Approaches to learning (ATLs)

Most textbooks teach you what to learn. This student book can also help you to learn how to become a better learner by helping you to develop a variety of “Approaches to learning” or “ATL”, for short. These ATLs encompass the skills you need to achieve success in English Language Acquisition. In this book you will receive a great deal of practical advice and practice opportunities for listening, speaking, reading and writing in English. Moreover, ATLs are also cross-curricular. This means you can easily use the skills you learn in English Language Acquisition in other subjects within the MYP.

There are five broad categories of ATL skills you will learn to use in this book:

• Thinking skills
• Communication skills
• Social skills
• Research skills
• Self-management skills

Beyond the MYP, these ATL skills also will enable you to prepare for further success in the IB Diploma Programme, or the IB Career Related Certificate. Ultimately, ATLs can help you to develop the transferable learning skills that you will need for college, work and life in the 21st century. They will allow you to participate fully in local, national and global communities.

The authors have signposted specific ATL activities at various stages of each inquiry-based unit. Here is an example:

Communication and thinking skills

When writing this book, we have chosen texts from different parts of the world, to ensure that you are given an international outlook on the issues and topics you will be studying. We have chosen certain written and visual texts for you to study and have included a number of suggestions of other texts. However, we are aware that you will have your own suggestions and ideas about what you would like to read, watch and listen to. The final assessments in this book have been designed to encourage you to find and engage with texts of your own choosing. Feel free to use our ideas as suggestions, and to talk to your teacher about what you would like to read, watch and listen to. That’s the great thing about being an MYP student – your views, ideas and suggestions are important!

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What are the facts here? In order to answer the question you must:

• gather relevant information to formulate an argument
• recognize unstated bias
• draw reasonable conclusions and generalizations
• revise understanding based on new information and evidence.

These ATL activities help you to improve how you learn. In this way, you can practice and improve these skills in preparation for the summative assessments at the end of each chapter.
Below, you will find a list of all the ATLs illustrated in the book. The list also allows you to identify, articulate and reflect on the specific ATLs you are using at any particular moment. You can use this inventory as a checklist in order to identify new skills you may wish to develop.

A. Communication skills

COMMUNICATING THROUGH INTERACTION
• Interpret and use effectively modes of non-verbal communication
• Use a variety of speaking techniques to communicate with a variety of audiences
• Use appropriate forms of writing for different purposes and audiences
• Use a variety of media to communicate with a range of audiences
• Negotiate ideas and knowledge with peers and teachers
• Participate in, and contribute to, digital social media networks
• Collaborate with peers and experts using a variety of digital environments and media
• Share ideas with multiple audiences using a variety of digital environments and media

COMMUNICATING THROUGH LANGUAGE ACTIVITIES
• Preview and skim texts to build understanding
• Read critically and for comprehension
• Read a variety of sources for information and for pleasure
• Make inferences and draw conclusions
• Paraphrase accurately and concisely
• Take effective notes in class
• Make effective summary notes for studying
• Use a variety of organizers for academic writing tasks
• Use and interpret a range of discipline-specific terms and symbols
• Write for different purposes
• Organize and depict information logically
• Structure information into summaries and reports

B. Social skill

COLLABORATIVE SKILLS
• Practise empathy
• Listen actively to other perspectives and ideas
• Encourage others to contribute
• Delegate and share responsibility for decision-making
• Help others to succeed
• Take responsibility for one’s own actions
• Manage and resolve conflict, and work collaboratively in teams
• Build consensus
• Make fair and equitable decisions
• Negotiate effectively
• Exercise leadership and take on a variety of roles within groups
• Give and receive meaningful feedback
• Advocate for one’s own rights and needs

C. Self-management skills

ORGANIZATION SKILLS
• Manage time and tasks effectively
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Use appropriate strategies for organizing complex information
• Understand and use sensory learning preferences (learning styles)

D. Research skills

INFORMATION LITERACY SKILLS
• Find, interpret and judge information
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Create new information
• Present information in a variety of formats and platforms
• Collect and analyze data to identify solutions and make informed decisions
• Process data and report results
• Use critical-literacy skills to analyse and interpret media communications

MEDIA LITERACY SKILLS
• Interact with media to use and create ideas and information
• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
• Make informed choices about personal viewing experiences
• Understand the impact of media representations and modes of presentation
• Seek a range of perspectives from multiple and varied sources
• Communicate information and ideas effectively to multiple audiences using a variety of media and formats
### Contents

#### 1 Friendship

- What happens to you when you start at a new school? 3
- How do you make friends in a new school? 9
- Key and related concepts: Culture and meaning 15
- Why can international students sometimes find it hard to make friends? 22
- What and how does audio-visual Text D communicate about the theme of “Making friends”? 28
- Summative activities 32
- Going beyond the chapter 38

#### 2 Recycling

- How much do you recycle at home? 41
- What can individuals do to recycle waste? 46
- Key and related concepts: Communication and structure 51
- How do you set up a school’s recycling programme? 59
- What does audio-visual Text D communicate about recycling? 64
- Summative activities 70
- Going beyond the chapter 76

#### 3 Resolving conflict

- What are facts, and what are opinions? 79
- Formative oral and interactive skills – speeches 86
- What skills do we need to resolve our differences? 91
- Key and related concepts 98
- What happens when we use force to solve our problems? 100
- What and how does audio-visual Text D communicate about the themes of conflict and resolution? 108
- Summative activities 113
- Going beyond the chapter 118

#### 4 Abilities and opportunities

- What made Michael Oher’s dreams come true? 120
- How difficult is it to achieve our ambitions? 128
- Key and related concepts: Connections and messages 135
- How can we make a difference and help others? 139
- How does audio-visual Text D communicate the theme of personal development? 144
- Summative activities 148
- Going beyond the chapter 153

