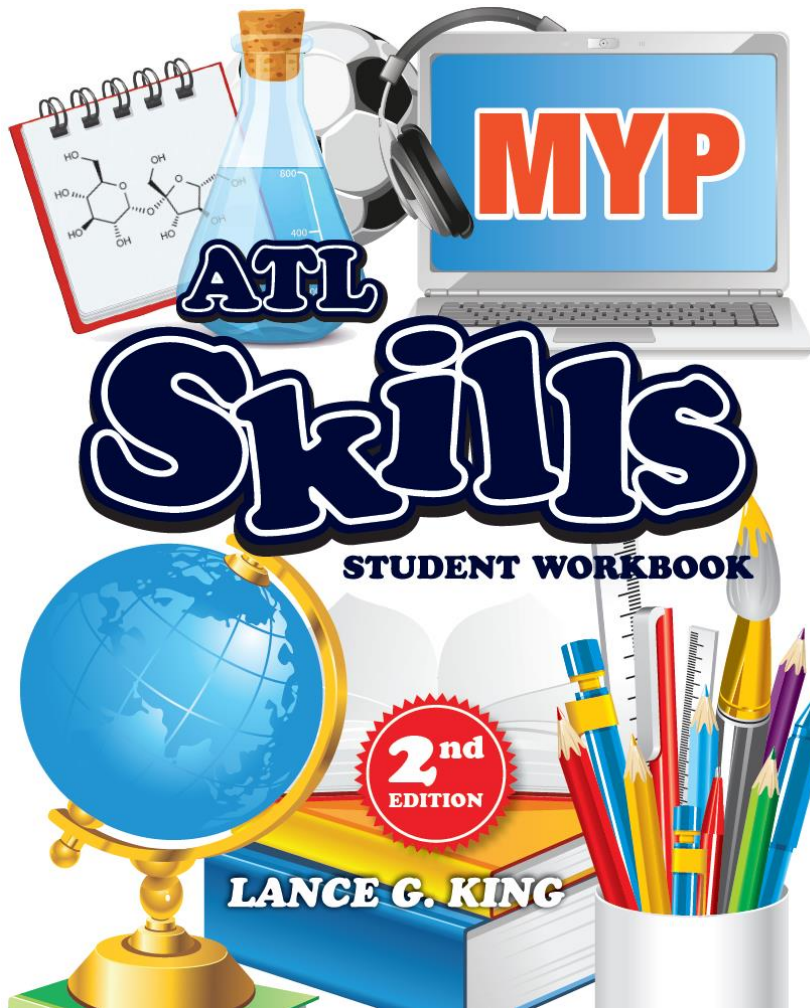
Admirable people I am going to follow:	What I admire about them:

There's a lot of stuff that you can follow that makes you depressed or angry. Try to find stuff that makes you laugh, that makes you dream, that uplifts you. Use it as inspiration and then turn that inspiration into art and plans and action. Use social media to imagine who you want to be. Use social media to dream.

Data Security – if the service is free then you are the product

- ALWAYS run through your privacy settings before you start using a platform.
- Own multiple email addresses and use different emails for different platforms.
- Turn off the ability for your camera to access location services until you need them.
- Clear your cache and your cookies fortnightly.
- Set your browser to not accept cookies from third parties and send *do not track* requests.
- Use private browsing mode for any searches
- Turn off your search engine's ability to record your search history.
- Try using a search engine such as [Duckduckgo.com](https://duckduckgo.com) which emphasizes protecting searchers' privacy

