



Family guide to our iCAN personal goals

Here at iCAN there are three main types of IPC learning goals. They are:

- *Subject*
- *Personal*
- *International*

Our personal goals are abilities and characteristics that we believe learners at iCAN will need to equip them for an ever-changing world. At iCAN we do the following things to help develop the personal goals in our learners:

- We provide a stimulating and challenging curriculum that allows your child to practice the personal goals.
- We use PSHE lessons to further develop your child 'knowledge, skills and understanding of each personal goal.
- We use cooperative learning in our lessons to promote these goals.
- We have day openers and reflection time each day.
- We spend 3-4 weeks focusing on each personal goal as a whole school, and have weekly together time to develop these dispositions

At iCAN we believe that:

'Learning is an on-going journey of discovery. We can gain new knowledge; practise and improve our skills and develop our understanding through making connections and learning from our experiences.'

Here are some ways that you can support your child's personal learning journey beyond the classroom:

*We are ... **Adaptable***

Encourage your child to be adaptable by:

- Asking them to do a familiar routine in a different way.
- Change the rules to an activity/task while they are doing it.
- Make small changes to your child's daily routine.
- Discuss how a character deals with change in a story/movie. Ask your child how they would deal with the situation.

*We are... **Communicators***

Encourage your child to communicate by:

- Asking your child to say the same sentence with different tones (soft, loud) and expressions (happy, angry).
- Playing games like 'Charades', 'Telephone', 'Pictionary', and 'Backdraw'.
- Listening actively to your child when they speak to you.
- Inviting your child to repeat what you have said in their own words.
- Allowing your child to speak fully before you answer them.
- Encouraging your child to learn another language.
- When reading with your child, ask your child to discuss different characters and events in the story.
- Make shopping lists together

*We are ... **Co-operative***

Encourage your child to be cooperative by:

- Creating a timetable for your household chores.
- Encouraging your child to participate in team games or sports.
- Setting them challenges that require them to work with other people.
- Focusing on being fair and taking turns when playing games at home.

*We are ... **Enquirers***

Encourage your child to be an enquirer by:

- Allowing your child to observe everyday routines. Encourage them to take notice of the order activities take place or any changes.
- Rather than automatically giving answers to your child's questions, help them to think of their own answers to their question. In return, ask them 'What ideas do you have? What do you think is happening there?' Listen to their answers and respect them regardless of they are right or wrong, but further their line of enquiry by saying things like 'That is interesting. Tell me why you think that?' Encourage them to ask questions by saying things like 'I am interested in hearing you think about this. Where do you think we could find out more about this?'

- Playing '20 Questions' with your child.
20 Questions - One person chooses a person, a place, an animal or a thing. The other players must ask questions with a 'yes' or 'no' answer. The players only have 20 questions to try to work out the answer.
- Creating a 'Question of the Day' box. Allow your child to find the answer to the question.
- Playing 'Which do you prefer?' Ask your child to give a reason(s) for their answer.
For example, 'Which do you prefer – hot or cold weather?'
- Playing 'Odd One Out'. Each person is given three objects, and they must explain which is the odd one out and why. *For example, a child is shown a telephone, a wheel and a light bulb. "I think that the wheel is the odd one out, because it was not invented in the 19th century."*
- Encouraging your child to research something that interests them.
- Asking your child to create a mind map on a topic. Get them to draw branches to connect any information that fits together.
- Reading part of a story or showing part of a TV programme. Encourage your child to predict how it ends.
- Showing drawings/photographs/pictures of your host country in the past and today. Ask your child to list what is similar and what is different.
- Playing pattern games with your child.

We are ... Principled

Encourage your child to be principled by:

- Giving your child (age-appropriate) household chores.
- Encouraging your child to donate items or raise money for charity. Support them to think about and choose organisations that they find interesting or particularly meaningful.
- Reading fables or watching movies with a moral in them. Ask your child to explain what the moral of the fable/movie is or what the message is behind the story.
- Getting your child to act out different scenarios. Get them to act out the right way to deal with the problem, and the wrong way to deal with the problem. Helping your child think about why each way is wrong or right.
- Discussing moral dilemmas with your child. Encourage them to be honest about how they would handle the situation.
- Sharing an article in the news that raises issues of morality. Ask your child to share what they think is right and wrong with the issue.
- Asking your child to create a piece of art that expresses their moral values.
- Choosing a 'Moral of the Day'. Reward your child if you see them acting out this moral in everyday activities.

We are ... Resilient

Encourage your child to be more resilient by:

- Praising your child for persevering with a task. Encourage a growth mindset by giving feedback on the process rather than personal abilities like being smart, pretty etc.
- Providing support if your child is having difficulty with a task.

- Persuading your child to help with tasks at home.
- Encouraging your child to develop their own daily routine.
- Advising your child to take a break if they are having problems.
- Helping your child to set goals for their lives. Get them to think of the steps they need to take and celebrate when they achieve them. Again, remember the importance of these steps, i.e. the **process**.
- Asking your child to share what they have learnt following a tough situation. Share your own experiences to help them learn how to discuss this with you.
- Encouraging your child to think about their strengths when they are finding something hard. Also, encourage them to think about what they are gaining from going through this difficult process.

We are ... Respectful

Encourage your child to be respectful by:

- Creating family rules for particular behaviours.
- Encouraging your child to say “Please” and “Thank You” and explain how this is respectful, i.e. that it helps someone else feel appreciated. Encourage them to also think about how if someone uses “Please” and “Thank you” to them, it feels nice.
- Setting clear instructions on how you would like your child to act in a situation, and the rewards and consequences of their actions. Expand on how different actions might elicit different thoughts, feelings and behaviours in others.
- Asking your child to write ‘Thank You notes’.
- Sticking to your promises. Encourage your child to mean what they say.

We are ... Risk-takers

Encourage your child to be a positive risk-taker by:

- Releasing your own fears and being careful that you are allowing your child to experience their own challenges, not shying away from things because of YOUR experiences and opinions.
- Let your child do things that you might find difficult to let them. Residential trips, sporting competitions and other challenges that they might not succeed in.

We are ... Thinkers

Encourage your child to be a thinker by:

- Encouraging your child to think about doing, or saying something before they carry it out.
- Ask your child what they have been learning at school. Ask them to give examples!
- When reading, ask your child to predict what they think might happen or ask them how they would feel if they were the main character.
- Ask your child about what learning they might have taken part in at school that day and how it made them feel. This could also be something you ask them after an event. Encourage them to think about others who were present in the learning or at the event and whether they might have had the same experience.