#### 5 Emoticons, emoji and email etiquette

- What are emoticons? 157
- What are emoji? How can we use emoji and emoticons both appropriately and creatively? 162
- Key and related concepts: Creativity and convention 167
- Why do we need rules and etiquette when sending emails? 175
- How does audio-visual Text D communicate the theme of emoticons, emoji and email? 180
- How does audio-visual Text E add to the debate on life on Mars? 217
- Summative activities 186
- Going beyond the chapter 191

#### 6 Quests

- What is a quest? 195
- Can a story have more than one meaning? 199
- Key and related concepts: Communication and function 206
- What are the important elements of a quest story? 214
- What does audio-visual Text D communicate about the theme of the quest? 220
- Summative activities 225
- Going beyond the chapter 230
What happens to you when you start at a new school?

Before you read Text A
What do you know about friendship? Before you begin this chapter, conduct a class brainstorming session. You could start by finding as many ways as possible to finish these sentences:

“Good friends always ...” “Good friends never ...”

Focusing activity
Look at the girl in the picture. It is her first day in a new school. What do you imagine she is thinking? What is she feeling? What advice would you give her to make a success of her first day?

Now read Text A.
Friendship

Diary entries: A new school

Natasha is going to be a new student at your school. She has come from an international school in Europe and she is still learning English. She is rather shy and frightened at the thought of her new school and her new surroundings. She writes a series of diary entries about this.

Text A

Dear diary,

I’m going into 9th grade next week. All of my friends are going back to my old school in a different country and I’ll have no friends. I am very shy around people I don’t know. So it’s kind of hard for me to make new friends. But I really want to.

And I’m really nervous about the first day because I won’t have anyone to sit with at lunch or anything. And I’m worried that everyone will have their friends from school... and at lunch they will probably all sit with their old friends... I’m really nervous...

I hate it when I go to a new school and I’m all alone and don’t know anyone and everyone else is talking to all their friends... I’m hoping they won’t have too many classes with their friends so I won’t be the only one who doesn’t know anyone...

Sunday 12th

Dear diary

I feel like I’ve stepped into one of those teen movies. You know, the ones where I’m the geeky girl no one talks to. I’m not surprised I am having bad dreams about getting lost in the halls or having no one to eat lunch with.

I need to take a deep breath and relax. First, it’s important to remember I’m not alone. Everyone is nervous about starting a new school. I have to remember that life is filled with new adventures, new schools and new friends are part of the journey! I can make the adventure less stressful by figuring out where to fit in. I know I’ll miss all my really good friends but I am sure I’ll meet some great new people.

Tuesday 14th

Dear diary,

I’ve found the address of an Internet forum I can visit to see what advice they can offer kids like me, who are moving to a new school in a new country. The trouble is I feel very nervous about letting other people know how insecure I feel. Still, nothing ventured, nothing gained, as British people say, apparently.

Thursday 9th

Dear diary,

I’m going into 9th grade next week. All of my friends are going back to my old school in a different country and I’ll have no friends. I am very shy around people I don’t know. So it’s kind of hard for me to make new friends. But I really want to.

And I’m really nervous about the first day because I won’t have anyone to sit with at lunch or anything. And I’m worried that everyone will have their friends from school... and at lunch they will probably all sit with their old friends... I’m really nervous...

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Text handling – Factual assessment of Text A

1. Multiple-choice questions

1. Natasha is moving to a new school:
   A. in the same town
   B. in a different part of the same country
   C. that is an international school in her country
   D. in a new country.
   
2. What worries Natasha most is:
   A. not having friends
   B. learning new subjects
   C. having new teachers
   D. being in a new country.
   
3. She also worries about being:
   A. hungry
   B. nervous
   C. bullied
   D. lonely.
   
4. In paragraph three of her diary she hopes that:
   A. the students will be in the same classes
   B. the students will be in different classes to Grade 8
   C. she will enjoy her new classes in Grade 9
   D. she will be the only new student in Grade 9
   
5. On the 12th of the month Natasha writes that:
   A. her parents are never nervous about changes
   B. even adults worry about starting a new job
   C. nobody should worry too much about changes
   D. her parents are never nervous about changes
   
6. She says she is having bad dreams because she is afraid of:
   A. being in a movie
   B. being too popular
   C. getting lost
   D. having no one to talk to
   
7. She ends the diary entry on the 12th by realizing:
   A. that is an international school in her country
   B. in a different part of the same country
   C. in the same town
   D. in a new country.
   
8. On the 14th where does Natasha say she can find help?
   A. in the same town
   B. in a different part of the same country
   C. that is an international school in her country
   D. in a new country.
   
9. Explain the meaning of the phrase: “Nothing ventured, nothing gained”.
   
10. Overall, do you think Natasha is optimistic, pessimistic or uncertain about entering her new school? Justify your answer with evidence from the text.
Formative oral and interactive skills: Role-play – Natasha’s first day at school

In a role-play a small group of students “become” different characters for a short time. The idea is to act out an imaginary scene where you put yourself in another person’s situation. This way you can express ideas that may be different from your own.

While the role-play is taking place, the rest of the class can observe and judge the action. You can look at the characters’ actions and decide who, if anyone, is right and who is wrong. You can maybe offer another viewpoint, or suggest an alternative ending. You can also make helpful comments on the participants’ use of language.

At the end, students can come to an opinion on the action they have seen.

Role-plays are also a great way of practising your fluency in English as you have a chance to use English in new ways and situations. You also have to improvise: to use the English you know to communicate your ideas quickly and naturally. However, role-plays work best when you prepare before you start.

