

By Dr. Heather Michael, International Baccalaureate Educator

The International Baccalaureate (IB) Middle Years program (MYP) aims to develop students' multi-literacy skills and conceptual and intercultural understanding through cross-disciplinary, inquiry-based lessons. National Geographic Learning's new middle school resource, *Lift*, is the perfect companion program to support MYP teachers in an **internationally minded** classroom. *Lift* offers print and digital teaching and learning tools that:

- Help support the **MYP Language Acquisition classroom** by drawing on literature, nonfiction, and a rich collection of National Geographic images and videos to create an engaging exploration of topics and ideas.
- Promote **international mindedness** by showcasing various perspectives and ideas from around the world.
- Include a variety of teaching and learning strategies that align with **IB Approaches to Teaching and Learning**.
- Suggest community-based service-learning opportunities that support the **MYP Community and Personal Project**.

Inquiry-Based Instruction to support the MYP Language Acquisition Class

Lift is centered around inquiry and interdisciplinary learning—the foundations of the MYP curriculum. Each unit of study in *Lift* begins with an **inquiry-based “essential question”** that focuses middle school students' exploration of **identity, culture, and global issues**. *Lift's* unit themes—such as Happiness, Belonging, and Clean Water—are easy to intertwine with MYP concepts.

Sample Essential Questions:

- What impact can clean water have on the world?
- How can we achieve happiness?
- Why is it important to belong?

Lift features a range of multimodal interdisciplinary texts, based on science and social studies concepts, that provide students with opportunities to practice **listening, speaking, reading, and writing** skills.

Lift's fiction and non-fiction texts are coupled with thematically related videos and rich photos, fine art, and infographics that help develop student's visual literacy skills. Engaging pre- and post-reading activities exemplify the IB's **Approaches to Teaching and Learning** (ATL).

Students use a variety of approaches that develop their **thinking, communication, social, self-management, and research skills** across each lesson. These skills build from unit to unit and across grade levels. Teachers of MYP language acquisition will find that *Lift* aligns with their **Unit Planners** and supports the many requirements of delivering an IB education.

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International Mindedness

National Geographic and the International Baccalaureate share foundational beliefs about the importance of thinking globally and taking action in the community. Each unit in *Lift* includes resources and perspectives from around the world, making international mindedness both explicit and easy to understand for students and teachers.

PREPARE TO READ: The Traveler's Treasures

What characteristics does a global citizen have?

First Thoughts
Think about three people who are important to you. What have you learned from each person? What have you taught them? Write your ideas in the chart. Then share your ideas in a small group.

Discussion Frames
That's similar to my experience because...
How did you learn/teach...?

Name	What I've Learned from the Person	What I've Taught the Person

How Will You Take Action?
Choose one or more of these actions to do.

<p>Personal Keep a gratitude journal. 1. Every night for a week, write three things you experienced that day for which you are grateful. <i>Example:</i> My mother cooked my favorite meal for dinner. I enjoyed soccer with my friends. 2. After a week, ask yourself "Did I feel happier?" If your answer is "yes," make your journal in the report.</p>	<p>School Conduct a happiness survey at your school. 1. Work in a small group. Make a list of questions about what makes your classmates feel happy. Then ask the questions to other students. 2. Write a report about your findings. 3. Think of three ideas for making students feel happier. Choose your favorite idea, and then take action!</p>
<p>Local Improve the well-being of people in your city by helping them connect to nature. 1. Go to the London National Park City website. Read about actions that are helping people in London connect to nature. 2. With your classmates, choose one of those actions to do in your city. 3. Make a plan, and then take action!</p>	<p>Global Propose an idea to make people around the world happier. 1. Think of an action that can increase the happiness of people around the world. 2. The Global Happiness Council is a group of experts that encourage actions to increase happiness in the world. Write a letter to a member of the Council to propose your idea.</p>

Reflect
1. Reflect on your Take Action project(s). What was successful? What do you wish you had done differently? Why?
2. Repeat your response to the Essential Question *How can we achieve happiness?* in Connect Across Time. How did your Take Action project(s) change or add to your response?
3. What will you do differently in your life because of what you learned in this unit?

Take Action 207

Community Project/Personal Project Support

Students in the MYP Language Acquisition course sometimes struggle to make connections between language learning and their Community Project or Personal Project. *Lift* addresses this challenge by suggesting theme-related service-learning projects inspired by National Geographic Explorers. These age-appropriate, manageable projects encourage students to take action at home, at school, in their local community, and in a global context.

Built-in Assessment

Each unit in *Lift* culminates in speaking and writing performance tasks that bring together the learning of the unit and allow students to apply the new skills they have developed. Like IB assessment, these tasks are appropriate for language learners of all levels.

PERFORMANCE TASK: WRITING

Plan Your Report
Listen to your interview again. As you listen, pause to take notes about important ideas you want to include in your report. Add quotations from your interview to support these ideas. Make sure to write down the exact words the person said. Complete the outline below.

OUTLINE
Information about the person I interviewed:
Why I chose this person:
Body
Important idea from question 1:
Question:
Important idea from question 2:
Question:
Important idea from question 3:
Question:
Conclusion
What I learned from the interview:

204 Unit 4: Happiness

UNIT 4 Happiness

Objectives
Identify and Speaking
Listening and
Learning Strategies
Language
Focus on the oral language

Preview and Pre-Read
1. Read the article about the age and location of the world's oldest people. How do you think their lives are different from yours?
2. Read the article about the world's oldest people. How do you think their lives are different from yours?
3. Read the article about the world's oldest people. How do you think their lives are different from yours?
4. Read the article about the world's oldest people. How do you think their lives are different from yours?

Teacher Support Materials

Teacher Support Materials give tips and tricks for each lesson. *Lift* has implicit ATL strategies including *inquiry, concept-based learning, local and global contexts* to support teaching of *international mindedness, and differentiated instruction* tips, making it a good companion to the program goals of any MYP program.