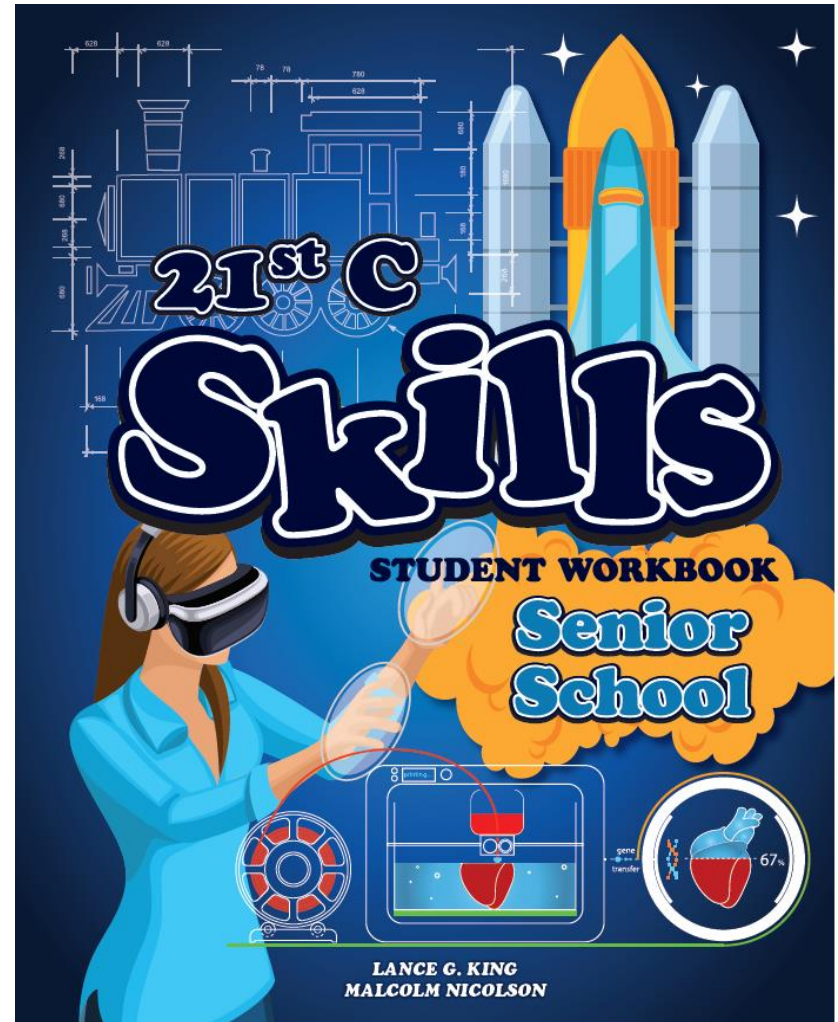
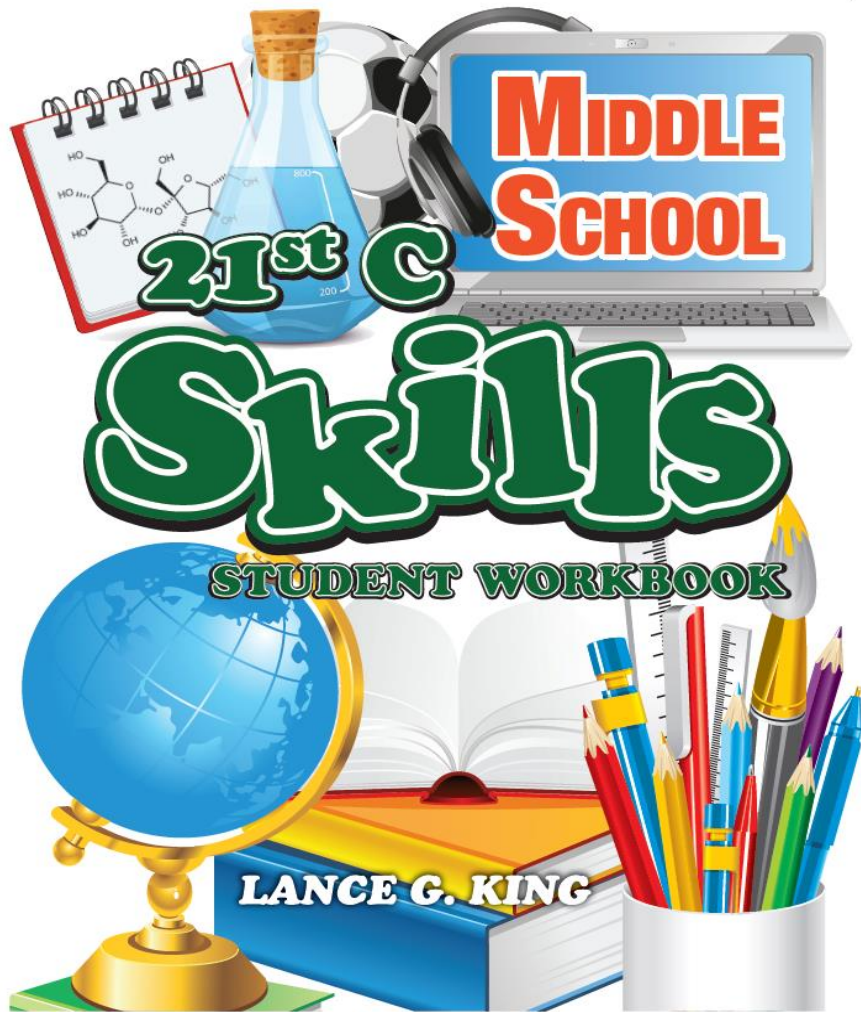
Resources for students in IB schools:



Generic exercises students can use in all subject areas to practice the use of all ATL skills

www.atlskills.com

Resources for students in non-IB schools:



Generic exercises students can use in all subject areas to practice the use of all 21st C skills

www.21stc-skills.com

Research on Social Media use:

- University of Pittsburgh – (2016) those who spent more time on social media had 2.2 times the risk of reporting eating and body image concerns, compared to their peers who spent less time on social media. The participants who spent the most time on social media had 2.6 times the risk.
- UP School of Medicine (2015) showed that the more time young adults spent on social media, the more likely they were to have problems sleeping and report symptoms of depression.
- "Using less social media than you normally would leads to significant decreases in both depression and loneliness." *Journal of Social and Clinical Psychology*, Dec 2018

Research on Social Media use:

- University of Melbourne (2016) – a number of studies have found an association between social media use and depression, anxiety, sleep problems, eating issues and increased suicide risk.
- University of Missouri (2015) - found that regularly using Facebook could lead to symptoms of depression if the site triggered feelings of envy in the user.
- San Diego State University (2017) - found that teens who spend 5 or more hours a day online were 71% more likely to have at least one risk factor for suicide compared to teens who spent only 1 hour a day online.

Mental health statistics

- **USA** - from 2005 to 2017
 - 18-25yr olds - serious psychological distress increased by 71%
 - depression increased by 52%
 - 11% of 12-17yr olds suffer depression
- **Europe** 2018
 - 17 million aged 10–19 years (~20%) have mental, developmental and substance use disorders.
 - Suicide is the leading cause of death among adolescents (10–19 years old) in low- and middle-income countries and the second leading cause in high-income countries in the European Region
- **China** 2016
 - 5.5% of 14-35 year olds suffer severe anxiety
 - 21.4% depressed
- **UK** – from 2004 to 2017
 - 5-15 yr olds - emotional disorders (including anxiety and depression) increased by 49%.
 - 5-19 yr olds - 8.1% reported an emotional disorder

Attachment

- Gabor Mate on attachment (*Hold Onto Your Kids*)
 - 30 years studying drug addiction
 - Teenage addiction, depression & suicide linked to emotional attachment disorder esp. in first 3 years
- James Gilligan on psychopathy and violence (*Preventing Violence*):
 - 25 years studying violent offending
 - Violence, lack of empathy and remorse linked to attachment disorders + serious physical/sexual abuse esp. in first 3 years

Attachment - vertical vs horizontal orientation

- 50 years ago all orientation was vertical:
 - Looking to adult world for appropriate role models
 - Using parents, grandparents, adult role models for behavioural compass
 - Very small group of personal connections
- Now most teenage orientation is horizontal:
 - Very large group of superficial personal connections
 - Looking to peers and similar age 'influencers' for role models
 - Using peers as behavioural compass
- Gaining support through connection with like minded community
 - Dissociation from adults, parents

What can parents do?

Focus on needs not wants

- Children don't need judgement, criticism and behaviour modification, children need unconditional emotional connections with significant people
- The best mechanism you've got for building resilience and preventing the development of mental illness is
- Strong emotional connections will increase children's resilience and decrease the likelihood of teenage mental illness
- Focus on being:
 - the person who believes in them totally, unconditionally
 - the person who inspires them to do the things they are afraid of
 - the person who will never give up on them, no matter what
 - the person who always has their best interests at heart
- Give guidance, predictability, a sense of knowing what to do and how to behave
- Promote adult role models – from family, society, history
- Take action to create vertical attachment - one-on-one outings, with no devices!