Make sure you have prepared the ideas and language you want to use. You may want the language on a cue card like the one below.

Now imagine what it would be like for a student like Natasha to start at your school. The student will be nervous about coming into a new school, a new culture and trying to make new friends.

Before you start reading, use your prior knowledge and creativity to answer this question: what do you already know about role plays?

Brainstorm your answers and create a list.
Before you read Text B
In the text below there are seven paragraphs, each giving a different piece of advice.

Ten headings are listed below. Which do you think are the best seven pieces of advice to give to a new student? Make your own personal list. Show it to a partner. Decide whose list is better. Give reasons for your answers.

• Be a good listener
• Don’t try too hard
• Smile a lot
• Be yourself
• Make the first move
• Develop friendships
• Do team sports
• Relax
• Be nice
• Include new friends in your life

Discussion and debate
When Natasha went to the Internet forum she received plenty of advice from different people.

In groups, rate each piece of advice from 1 to 5, where 1 is not very good and 5 is excellent. Next come up with your own additional list of ideas for “How to survive the first week at our school as a new student”. When you have finished, compare your list with another student’s list. Make a list of the best five pieces of advice you can offer a student new to your school.

<table>
<thead>
<tr>
<th>Advice</th>
<th>Your rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class ask someone for help with your work.</td>
<td></td>
</tr>
<tr>
<td>Answer as many of the teacher’s questions as you can.</td>
<td></td>
</tr>
<tr>
<td>If someone looks at you, smile at him or her.</td>
<td></td>
</tr>
<tr>
<td>Join lots of after-school clubs or sports teams.</td>
<td></td>
</tr>
<tr>
<td>Find one person in your class who seems nice and friendly.</td>
<td></td>
</tr>
<tr>
<td>Make friends with any other new students in Grade 9.</td>
<td></td>
</tr>
<tr>
<td>Say to someone, “I’m new and don’t know anyone. Can I go to classes with you for the day?”</td>
<td></td>
</tr>
<tr>
<td>Talk to people before the end of each period/class.</td>
<td></td>
</tr>
<tr>
<td>Tell everyone about your own country.</td>
<td></td>
</tr>
<tr>
<td>Never wait for people to talk to you.</td>
<td></td>
</tr>
</tbody>
</table>

Before you read Text B
In the text below there are seven paragraphs, each giving a different piece of advice.

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• Be a good listener
• Don’t try too hard
• Smile a lot
• Be yourself
• Make the first move
• Develop friendships
• Do team sports
• Relax
• Be nice
• Include new friends in your life
How to make friends easily if you're a teen

A. It's all about confidence – if you are nervous or try too hard to look cool, you won’t make many friends. You have to think of good reasons why someone would like to meet you, think of the good points you have.

B. Don’t be shy and wait for people to talk to you. It won’t help you in anything. Look around for someone that seems interesting, then go up to talk to him or her. Say hello, give them your name if they don’t know your name already, ask how they are and just talk to them.

C. It is very helpful if you try to find out what you and the person you are trying to befriend have in common. Don’t look too serious. Be friendly and cheerful. How do you expect them to like you if you are not friendly?

D. Give attention to what people say, look straight in their eyes and show you’re paying attention. Nod, agree, show you find what they’re saying is interesting. It’s important to be a good listener. If this new person feels like you’re listening to them, your new friend will enjoy your company more.

E. I know you’ve heard it a lot of times, but no one really likes a fake person that no one really knows. Don’t pretend and say things you don’t mean. Be natural and you will get people that like you for being you.

F. You may talk to someone now but soon they’ll forget you. Take time to say “Hi” to new people every day. Ask how they are doing. When you greet them, say things like, “Hey Alex!”, “What you doing, Sarah?”, “What’s up, Miranda?” If you do that every day, they’ll be happy that you remembered them.

G. Invite your new friends to go out together with you, go to the mall or hang out at a cool place. You guys can have fun together. Build your social circle from there.

Adapted from http://www.wikihow.com/Make-Friends-Easily-if-You’re-a-Teen

Text handling – Factual meaning of Text B

1. **Matching parts of a text**

   Match the headings 1–10 to the paragraphs A–G. There are more headings than paragraphs.

   1. Be a good listener
   2. Don’t try too hard
   3. Smile a lot
   4. Be yourself
   5. Make the first move
   6. Develop friendships
   7. Do team sports
   8. Relax
   9. Be nice
   10. Include new friends in your life

2. **Multiple-choice questions**

   Choose the correct answer from A, B, C, or D.

   1. In paragraph A the writer says that in order to make friends the most important thing is to:
      A. look cool
      B. meet people
      C. be confident
      D. think of your positive qualities.
   2. In paragraph B the writer says that the best thing is to:
      A. say your name
      B. say something interesting
      C. wait for people to talk to you
      D. talk to new people.
   3. In paragraph C the writer says that you should try to be:
      A. helpful
      B. friendly
      C. serious
      D. caring.
   4. In paragraph D the writer says that when talking to someone new you should:
      A. enjoy the person’s company
      B. look the person in the eye
      C. pay attention
      D. nod and agree.
   5. In paragraph E the writer says that the worst thing to do is to:
      A. be false
      B. say what you mean
      C. pretend to like someone
      D. be mean.
   6. In paragraph F the writer says people will remember you if you:
      A. are happy
      B. know their names
      C. ask them questions
      D. are a new friend.
   7. In paragraph G the writer says you can also make new friends by:
      A. meeting them at clubs
      B. inviting them home
      C. inviting them to hang out outside school
      D. inviting them to hang out inside school.
Formative writing activity: Diary

A couple of days before the start of term in her new school, Natasha received three more pieces of advice on the Internet forum. How would Natasha react to this advice? Write Natasha’s diary entry. Write between 200 and 250 words.

