

*Adaptable*



ADAPTABLE

**D**  **scover**



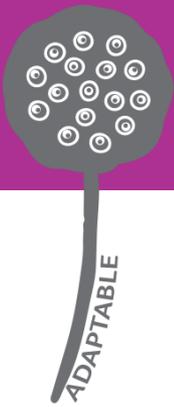
HOME LEARNING

iCAN *personal goals*

*Milepost 2*

*Milepost 3*

# Adaptable



*At iCAN we understand that different people, cultures and traditions might have different views. We are able to change our ideas sometimes, and accept that this might be necessary for the best outcomes and are confident in this ability to change our ideas.*

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## Challenge 1: Sportastic!

- Be adaptable and try a new sporting skill! Research a sport that you haven't tried before and record evidence of you doing this. It could be in the form of a video or photos.
- Were you successful? Did you enjoy it? Why or why not?



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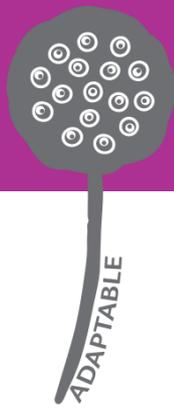
## Challenge 2: It's down to you

- Can you be adaptable and take on a different role in your family? Can you carry out a task that you wouldn't normally do? Check with an adult first that it is safe and you have permission.
- Can you cook a meal for the family? Do the laundry? Be in charge of the weekly shopping?
- How did it feel & what have you learnt from it?



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## Challenge 3: Mix it up

- Can you do a familiar routine in a different way? For example, if in the mornings you get dressed before breakfast try getting dressed after! Did you like doing things differently or keeping them the same?
- What are the advantages or disadvantages of routines?



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## Challenge 4: Plastic Art

- Can you turn plastic rubbish into works of art?
- Collect and adapt materials for an artistic purpose.
- Here are a few suggestions:  
A flower? Or maybe a lamp shade?



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## Challenge 5: Give it up!

- Can you give up the things you love for a week? Think about your daily routine and how you like to spend your free time. Do you like to read books? Do you like to play football? Play on an iPad? Eat chocolate? Why don't you stop doing one thing every day for a week and choose something different instead?
- Keep a diary of how you feel each day.



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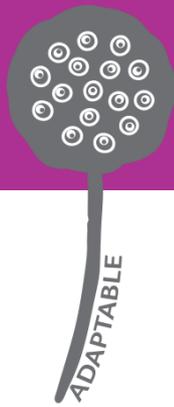
## Challenge 6: Adaptable animals

- Animals have unique features which help them to adapt to their environment, for example camels have long eyelashes to protect their eyes from sandstorms and penguins have streamlined wings which help them to swim in water.
- Design your own animal (or choose one that you already know) and say how they adapt to their environment. Draw a picture and annotate each feature with explanations.



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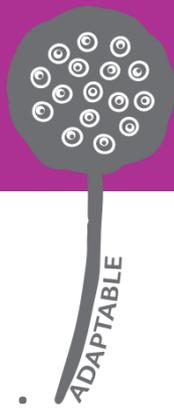
## Challenge 7: New surroundings

- Discuss how a character deals with change in a story/movie.
- How would you deal with the situation? For example, Tom has moved to a new city (such as New York) because of his father's job. You could ask questions like 'What does Tom do to help him settle into his new school?' or 'What would you do if you had to live in New York? Why?' You can record your reflections in a diary entry imagining that you are the character that has to deal with change and adapt to a new city.



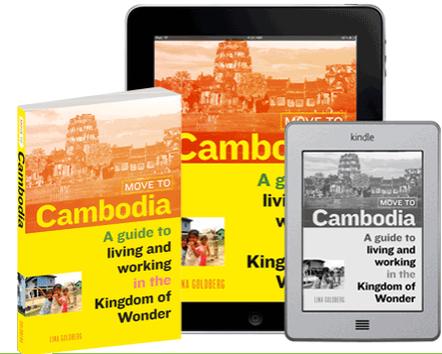
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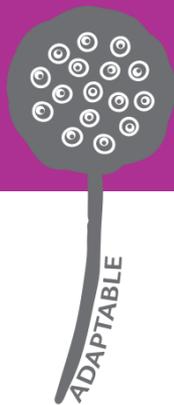
## Challenge 8: A Guide to Phnom Penh

- Can you produce a guide on how to adapt to arriving in Phnom Penh? Moving to a new place can be difficult such as dealing with a new language, currency and food.
- People need help so they can adapt to a new surrounding. Think of all that's difficult for new people arriving in the city and make a **Welcome to Cambodia** leaflet/book to help people settle in.



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Remember to share your personal goal challenges at:  
[padlet.com/ican/adaptable](https://padlet.com/ican/adaptable)

Our **iCAN** personal goals  
Milepost 3

Which goals are you working towards?

- THINKERS**
  - be able to understand and compare basic issues in their studies
  - be able to use a range of thinking skills to solve problems
  - be able to draw conclusions and develop their own reasoned point of view
  - be able to reflect on what they have learned and its importance to them now and the lives of other people
  - be able to identify their own strengths and weaknesses
- RESPECTFUL**
  - know about the varying needs of other people, other living things and the environment
  - be able to show respect for the needs of other people, other living things and the environment
  - be able to act in accordance with the needs of other people, living things and the environment
- PRINCIPLED**
  - know about the moral issues associated with the subjects they study
  - know about alternative moral viewpoints
  - be able to develop their own moral viewpoints
  - be able to act on their own moral viewpoints
  - be able to explain reasons for their actions
- COMMUNICATORS**
  - be able to relate their own views and opinions
  - be able to use a range of oral and technological to aid their communication
  - be able to communicate in more than one spoken language
  - be able to communicate in a range of different contexts and with a range of different audiences
- RISK TAKERS**
  - be willing to try new things
  - be able to embrace tasks that are outside of their comfort zones
  - be able to evaluate and balance the risks involved in a situation
- ENQUIRERS**
  - be able to ask and create questions, identify possible areas of enquiry related to these questions
  - be able to collect, analyse and evaluate data from investigations
  - be able to use the evidence to draw their own conclusions
  - be able to make the connections to solve issues
- ADAPTABLE**
  - be able to cope with change
  - be able to approach tasks with confidence
  - be able to suggest and explore new ideas, themes, and challenges
  - be able to be flexible in thinking
- COOPERATIVE**
  - understand that different people have different roles to play in groups
  - be able to adopt different roles dependent on the needs of the group over on the activity
  - be able to work alongside and be responsible with others to complete activities and achieve targets
  - be able to resolve conflicts, in an appropriate manner, both alone or in group settings
- RESILIENT**
  - be able to stick with a task until it is completed
  - be able to cope with the disappointment they face when they are not successful in their activities
  - be able to try again when they are not successful in their activities

**ican** British International School  
**ipc** international primary curriculum

*To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.*