At-risk children

“America’s newly identified at-risk group is pre-teens and teens from affluent, well educated families. In spite of their economic and social advantages, they experience among the highest rates of depression, substance abuse, physical complaints and unhappiness of any group of kids in this country” (Dr Suniya Luthar, Columbia University).

“The two main contributing factors come from parents, achievement pressure and isolation, parents who are over-involved in the wrong things and under-involved in the right things”
(‘The Price of Privilege’, Dr Madeline Levine)

Growing Resilient Children

- Encourage them to take on new challenges
and to use failure as feedback
- Help them to notice their own way of
recovering from adversity

The essence of resilience

All of the **top academic students** had learned
how to *fail well*

Whereas all of the **lowest academic students**
were *failing badly*

Reactions to Failure

Failing Well

- Acknowledging your failures
 - analysing the failure for factors that were in your control
 - working out what you could have done better
 - making changes, and
 - doing it again
 - but doing it differently

Failing Badly

- Blaming the school or the 'system'
- Blaming other people
- Pretending there is no failure
- Adding 'drama' to failure to avoid dealing with it
- Avoiding any activity that could possibly lead to failure

The Art of Learning for Students

Exam Confidence



Lance G King

Success = Ability + Effort



The Importance of Failing Well

Practical advice on how parents can best encourage and support their children to become resilient, focused, effective and confident learners

Lance G King

Available at www.taolearn.com/shop

Teach your children how to make good decisions

- Use their own future as a starting point
 - What are their aspirations?
 - What are the facts?
 - What will the future value most?
 - What will be the cost – short and long term?
 - Where will the opportunities be in 2030?

What would you like your children to do when they leave school?

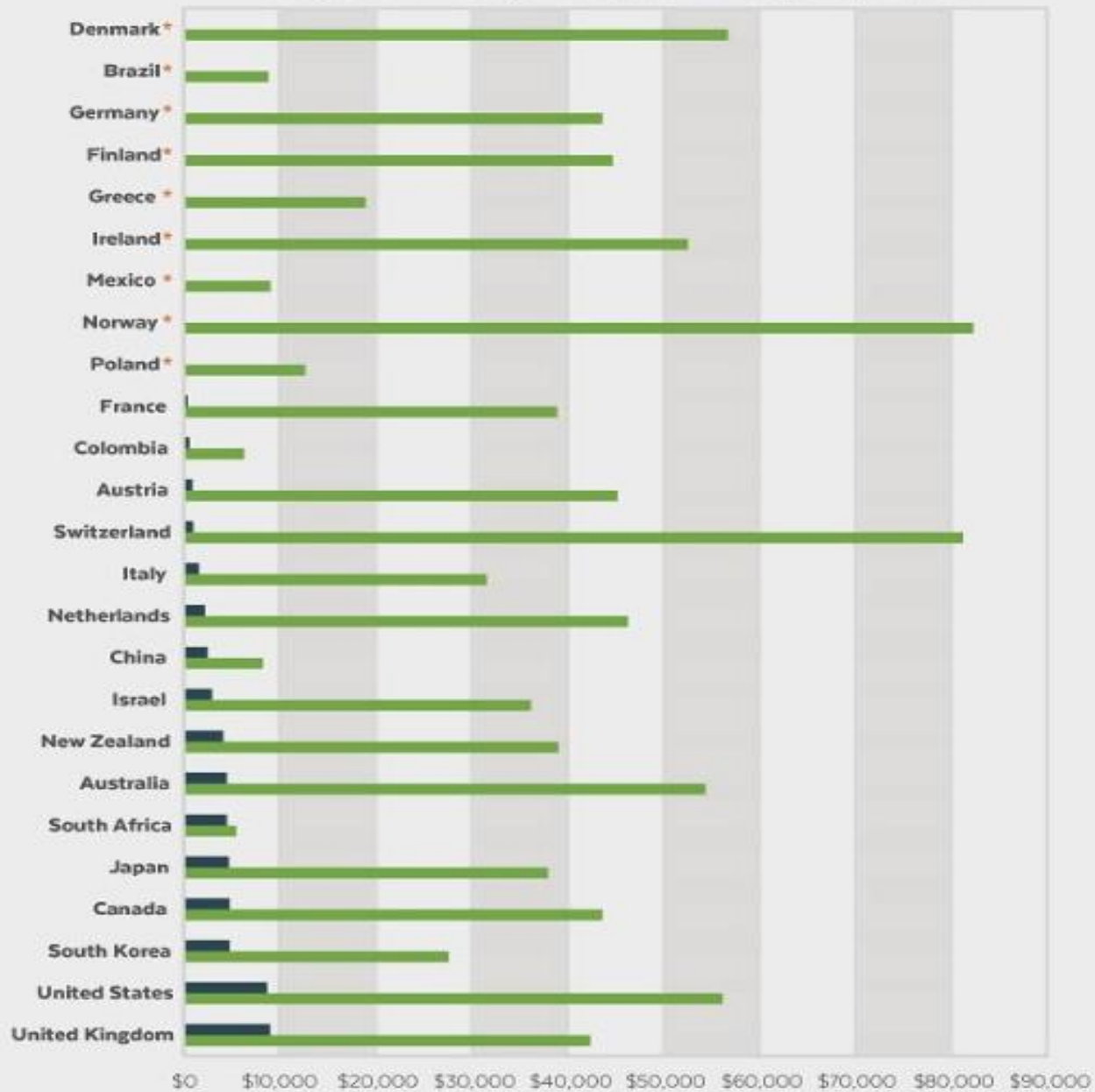
- Go to university?
- Would you like them to go to a prestigious university in the USA, UK, Canada, Australia?
- Why?

What are the facts?

- The same undergraduate degree will take one year longer to obtain in the USA than in most other countries
- In many prestigious universities most of the tutorials and marking are done by PhD students, in other universities you are usually taught only by professors well respected in their fields
- Gaining a qualification from a prestigious university can give you an advantage in starting salary, but will cost you higher fees and give you no long-term salary or promotional advantage
- International students from all countries can complete their university study for free (or for very low fees and often completely in English), at universities in Germany, Denmark, Finland, Greece, Brazil, Iceland, Norway, Sweden, Ireland, the Netherlands, Mexico, Argentina, Poland, India and Taiwan

AROUND THE WORLD 0.2.3.40

* Free tuition ■ Average annual tuition ■ Annual per capita income



What do all these people all have in common?



