



PYP Transdisciplinary Skills

| Thinking skills | |
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| Acquisition of knowledge | Gaining specific facts, ideas, and vocabulary; remembering in a similar way form. |
| Comprehension | Grasping meaning form material learned; communicating and interpreting learning. |
| Application | Making use of previously acquired knowledge in practical or new ways. |
| Analysis | Takin knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics. |
| Synthesis | Combining parts to create wholes; creating, designing, developing and innovating. |
| Evaluation | Making judgments or decisions based on chosen criteria; standards and conditions. |
| Dialectical thought | Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view. |
| Metacognition | Analysing one's own and others' thought processes; thinking about how one thinks and how one learns. |

| Social skills | |
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| Accepting responsibility | Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility. |
| Respecting others | Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others. |
| Cooperating | Working cooperatively in a group; being courteous to others; sharing materials; taking turns. |
| Resolving conflict | Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair. |
| Group decision-making | Listening to others; discussing ideas; asking questions; working towards and obtaining consensus. |
| Adopting a variety of group roles | Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others. |

| Communication skills | |
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| Listening | Listening to directions; listening to others; listening to information. |
| Speaking | Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions. |
| Reading | Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions. |
| Writing | Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record. |
| Viewing | Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences. |
| Presenting | Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation. |
| Non-verbal communication | Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols. |

| Self -management skills | |
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| Gross motor skills | Exhibiting skills in which groups of large muscles are used and the factor of strength is primary. |
| Fine motor skills | Exhibiting skills in which precision in delicate muscle systems is required. |
| Spatial awareness | Displaying a sensitivity to the position of objects in relation to oneself or each other. |
| Organization | Planning and carrying out activities effectively. |
| Time management | Using time effectively and appropriately. |
| Safety | Engaging in personal behaviour that avoids placing oneself or others in danger or at risk. |
| Healthy lifestyle | Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care. |
| Codes of behaviour | Knowing and applying appropriate rules or operating procedures of groups of people. |
| Informed choices | Selecting an appropriate course of action or behaviour based on fact or opinion. |

| Research skills | |
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| Formulating questions | Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched. |
| Observing | Using all the senses to notice relevant details. |
| Planning | Developing a course of action; writing an outline; devising ways of finding out necessary information. |
| Collecting data | Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT. |
| Recording data | Describing and recording observations by drawing, note taking, making charts, tallying, writing statements |
| Organizing data | Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams. |
| Interpreting data | Drawing conclusions from relationships and patterns that emerge from organized data. |
| Presenting research findings | Effectively communicating what has been learned; choosing appropriate media. |