“Honestly, I think the first days of school are crazy. Everyone is lost. Everyone will be walking around looking for their friends, or looking for their next classes. I am telling you that there are going to be more students like you, who don’t have any of their friends there. So don’t worry.” Youji

“Teachers usually will make you all introduce yourself and maybe you should say you’re new and you would like to make friends because none of your friends go to your new school. It’s OK to ask whether anyone has any advice. Don’t be nervous, seriously it’s not as bad as it seems.” Fabio

“You’ll have both good and bad times. It’s when you’ll learn about who you are and what you want to do in life. Expect people to be very different to you. Expect to find some really generous people and some really immature kids. Just look for people who you feel comfortable with and I think you’ll have a great year at school.” Stella

Formative oral and interactive skills: Role-play

Your English class organizes a “getting to know you” session for all new students. Imagine you are a new student from another country. Invent a completely new identity for yourself. Fill in the student information sheet below to create this new identity. You will use this as a cue card later.

Student Information Sheet

Personal facts
Last name .......................................................... First name .......................................................... Middle name ..........................................................
Preferred name/nickname ..........................................................
Birthday ..........................................................
Parents’ names ..........................................................
Parents’ jobs ..........................................................
Siblings (names and ages) ..........................................................
Home country ..........................................................
Home city ..........................................................
Previous school ..........................................................

My likes and dislikes
I love (list three) ..........................................................
I hate (list three) ..........................................................
The farthest I have ever travelled from home is ..........................................................
My favourite place in the world is ..........................................................
The person I admire is .......................................................... because ..........................................................
The best movie I’ve ever seen was .......................................................... because ..........................................................
My favourite kind of music is ..........................................................
My favourite sport is ..........................................................
My extra-curricular activities and hobbies are ..........................................................
I worry about ..........................................................
I’m curious about ..........................................................
Five years from now I hope to be ..........................................................
Key and related concepts: Culture and meaning

Before you read Text A

What does the word “culture” mean to you?

Brainstorm your ideas and draw a mind map to represent your findings.

All communities share a range of beliefs, values and interests. People within a community hold shared attitudes, points of view and ways of knowing and behaving. Cultures, just like friendship groups, are dynamic and organic so they can grow and change over time.

When we are learning a language, it gives us opportunities to interact with cultures other than our own. We can learn to interact with others with sensitivity and empathy. One essential aspect of culture is friendship. In this chapter we see that friendships can go beyond our own boundaries and culture. Learning a language allows us to participate in meaningful global interactions, which in turn develops international-mindedness.

What does “meaning” mean?

When we communicate, we send a message to someone. The information contained in the message is the meaning. We find meaning in all forms of communication: speech, writing, visuals, audio and video, as well as any combination of them.

Meaning is complex. We have different layers of meaning.

- **Text** is the information in the message.
- **Context** is the situation in which the message is sent.
- **Subtext** is the meaning underneath the surface of the text.

First of all there is text. These are the words written down on the page, the images in a picture. These communicate the surface meaning of the text. The four words of the message “BEWARE OF THE DOG” are a warning. We have no further information.

Next, we have the context. This is the situation in which the message is communicated. The words, “Beware of the dog” have no context until we create one. If we now add a picture of a dog, we create a context for the text.

We now know that the dog referred to in the warning is very big and very dangerous!
Text, context and subtext: A funny story

A postman walks down the street and sees the sign, “BEWARE OF THE DOG”. The postman asks himself, “What dog?”

So when the postman says, “What dog?” he sees no danger. But we, the readers, know there is danger. We see that the dog is waiting for the postman. This context changes the meaning of the man’s question. The context gives the message a second meaning.

What is the meaning created by the context?

A. The man cannot read.
B. The dog is hungry.
C. The man does not know what trouble he is in.

Subtext: a deeper meaning

Like a fable or a fairy tale, the story of the man, the sign and the dog can have a moral or a lesson. This subtext is the deeper meaning of the story.

What is the message created by the subtext?

A. You never know what trouble you are in.
B. You must always be careful of dogs.
C. Think before you do something.

Thinking about culture and meaning

In groups discuss the ideas below. It may help you to think about text, context and subtext. Invent a role-play in which a false friend says or does one thing but means something very different.

Text, context and meaning in visual communication

Photographs and visuals can have more than one meaning too.

A. How many written texts are there in the picture? 
What are the texts?
B. What is the context? 
Why and for what reason did the photographer take the picture?
C. What is the subtext? 
What is the deeper meaning of the picture that the photographer wanted to communicate?
2. Now each person should make notes on the following points to create a cue card for their character. Do not show your cue card to your partner.

**Attitude towards the other person**
- Helpful or aggressive?
- Friendly or unfriendly?

**Feelings towards the other person**
- Like or dislike?

**Your point of view: problem 1**
- Your fault?
- No one’s fault?
- The other person’s fault?
- Both people’s fault?

**Your answer to problem 1**

**Your point of view: problem 2**
- Your fault?
- No one’s fault?
- The other person’s fault?
- Both people’s fault?

**Your answer to problem 2**

**Language**
- Formal or informal?
- Polite or impolite?

3. Once you have each completed your cue card, you can begin your role-play. You should aim to solve both problems.

4. Make sure that the observers have a clear task during the role-play. For instance, they can judge how well, or how badly, the characters behave. Who do they sympathize with? And why?
Formative writing skills: Diary writing

We write diaries to record events, memories, problems, or issues of personal interest.

Typically, a diary entry may contain a mixture of narrative (what happened on that particular day) and comment (to express an opinion about what happened).

Content

A diary entry is a personal account that describes and narrates what you did, saw, or felt on one day. A good diary entry is likely to also contain your comments about these events.