The best university education will give you:

- An academic passion
- All the skills of effective thinking and learning
- Good current specialised knowledge base in at least one discipline
- Contact with like minded young people and knowledgeable professors
- An advantage in the work force -
 - in how to *take* a job
 - but not in how to *make* a job.
- All young people also need to learn the skills of entrepreneurship.

Successful 21st C business requires:

- Specialised knowledge
- Entrepreneurial skills
- Social media marketing skills

Entrepreneurship

- In the USA:

The share of people under 30 who own a business has fallen by 65 percent since the 1980s and is now at a quarter-century low

- The reasons are more debt and less risk-taking

 - Between 2004 and 2014:**

 - the number of student borrowers rose by 89%
 - the average education debt held by young Americans from university expenses grew by 77%
 - the number of 25-to-34-year old Americans who said a fear of failure kept them from starting a company increased from 24% to 40%.

Entrepreneurship

- In Asia:

18-34 year-olds have one of the highest start-up rates in the world, with around 40% creating jobs for others.

- This is a huge advantage for all Asian economies

- To be a successful entrepreneur you need:

- specialised knowledge
- entrepreneurial skills
- social media marketing skills

What are the options?

Options:	Probability – how likely is each option for you? Rank your options from 100% = definitely going to happen, down to 0% = never going to happen.	Value – How valuable might each option be for you in five years time? Rank your most valuable option = 16 down to your least valuable option = 1	Multiply your % Probability and Value ranking together. The highest numbers will be your top choices.
Stay at home with your parents and do as little as possible			
Go on the unemployment benefit			
Take a gap year, travel, explore the world			
Go to your first choice university or college			
Go to a different university or college			
Join the armed services			
Take a paid job that includes skills training			
Volunteer to work in a job that includes skills training but no pay			
Go to a technical or community college and gain a trade qualification			
Take a part time job			
Study privately with a mentor, tutor or coach			
Become a professional sports player, artist or musician			
Start your own business			
Create or join a group of like-minded people to start a collective business			
Other possibilities:			

	Option 1:	Option 2:	Option 3:	Option 4:
Advantages:				
Disadvantages:				
Total costs Yr 1 Total income Yr 1				
Total costs Yr 2 Total income Yr 2				
Total costs Yr 3 Total income Yr 3				
Total costs Yr 4 Total income Yr 4				
Total costs Yr 5 Total income Yr 5				
Reward – what, when, how much and for how long?				

e. Having considered all facets of each possibility, what are now your two best options?

1.

2.

f. How will you decide between them?

Developing Resilient Learners

- If they have any problems understanding or learning schoolwork, focus them on the factors they can control

At school what do your children have control over?

1) How much effort they put in

2) What strategies they use for:

- time management
- listening and concentration
- note making & summarising
- reading for understanding
- remembering well
- setting and achieving goals
- dealing with pressure & stress
- failing well

- Who they are taught by?
- What they are taught?
- Where they are taught?
- When they are taught?
- How they are taught?
- Who sets tests and exams?
- Who marks tests and exams?

Prof Carol S. Dweck on Praise

...for effort

“you are so hard working, persistent, determined....”

- links your approval to something the child **has control over** - they can always do more, grow, develop and improve it
- any test or assessment becomes a measure of progress, an opportunity to learn

...for ability

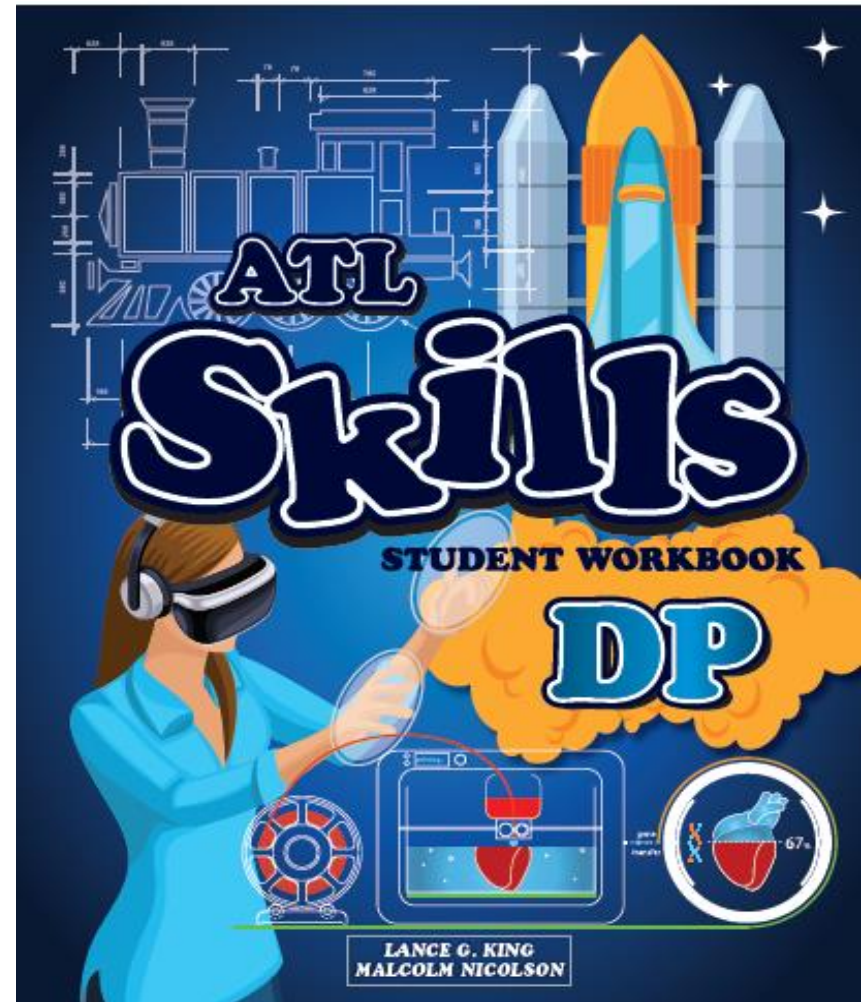
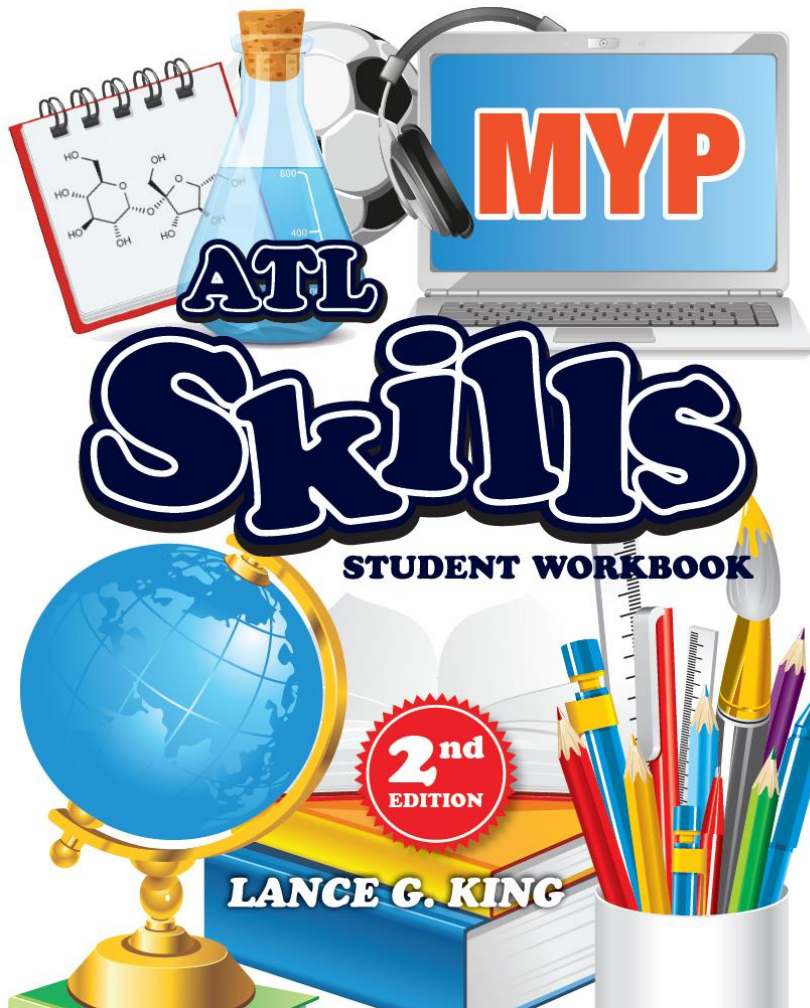
“you are so smart, talented, intelligent....”

