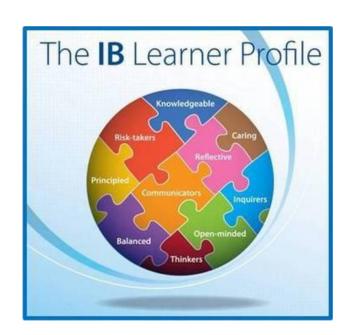
Spanish What is the IB Learner Profile? Due: August 13, 2018

The IB Learner Profile is a key component to the IB Middle Years Programme. The aim of the Learner Profile and the IB programmes is to develop internationally minded people who help to create a better and more peaceful world. IB Learners strive to be: communicators, inquirers, open-minded, risk-takers, thinkers, caring, principled, knowledgeable, balanced and reflective.



The following activity will help familiarize you with the IB Profile Words.

Step 1: Read the learner profile words on the back of this paper. Identify key words within the definition, and put the definitions into your own words in a sentence (for a challenge, try to do this in 6 words or less). For example, Communicators – "I share my ideas with others."

Step 2: Choose 3 IB Profile Words that best describe you as a person. Type or handwrite on a separate sheet of paper, a paragraph for each word that includes the following information:

Why did you choose the word to describe yourself? Explain.

Give at least three examples of how you model this word in your everyday life.

Explain your responses with a paragraph of at least 7 sentences. Include a topic sentence and a closing sentence. Use correct spelling and punctuation.

<u>Step 3:</u> Type or handwrite on a separate sheet of paper a paragraph covering the topic: Why do you think learning Spanish or learning a second language is important to your life? Explain your responses with a paragraph of at least 7 sentences. Include a topic sentence and a closing sentence. Use correct spelling and punctuation.

| Characteristic | Description | My Own Words |
|----------------|---|--------------|
| Inquirers | They 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. | |
| Knowledgeable | They explore concepts, ideas and issues that have | |
| | local and global significance. In so doing, they | |
| | acquire in-depth knowledge and develop | |
| | understanding across a broad and balanced range of | |
| | disciplines. | |
| Thinkers | They exercise initiative in applying thinking skills | |
| | critically and creatively to recognize and approach | |
| | complex problems, and make reasoned, ethical | |
| | decisions. | |
| Communicators | They 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. | |
| Principled | They act with integrity and honesty, with 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. | |
| Open-Minded | They understand and appreciate their own cultures | |
| | and personal histories, and are open to the | |
| | perspectives, values and traditions of other | |
| | individuals and communities. They are accustomed | |
| | to seeking and evaluating a range of points of view, | |
| | and are willing to grow from the experience. | |
| Caring | They show 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. | |
| Risk-Takers | They approach unfamiliar situations and uncertainty | |
| | with courage and forethought, and have the | |
| | independence of spirit to explore new roles, ideas | |
| | and strategies. They are brave and articulate in | |
| | defending their beliefs. | |
| Balanced | They understand the importance of intellectual, | |
| | physical and emotional balance to achieve personal | |
| | well-being for themselves and others. | |
| Reflective | They give thoughtful consideration to their own | |
| | learning and experience. They are able to assess and | |
| | understand their strengths and limitations in order | |
| | to support their learning and personal development. | |