Language and audience

In real life most diaries are private, rather than public. Most diaries are written in the first person: “I did X. I went to Y. I saw Z.”

Some diary writers like to write as if they were writing to a best friend. They write to themselves as “you”. This is called direct address. “Dear diary, you will never guess what happened…”

It is also worth noting the tenses for diaries. If you are writing about events that took place the day before, that is, “yesterday”, then you need to write in the simple past. “I came, I saw, I conquered.” However, you may also write about events that have taken place earlier in the same day, that is, “today”. In this case, you may need to use present perfect tenses to describe events whose consequences can still be felt. “Today has been wonderful. I’ve finally discovered what X is really like.”

Tone and style

You can be informal and personal with your use of language – after all, you are writing to yourself! You can also use some slang and emoticons.

You may want to use descriptive language to show your mood and emotions. You can do this through your choice of vocabulary, especially adjectives, adverbs, verbs and nouns.

Structure

In terms of structure, diary entries are often written as narratives – that is, you relate the events in the order in which they took place.

You could also start with a phrase like “What a day this has been!” Or you could start with an opinion: “I have never been so angry before.”

You could finish with a final thought. This might be a concluding statement about the events in the diary entry, or a question such as “What will happen next?”

Discussion and debate

Have you ever kept a diary? Do you know people who do? In groups discuss the reasons why people keep diaries. Are they writing for themselves or for others to read? How can writing a diary help you? Is it interesting to read old diaries? As you brainstorm ideas, make a visual diagram to help you to record your new ideas.

Planning and scaffolding

Make notes on the following points to help you to plan what to write.

- Name of friend
- Age
- Background
- I have known X for /since …
- We met when /because … (context)
- Five or more adjectives to describe X
- One thing you don’t like about X
- The one thing X always says to you (text)
- What do they really mean? (subtext)
- The one thing X always does (text)
- What do they really mean? (subtext)
- What do you think about the person?

Before you write, think about these issues:

- Will you write in the first person, “I”, or the second person, “you”?
- Will you write about your friend using the past or present tenses?
- How will you write to yourself: formally or informally, personally or impersonally?

Try to keep a diary for at least two weeks. Practise your writing by documenting one event and trying to express your thoughts and feelings clearly to yourself. At the end of the two weeks, make a list of all the things you have learned from keeping a diary.

Friendship

Formative written activity: Diary writing

Using the advice above, create a diary entry in which you describe an activity or a day out with a friend. Here are some ideas for writing but you could also choose your own topics. Give your work a title.

- A day out with your best friend
- First day out with a new friend from a new school
- Meeting a false friend

A note on tenses: if you are writing about an event that took place yesterday, use the simple past (we went) and past continuous tenses (it was raining). If you are writing about an event that took place today, use present perfect tense (we have seen; we have been listening to music).

Self-management skills

Try to keep a diary for at least two weeks. Practise your writing by documenting one event and trying to express your thoughts and feelings clearly to yourself. At the end of the two weeks, make a list of all the things you have learned from keeping a diary.
Why can international students sometimes find it hard to make friends?

Before you read Text C

Discussion points
In your school do you have more friends from your own culture or other cultures? What are the reasons for this? In the following exercise you will look at a poster which contains the results of a survey. The survey asked American and international students about their friendships.

While you read Text C

Reading visual information
Look at the poster, “What makes a friendship?” on the next page. With a partner check that you understand the meaning of the pie charts and diagrams by asking each other questions about the statistics contained in the text.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What percentage of international students relate to American students ...</td>
<td></td>
</tr>
<tr>
<td>not at all?</td>
<td>40%</td>
</tr>
<tr>
<td>about the same as other Americans?</td>
<td>20%</td>
</tr>
<tr>
<td>What percentage of American students relate to international students ...</td>
<td></td>
</tr>
<tr>
<td>less than other American students</td>
<td>10%</td>
</tr>
<tr>
<td>about the same as other American students?</td>
<td>15%</td>
</tr>
</tbody>
</table>

Research skills
As you work with your partner on this task, you can practise these skills:
- Find, interpret and judge information.
- Collect, record and verify data.
- Access information to be informed and inform others.
- Make connections between various sources of information.
- Create new information.

Text C

What makes a friendship?

We asked American and international students: How well do you relate to the other group?

INTERNATIONALS

I relate to Americans as well as or better than international students

50%

I relate to international students as well as or better than Americans

60%

But when we asked: How many friends do you have from the other group ...

AT LEAST

INTERNATIONALS

MORER THAN

AMERICANS

1

2

INTER VATIONALS

AMERICANS

VIA Student Union survey
n=54 American, 56 international
Text C: Text handling

True/false

Read the table below. The sentences it contains are either true or false. Tick [✓] the correct response.

1. About 80% of Americans have at least one international friend.
2. All international students have at least one American friend.
3. Half of all American students have at least two international friends.
4. Only 20% of international students have at least two American friends.
5. According to the pie chart, most Americans relate well to international students.
6. Similarly, only a small minority of international students do not relate to American students.
7. A large majority of international students relate well to American students.
8. The percentage of American and international students that have a lot in common with the other group is about the same.

Comprehending written and visual text

Study the following table. Rank the techniques used in the poster in terms of effectiveness, with 10 being the most effective and 1 the least. In your opinion, which two techniques are most effective in making the message clear to the reader? Which two are the least effective? Give reasons for your answers.

If you were going to design a poster with similar information about international friendships at your school or in your community, what would you do similarly and what would you do differently? Which techniques would you use in the design of your poster? Complete the table below, giving reasons for your answers.