- links your approval to something that the child **has no control over** - they cannot do more of it, grow, develop or improve it
- any test or assessment becomes a critical judgment, an opportunity to fail

Developing Resilient Learners

- Focus any praise for achievement on observed effort rather than ability
- Help them to focus on mastery of all the 21st C thinking and learning skills, as their best mechanism for academic improvement
- Help them learn to use internet resources well – school subject based websites

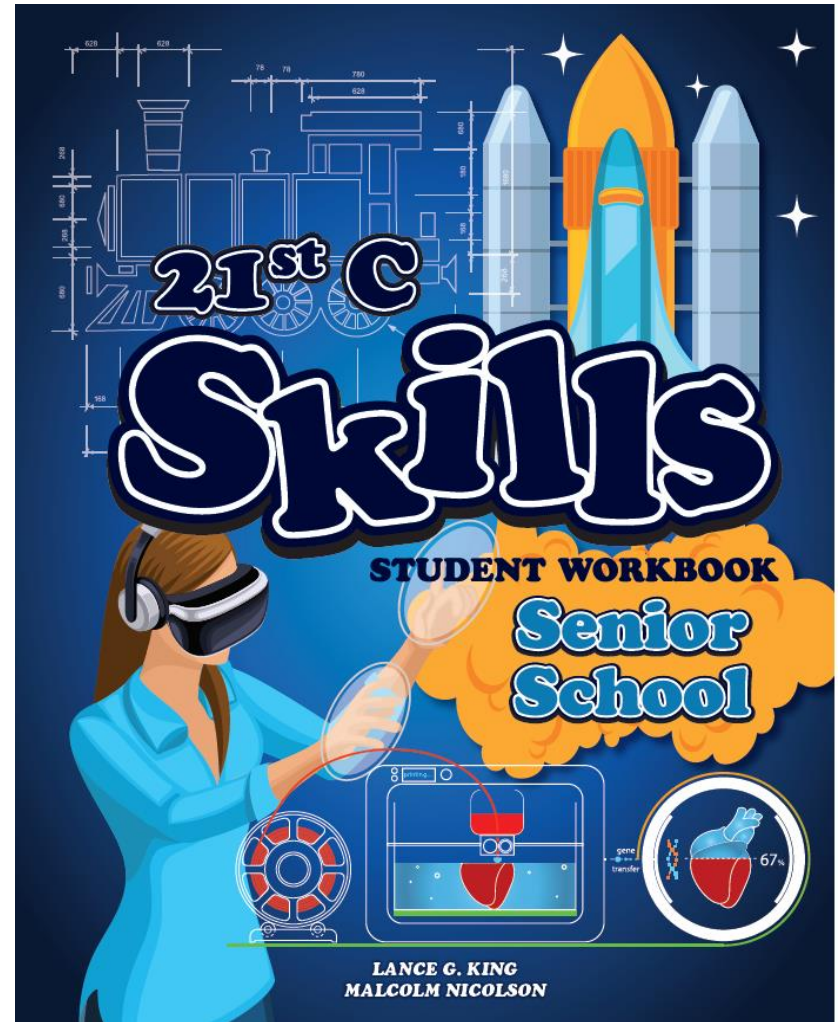
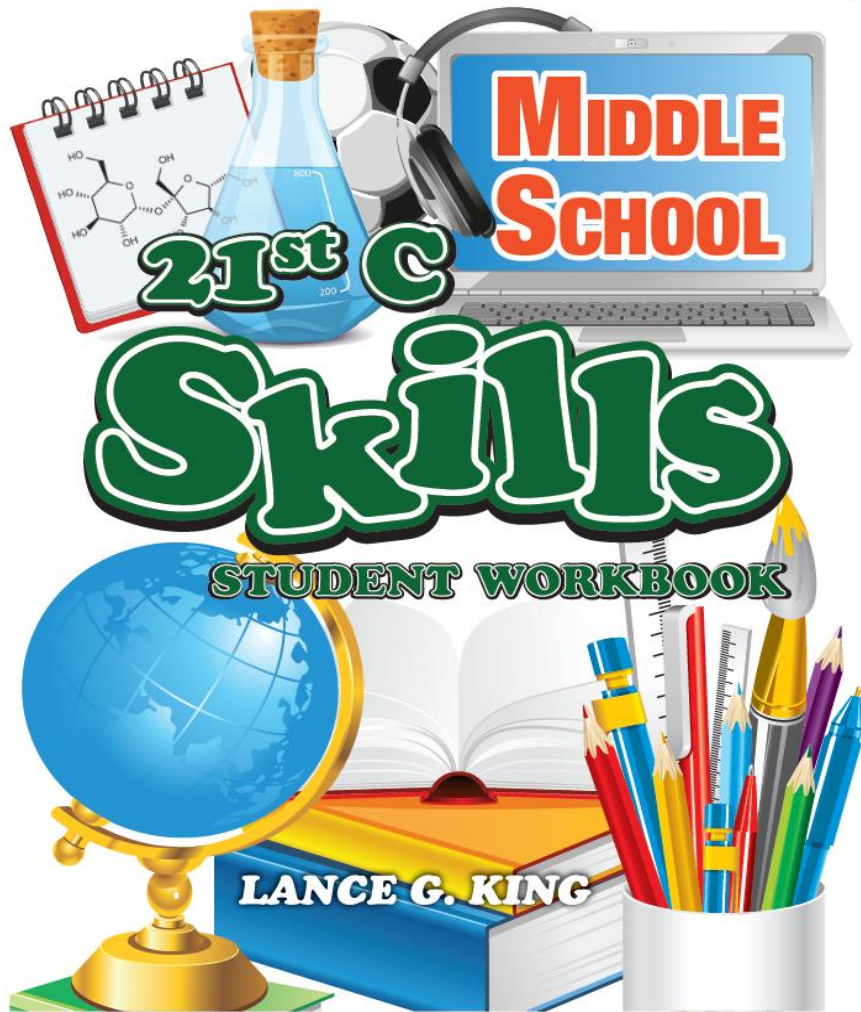
Resources for students in IB schools:



