

ACTION in IB PYP

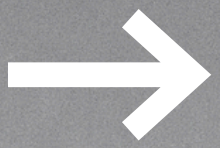
From One-Day Events to Long-Term Impact

*Designing Conceptual, Intentional
& Sustainable Action*

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IN MANY CLASSROOMS, WE ASK:

“What action will students do at the end of the unit?”

So action becomes:

- A poster
- A campaign
- A speech
- A theme day

Visible.

But temporary.

Action is not an event.

Move from

“What activity can we organise?”

to

“What responsible behaviour will emerge from understanding?”

- Concept → Shapes Thinking
- Thinking → Shapes Decisions
- Decisions → Become Action

If the concept is weak, the action fades.





The CARE Model for Designing Action

- C – Concept Anchor
- A – Authentic Local Context
- R – Responsible Student Agency
- E – Enduring Impact

*If it doesn't last, it wasn't action.
It was an activity.*



Participation

*Concept Anchors:
Interdependence | Systems | Responsibility*

- Example:
Students learn about waste systems.
- Instead of:
“Cleanliness Drive Day”
- They redesign classroom waste systems
and monitor it for 6 weeks.

Participation becomes sustained contribution.

● ***Reflect:***

***Are students helping for a day
Or improving a system?***

Advocacy

Concept Anchors:

Perspective | Voice | Rights | Power

- Example:
Students explore multiple perspectives in literacy.
- Instead of:
Making posters about kindness
- They interview school staff
and advocate for better recognition.

Voice rooted in understanding.

● ***Reflect:***

***Is advocacy informed
Or performative?***





Social Entrepreneurship

Concept Anchors:

Innovation | Resources | Sustainability

- Example:
Students study consumption data.
- Instead of:
Running a “business fair”
- They create a reusable product
That solves a real school need
and track its impact.

Entrepreneurship with purpose.

● ***Reflect:***
Is this solving a real problem?

Social Justice

*Concept Anchors:
Equity | Fairness | Distribution*

- Example:
Students learn fractions.
- Instead of:
Solving worksheets
- They analyse resource distribution
and design equitable systems.
Math → Fairness → Justice

That is conceptual transfer.

● *Reflect:
Are we teaching fractions?
Or fairness?*





Lifestyle Choice

Concept Anchors:
Impact | Consequences | Balance

- Example:
Students study energy use.
- Instead of:
“Save Energy Day”
- They track their household habits and redesign behaviour for 4 weeks.

Action becomes personal responsibility.

● **Reflect:**
Is behaviour changing?

Action in IB PYP is not what students do for a day.

It is what they choose to change for life.

- **Design the concept deeply.**
- **Choose a local context.**
- **Plan for sustainability.**

Pause and Reflect

Because meaningful action is long-term impact.

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