Research and communication skills

1. Look at these findings.
   • Overall, 60% of American students related well to and had friendships with international students.
   • Overall, 50% of international students related well to and had friendships with American students.
   From your own experience, are you surprised by these results? Give reasons.

2. In your school which statement is most usually true?
   A. New students find it easier to make friends with existing students.
   B. Existing students find it easier to make friends with new students.
   C. New students find it easier to make friends with other new students.
   Explain your answer.

Thinking skills

Be creative.

When you have made your choices about the techniques you would use, make a sketch of your poster.

• Use brainstorming and visual diagrams to generate new ideas and inquiries.
• Consider multiple alternatives.
• Create novel solutions to authentic problems.
• Make unexpected or unusual connections between objects and/or ideas.
• Make guesses, ask “what if” questions and generate testable hypotheses.
• Apply existing knowledge to generate new ideas, products or processes.
• Create original works and ideas; use existing works and ideas in new ways.
Formative oral and interactive skills: Role-play

Your class has been asked to find some activities to welcome new international students to the school. The students are still learning English. You must decide what to do.

Here are some possible activities that the school has suggested.
- Organize a sports day for all students in your year.
- Organize an evening dance for all students in your year.
- Each class organizes a “pot luck” meal where everyone brings a dish.

Do you like these suggestions or can you think of better activities? Using these suggestions and some of your own, one person should take the role of the teacher suggesting the advantages of these options while the other people should play students who prefer another idea. In the role-play discuss your ideas and come up with a single answer you can agree on.

<table>
<thead>
<tr>
<th>planning and scaffolding</th>
<th>criterion 3Dii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study this table and use it to help you to think of ideas for the role-play.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to organize</th>
<th>How this will help new international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports day</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Pot luck class meal</td>
<td></td>
</tr>
<tr>
<td>Alternative suggestion 1</td>
<td></td>
</tr>
<tr>
<td>Alternative suggestion 2</td>
<td></td>
</tr>
<tr>
<td>Alternative suggestion 3</td>
<td></td>
</tr>
</tbody>
</table>

Social skills – Collaboration

In this task you can demonstrate that you can work with others effectively and productively.
- Work collaboratively in a team.
- Build consensus.
- Negotiate effectively.
- Make fair and equitable decisions.
- Give and receive meaningful feedback.

Formative writing activity: Diary writing – writing about a new student

Your school may receive students from other countries. You may have been one yourself and know what it is like.

A new student has come from abroad. The student is finding it hard to make new friends. You have been asked to look after the student. Write a short diary entry about the new student. In it you should describe the student and suggest ways the new student can make other friends at your school. You should write between 200 and 250 words. Give your work a title.

Planning and scaffolding

Before you write
Use this table to organize your ideas for your diary entry. Do not start writing until you have responded to each bullet point.
- Name of new arrival
- Age
- Background
- Think of five or more adjectives to describe the new arrival
- List three things you like about the new person with explanations
- List three things the new arrival might have problems with
- Make three suggestions for making friends at school

Before you write, think about these issues.
- How will you write to yourself: formally or informally
- Will you address yourself in the first person, “I”, or the second person, “you”?

Conclusion to the conceptual question

Why can international students sometimes find it hard to make friends?

Having examined this section, what is your answer to the question?
What and how does audio-visual Text D communicate about the theme of “Making friends”?

What do we know so far?
In this chapter you have looked into the topic of making friends. As a class, make a list of the most important ideas you have learned so far in your investigations.

At this stage, are there any points you don’t understand?
Make a list of your questions.

How many answers can you find in this audio-visual section?

Suggested texts for this section

A. https://www.youtube.com/watch?v=8ueCG9ZgNFw
   How to survive high school: How to make new friends!
B. https://www.youtube.com/watch?v=tPfB6GIjM9Q
   International student experience Part 1: Culture shock
C. https://vimeo.com/123526979
   Making friends while studying abroad

Note: Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of making friends.

Before you watch: Text D
Focusing activity
Read through the exercises below to make sure you know what to look and listen for. You may need to watch the materials several times and discuss possible answers in class after each viewing and listening.

While you watch Text D
Respond to the tasks and answer the questions in the appropriate manner on a separate sheet of paper.

1. This audio-visual stimulus seems to be related to which of these MYP global contexts?
   A. Identities and relationships
   B. Orientation in space and time
   C. Personal and cultural expression
   D. Scientific and technical innovation
   E. Globalization and sustainability
   F. Fairness and development

2. Copy this table and use it to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

<table>
<thead>
<tr>
<th>Subject matter</th>
<th>Main idea</th>
<th>Examples and/or explanations and/or details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis – main point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting point 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting point 2</td>
<td></td>
<td></td>
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<tr>
<td>Supporting point 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting point 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Multiple-choice questions with justifications

Answer the following questions:

3. The approach to the subject matter of the audio-visual stimulus is mainly:
   A. entertaining
   B. factual
   C. persuasive
   D. other (please specify).
   What is your justification/reason?

4. How would you describe the content of the stimulus?
   A. Very important
   B. Interesting
   C. Fairly interesting
   D. Uninteresting
   What is your justification/reason?

Media Literacy
In this section you can develop these valuable 21st century learning skills.
- Interacting with media to use and create ideas and information.
- Making informed choices about personal viewing experiences.
- Understanding the impact of media representations.
- Seeking a range of perspectives from varied sources.
- Communicating information and ideas effectively.
Multiple-choice questions

Answer the following questions:

5. What was the format of the audio-visual stimulus?
   A. Speech
   B. Conversation/discussion
   C. Debate
   D. Documentary
   E. Other (please specify)

6. The purpose of the audio-visual stimulus was to:
   A. narrate a story
   B. describe a situation
   C. explain a problem
   D. argue a point of view
   E. give instructions/guidelines
   F. other (please specify).