Generic exercises students can use in all subject areas to practice the use of all ATL skills

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Resources for students in non-IB schools:



Generic exercises students can use in all subject areas to practice the use of all 21st C skills

www.21stc-skills.com

Help them learn to use internet resources well

■ *Best sites:*

taolearn.com/resources-students/ - my site with links to all the best free subject sites

topmarks.co.uk – search engine for great school subject websites

byjus.com – multisensory learning resources

■ *Websites for all Subjects:*

BBC.co.uk

khanacademy.org

swipestudy.com

easynotecards.com

s-cool.co.uk

getrevising.co.uk

studyblue.com

enotes.com

quia.com

quizlet.com

English Literature Sites:

bookrags.com

shmoop.com

pinkmonkey.com

gradesaver.com

novelguide.com

bookwolf.com

readinggroupguides.com

sparknotes.com

bibliomania.com



THE ART OF LEARNING

Changing the world **one child** at a time



Lance G King AND PARTNERS:

Welcome to the Art of Learning where I hope you will find all the resources and course information you need.

Please feel free to email Lance lance@taolearn.com or Eric eric@taolearn.com directly with any questions or feedback and you can also click on the "Availability" tab to view our individual schedules.



Eric Lauzon

FRENCH LANGUAGE
eric@taolearn.com

Can deliver all courses and resources in French and English



Grace Yang & Caleb Archer

OF ORIGINS EDUCATION
graceyang@originsedu.cn

CHINESE LANGUAGE

Soon to be able to deliver all courses and resources in Chinese



Rohan Jarvis

OF LEARNING CURVE
rohan@atskills.com

Publisher of all my ATL resources



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ENDORSEMENTS

"Lance is friendly adaptable and utterly professional. He will adapt courses that he has to the needs of the school and the pupils; he also runs courses for parents and teachers. We are at the moment looking closely at what else his organisation can offer our school."

SHREWSBURY INTERNATIONAL SCHOOL BANGKOK

STUDENT TIPS



- [16 Top Strategies of the World's Best High School Students](#)
- [7 Top Strategies of the World's Best University Students](#)
- [8 Top Organisational Strategies for School Students](#)
- [10 Best Note Making Ideas for All Students](#)

VIDEOS FOR STUDENTS



LINKS FOR STUDENTS

ALL SUBJECTS

- **BBC**
Learn most subjects through videos, activities and summary notes for most. [\(More ...\)](#)
- **Khan Academy**
Great explanations of key ideas in most subjects using video clips. [\(More ...\)](#)
- **Swpestudy**

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[Music](#)
[Religious Studies](#)
[Science](#)

Featured Games and Whiteboard Resources

599 + 409

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Expanded Addition

Maths IWB: 6-11 year olds



A bit fishy

A gold fish costs £1.80
An angel fish costs £1.40
Nasreen paid exactly £20
for some fish.
How many of each kind
did she buy?



goldfish		angel fish
£1.80	1	£1.40
£3.60	2	£2.80
£5.40	3	£4.20
	4	
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A Bit Fishy

Maths IWB: 9-11 year olds



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RT @ProjectsForAll: These online educational games from @topmarksed help #children to understand



BYJU – some of the best digital multi-sensory learning resources



More great sites

■ Language Learning Sites:

duolingo.com
livemocha.com
busuu.com
zuknow.net
vocapp.com
instreamia.com
languagesonline.org
readlang.com
chineasy.org
talkenglish.com
englishspeak.com
vocabla.com

■ Study Assistance Sites:

secretstudyskills.com
how-to-study.com
academictips.org
educationcorner.com
howtostudy.org

History Sites:

besthistorysites.net
spartacus.schoolnet.co.uk
schoolshistory.org.uk

Learn to Write Code Sites:

codeavengers.com
codeacademy.com
codehs.com
teamtreehouse.com
codeschool.com

Youtube Channels:

