

# Students with Attitude!



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## IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



## IB Attitude FOCUS: CURIOSITY

Dear Alpine Community:

This is the one installment of an International Baccalaureate Primary Years Programme (IB-PYP) Attitudes Newsletter, which will highlight the twelve IB Attitudes. The goal would be to provide our families and community with the necessary resources to help our school develop the IB-PYP ATTITUDES.

The IB-PYP Attitudes are a vital focus in the development of positive attitudes towards people, the environment, and learning. These are the day to day attitudes we use: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance. **When reinforced at home (or when reinforcing the positive attitudes that students learn at home, church and other places), these attitudes become second nature for children.**

With respect—Paige Gordon, Principal, Alpine Elementary, IB-PYP Candidate

**What is CURIOSITY?** According to the IBO (*Making the PYP Happen, 2007*), people who are curious want to know more about the nature of learning and of the world, its people, and cultures.

### **Tips for Developing Curiosity in Children**

1. **Recognize individual differences in children's styles of curiosity.** Some want to explore with only their minds, others in more physical ways — touching, smelling, tasting, and climbing. To some degree these differences are related to temperamental differences in the exploratory drive. Some children are more timid; others are more comfortable with novelty and physical exploration. Yet even the timid child will be very curious; he may require more encouragement and reinforcement to leave safe and familiar situations.
2. **Try to redefine "failure."** In truth, curiosity often leads to more mess than mastery, but it is how we handle the mess that helps encourage further exploration, and thereby, development. Redefine failure. When the 5-year-old is learning to jump rope and he trips a thousand times, this is not a thousand failures — it is determination.
3. **Use your attention and approval to reinforce the exploring child.** When exploration in the classroom or home is disruptive or inappropriate, contain it by teaching the child when and where to do that kind of exploration: "Tommy, lets play with water outside."

**We believe the child is strong, powerful, and rich in resources;  
We believe the child processes the world through a hundred languages;  
We believe the child builds reality.** -Loris Malaguzzi

# **The Whole You: A Guide to Life Creativity**

by Jeannie Kim

## **Why curiosity counts:**

“Curiosity and creativity are deeply intertwined. That’s because in order to be creative, it’s important to be open to and curious about the world as well as yourself. Curiosity helps introduce you to new ideas, new ways of thinking, even new parts of yourself that you never knew existed... All of these new things get swirled around and added to your unique creative mix (p. 87).”

“Many great creations started with someone’s curiosity, someone saying, “I wonder?” or “What if...?” Curiosity motivates and inspires you to follow your flights of fancy. It aids experimentation and fuels imagination. By following your curiosity, wherever it may lead, you might find yourself with a new creation, new knowledge, even a new hobby (p. 87.)”

“...Curiosity isn’t important only when it relates to some big, meaty subject. It can lead to creativity and inspiration even when the subject of your curiosity isn’t that weighty—no, especially when it’s not that weighty. In fact, curiosity about little things in life can often result in the most surprising discoveries (p. 91).”

“...Curious people absorb random bits of knowledge—how to tie a fisherman’s knot, the circumference of the Earth—because they take an interest in many different corners of the world. Adding to your store of supposedly useless knowledge keeps your brain and imagination fired up and adds dimension to the whole you. And frankly, it’s also fun (p. 92)!”

## **TRY THIS:**

“List 10 subjects you wish you knew more about. Where do you think you could find out more about them—search the Internet? Go to the library? Talk to someone who does the activity? Write down as many ideas as you can for each subject. Do one of those things today (p. 88-89).”

**Source:** The Whole You: A guide to life Creativity by Jeannie Kim, Scholastic, 2002.

## **Books that support the development of the IB Attitude of Curiosity**

Burnett, Frances. The Secret Garden. Harper Collins, 1990.

Bunting, Eve, 1928. Going home. New York: HarperCollins Publishers, 1996.

Cazet, Denys. Are There Any Questions? Orchard Books, 1992.

Gray, Libba. Small Green Snake. Orchard Books, 1994.

Greenfield, Eloise. Grandpa's Face. New York: Philomel Books, 1988.

Rey, H. A. Curious George. Houghton Mifflin, 1969.

Steig, William, 1907. Spinky Sulks. New York: Farrar, Straus and Giroux, 1988.



**“We keep moving forward,  
opening new doors, and doing new things,  
because we’re curious and curiosity keeps  
leading us down new paths.”**

Walt Disney