7. How many points of view did the audio-visual stimulus show?
   A. One
   B. Two
   C. Three
   D. More than three

8. The opinions in the audio-visual stimulus are:
   A. very balanced
   B. quite balanced
   C. biased
   D. very one-sided.

9. How much did the audio-visual stimulus use graphics?
   A. A lot
   B. More than twice
   C. Once or twice
   D. Never

10. Which of these techniques are used in the audio-visual stimulus?
    A. Voiceover
    B. Special lighting techniques
    C. Music and sound effects
    D. Other special effects
    E. None of the above
    F. All of the above
    G. Some of the above (please specify)

Formative interactive oral: role-play discussion with the maker of the audio-visual stimulus

The purpose of this role-play is to find out why and how the video was made.

- One person (the teacher?) volunteers to be the director/presenter of the audio-visual stimulus.
- One person plays the role of interviewer.
- The rest of class should play the part of an invited studio audience.
- The “interviewer” starts by asking the “director/presenter” one or two questions and then invites “members of the audience” to ask their own questions.

Formative writing activity: Diary entry

Write up your reactions to the audio-video stimulus and its contents you have watched in the form of a diary.

You could mention:
- the reason for watching the audio-visual
- the theme, main points and conclusion
- the most important conventions and techniques used
- the extent to which the stimulus interested you
- the extent to which you agree with ideas represented in the stimulus.

Use your answers from above to help you plan your diary entry. The best answers will also give examples and justifications. You should write between 200 and 250 words.

Conclusion to the conceptual question

What and how does audio-visual Text D communicate about the theme of “Making friends”?

Having examined this section, what is your answer to the question?
Summative activities
In this summative assessment you will have an opportunity to show your understanding of the topic “Making friends”. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter. Each assessment task requires you to answer a debatable question.

Statement of inquiry
Language is an essential tool that helps us to understand, reflect on and develop close personal, social and cultural friendships in local and global contexts.

Debatable question 1
To what extent should it be the responsibility of teachers and students to make new students welcome?

For the first task you will read two texts and undertake a role-play based on the content. To answer the second question you will watch a video and write a diary entry based on the content.

Summative oral assessment: Role-play
You have had opportunities to practise role-play throughout this unit. In this summative assessment you will have a final chance to show your understanding of the following learning objectives:

B: Comprehending written and visual text
3Bi Show understanding of information, main ideas and supporting details, and draw conclusions
3Bii Understand basic conventions including aspects of format and style, and author’s purpose for writing
3Biii Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Debatable question 2
How should you act, and what should you say, to make new friends at a new school?

For the second task you will prepare cue cards and perform a role-play between two or three characters (for instance, a new student, a teacher and another student). The role-play should demonstrate some of the difficulties for new students presented in the texts and show how they can form relationships with other students and teachers.

C: Communicating in response to spoken and/or written and/or visual text
3Ci Respond appropriately to spoken and/or written and/or visual text
3Cii Interact in rehearsed and unrehearsed exchanges
3Ciii Express ideas and feelings, and communicate information in familiar and some unfamiliar situations
3Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form
3Di Speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
3Dii Organize information and ideas and use a range of basic cohesive devices
3Diii Use language to suit the context

Debatable question 1: To what extent should it be the responsibility of teachers and students to make new students welcome?

Assessment task
Read the following texts. Text E gives advice to new students going into middle school. Text F is a blog post by a teacher. He gives advice to other teachers on how to connect with students, especially new ones, and make them feel welcome.

Based on the information you read in Texts E and F below, prepare cue cards and perform a role-play between two or three characters (for instance, a new student, a teacher and another student). The role-play should demonstrate some of the difficulties for new students presented in the texts and show how they can form relationships with other students and teachers.

Consider the debatable question. You should show what you think about the debatable question: To what extent should it be the responsibility of teachers and students to make new students welcome?

The role-play, which could be acted in front of the class or recorded, should allow each person to speak for about 3–4 minutes in total.

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The role-play, which could be acted in front of the class or recorded, should allow each person to speak for about 3–4 minutes in total.
Moving to middle school

Moving to middle school is a big change:

• First, it usually means moving to a new building, which takes some time to adjust to.
• Second, it may mean taking a different bus, with different students.
• Third, friends from elementary school may end up going to different middle schools.

Other things that probably will be different are the teachers and the work. Have you heard rumors that middle school teachers are really mean and the homework is really, really hard? Oh, dear. We’ve heard those, too, but they’re not usually true. Yes, you’ll like some teachers better than others, but middle schools are not special breeding grounds for mean teachers!

Learning new stuff

Your homework — and the work you do in class — likely will get more challenging, but that’s not necessarily a bad thing. You’ll also probably be learning some new and different stuff in middle school — like foreign languages, more advanced courses in computer technology, music and art, health, and life skills.

On top of that, middle school will probably offer a variety of new teams, clubs, and activities you can join. Maybe you love lacrosse, ceramics, or jazz music. You might find opportunities to do all three at middle school.

Visit more than once. Most middle schools have an orientation day for students who will be attending in the fall. Orientation is a day when you tour the school and get a little information about what it will be like to go there.

On the big day, eat breakfast and be brave. You need your energy and brain-power to navigate your new school.

On your way out the door, take everything you need and on to your own students.

Adapted from an article by D’Arcy Lyness, PhD

A teacher’s blog: Students with the middle school blues

If this is your first year of teaching, I can guarantee one thing: you will never hear middle school students saying they are having the best years of their lives. It’s not surprising; it really is an awkward time for them. These kids are going through physical, emotional and social changes. As a result, they are coming under intense pressure. You’ll hear in their voices, you’ll see it in their faces.