The Periodic Table of Videos
ScienCentral
The Video Math Tutor
PatrickJMT Free Math Videos
Mathematics Online
MinutePhysics
Bright Storm

Organisation

- High speed internet is necessary – look into parental tools, apps like OurPact, SelfControl
- Make sure they have a place to do school work which suits them physically
- Help build good habits of study – if possible at the same time every day, well supported

Organisation

- Help them learn to use the things they enjoy as rewards for getting work done
- To remember what they learn at school, each night they need to read over what they did that day
- Allow them to form study groups with friends as long as they use time together to get work done

Parent as Role Model

- The idea of success through learning is picked up best by imitation - make the culture of your family a learning culture
- Strive to be worthy of imitation

Courageous Parenting

- Having the courage to:
 - address children's needs not wants
 - always do what is in the child's best interests
 - make sure your children are well prepared for a digital future
 - help them to develop an academic passion, learn entrepreneurial and social media marketing skills
 - allow them to make their own decisions about their own future
 - allow them to fail

The Art of Learning for Students

Exam Confidence



Lance G King

Success = Ability + Effort



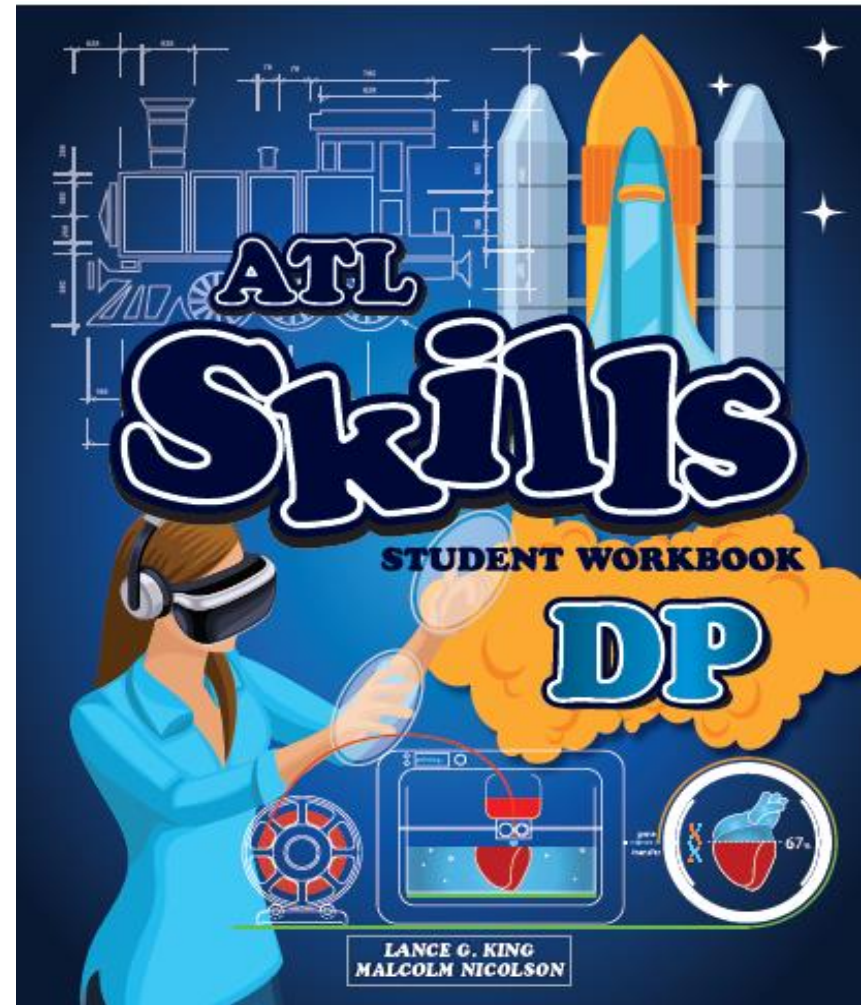
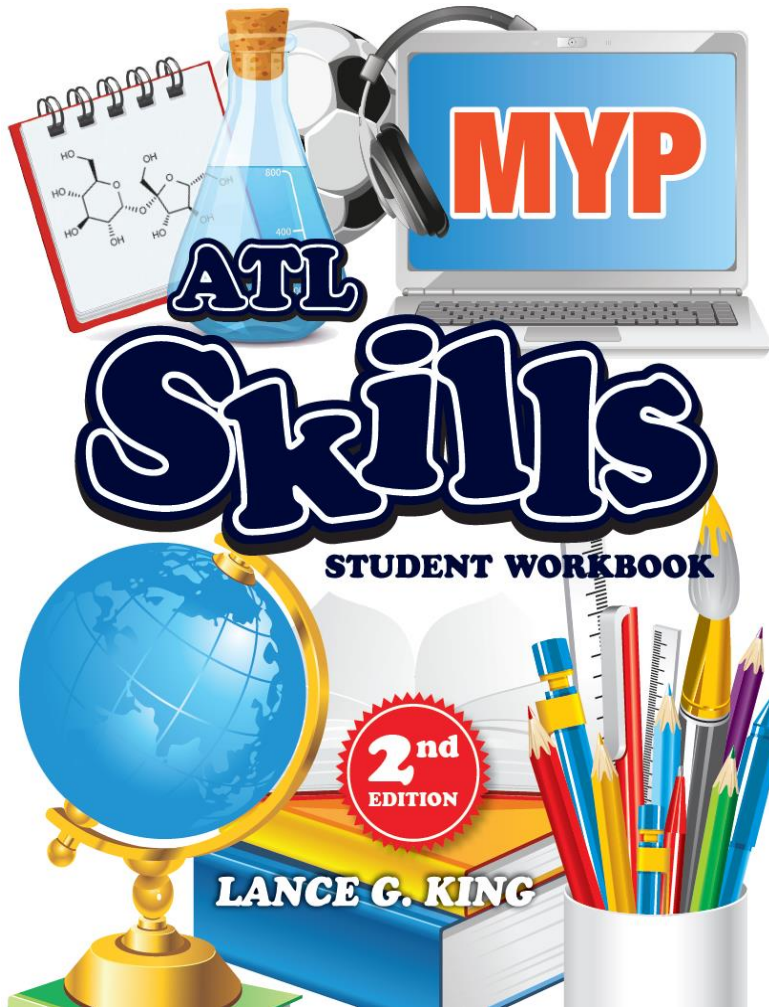
The Importance of Failing Well

Practical advice on how parents can best encourage and support their children to become resilient, focused, effective and confident learners

Lance G King

Available at www.taolearn.com/shop

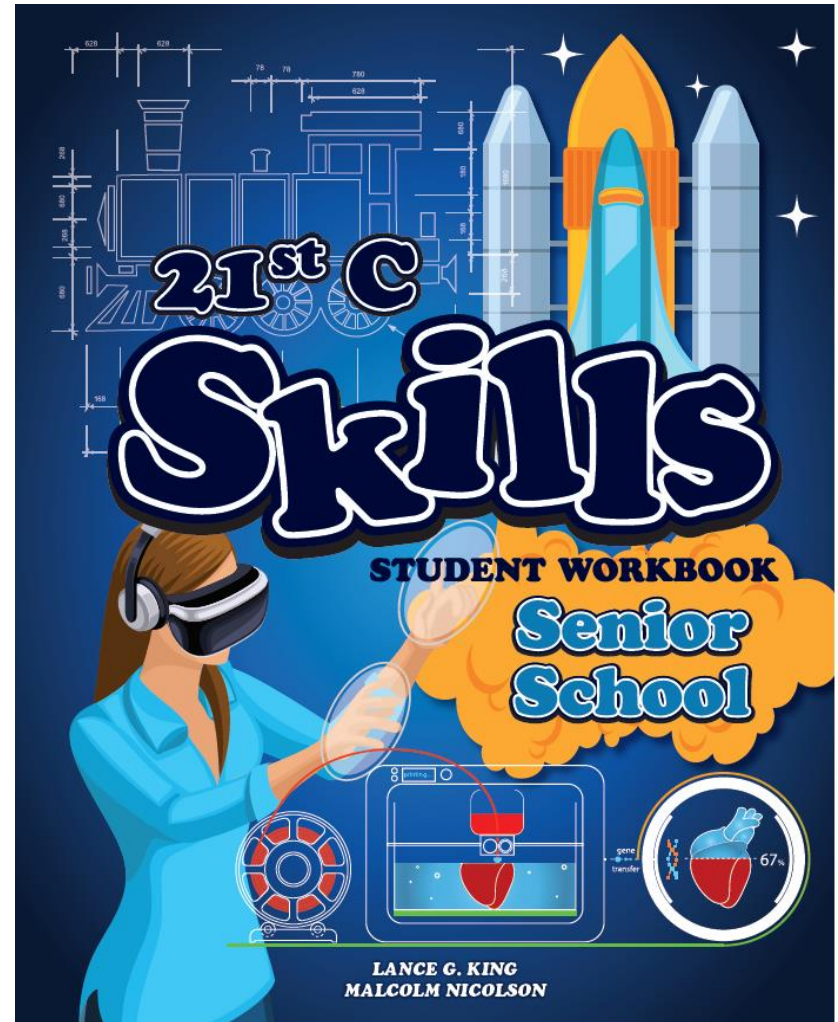
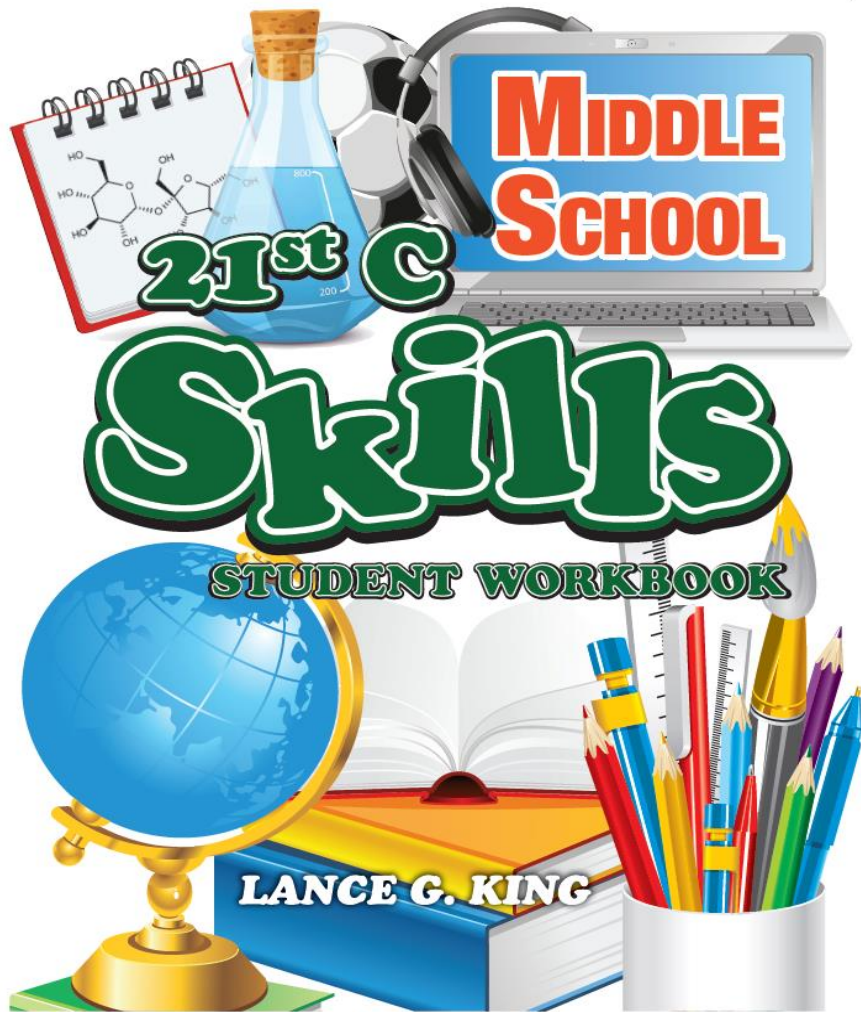
Resources for students in IB schools:



Generic exercises students can use in all subject areas to practice the use of all ATL skills

www.atlskills.com

Resources for students in non-IB schools:



Generic exercises students can use in all subject areas to practice the use of all 21st C skills

www.21stc-skills.com