If you’re a new middle school teacher, there are many ways you can help your students. You probably have your own memories and lessons learned from your own middle school experiences.

Here are six pieces of wisdom that I have collected over the years. Feel free to pass them on to your own students.

1. Things get better over time

You have braces that look horrible? You have acne that won’t go away? You are in love with someone who doesn’t know you exist? These things may seem tragic now, but, in a few years, you’ll be able to look back at these troubles and laugh.

2. You don’t need to be friends with everyone

Don’t try and be too popular. Don’t try too hard to be somebody you are not. You don’t need to hang out with the most popular kids. Choose your friends carefully. In the next few years you will probably change a lot. Give yourself the space and time to grow. You don’t have to please all the people all the time. It’s better to make a few good friends now rather than trying to be friends with everyone.

3. Technology makes it easy to ruin relationships

Technology is great if you use it wisely. These days you can post your thoughts, your feelings, your opinions and your pictures — all in a matter of seconds. But how many times have you put information on the Internet and regretted it two seconds later? It is all too easy to hurt someone, or to damage their reputation. How would you like it if it happened to you? Think first, post later.

4. Dare to be different

Too many middle school kids dress alike, walk alike, talk alike and behave alike.

Stop trying to be like everyone else! Follow your own interests and hobbies; don’t stop doing something just because nobody else is doing it. If there’s something that really interests you or you have a pastime that fascinates you, follow it and hold on to it. You never know where it will lead.

5. Don’t worry too much if you don’t yet know where you’re going in life

There’s plenty of time to find out who you are and where you’re going. On the other hand, don’t be aimless. Give yourself goals and make sure that you try and reach them to the best of your ability. Use your talents and your gifts, then, when your path becomes clearer, you will find it easier to succeed.

6. Life is full of possibilities

All the changes you are going through are going to lead you somewhere. Who knows what amazing things are just around the corner. Middle school will not last forever. It is just one phase in your life. Remember to have fun, remember to make good choices, remember to hang on to your dreams.
Summative written task: Diary

Debatable question 2: How should you act, and what should you say, to make new friends at a new school?

You have had a few opportunities to practise writing diary entries throughout this unit. In this summative assessment you will have a final chance to show your ability to meet the following learning objectives:

A: Comprehending spoken and visual text

3Ai Show understanding of information, main ideas and supporting details, and draw conclusions
3Aii Interpret conventions
3Aiii Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

C: Communicating in response to spoken and/or written and/or visual text

3Ci Respond appropriately to spoken and/or written and/or visual text
3Cii Interact in rehearsed and unrehearsed exchanges
3Ciii Express ideas and feelings, and communicate information in familiar and some unfamiliar situations
3Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

3Di Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
3Dii Organize information and ideas and use a range of basic cohesive devices
3Diii Use language to suit the context

Assessment task

Watch the following video about ways of making new friends in new schools (Text G). Write a diary entry describing what you have learned about making friends in new schools. Explain both what to do and what not to do. You may use the information from the texts you have studied in this chapter. The best answers will contain examples and explanations.

The diary entry should be between 200 and 250 words in length.

Text G

How to make friends at a new school (Starting over/moving)
https://www.youtube.com/watch?v=Y4rFCPGLx-0
Going beyond the chapter
In this chapter you have explored how language is an essential tool that helps us to understand, reflect on and develop close personal, social and cultural friendships in local and global contexts. Now make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

Take action! Some suggestions

Role-play
Use the role-play skills you have developed in this chapter to explore the topic of friendship further. You and your classmates in English could share stories or experiences about friendships.
As a starting point you could use these headings:
• making friends at school
• being a new student
• losing friends
• having to change schools
• conflicts with friends.
Dramatize these stories (turn them into short plays/role-plays).
Note: Make sure that real names are changed.

Debate
You can use the role-plays as a way of starting a school-wide debate about friendships. Here are some topics you might want to act out and then debate.
• How can teachers and students best help new students to feel welcome?
• To what extent should teachers help new students to feel welcome in a new school?
• How should you act, and what should you say, to make new friends at a new school?
• Should schools adapt to new students or should new students adapt to their new school?
• It is better to have one really good friend than to have many acquaintances.
You could make use of any good or interesting ideas or suggestions that have come out of your debate. For example, you could present your findings to the student council or other forum.

Keeping a diary
Try keeping your own diary. Write about events that happen to you each day and your thoughts and feelings.

Service learning
Speak to your MYP coordinator or action and service coordinator to find out your school’s expectations for action and service in your particular grade/year.
The ideas below relate directly to the following service learning outcomes:
• discuss, evaluate and plan student-initiated activities
• persevere in action
• work collaboratively with others
• develop international-mindedness through global engagement, multilingualism and intercultural understanding.
Alternatively, you could also use your communication skills to:
• write a guide to being a student at the school from a student perspective
• write a guide for existing students about how to make new students welcome
• create a social event where new students can meet existing students
• create a student blog where students can post ideas for the student council on the topic of friendship
• make students more aware of how people interact with each other.
This could be done through a series of role-plays.

Ideas for service
Many schools have a number of new students arriving at the beginning or at some other point during the school year. Is there a club, group or society at your school that is responsible for welcoming new students and helping them become members of your school community? If not, you might want to start such a club.

If you enjoyed this chapter here are some texts for further reading
Katherine Applegate, *The One and Only Ivan*
Louise Fitzhugh, *Harriet the Spy*
Holly Goldberg Sloan, *Counting by 7s*
Grace Lin, *The Year of the Dog*
Louis Sachar, *Holes*
Jerry Spinelli, *Stargirl*
Sue Townsend, *The Secret Diary of Adrian Mole, Aged 13*