

**Let's Talk About: The Seniors at the Void Deck with ArtScience Museum**

| Level     | Big Idea/Key Questions  | Learning Outcomes(s)   | Domain(s)/ Focus Area(s)            | Content   |
|-----------|---|--|-------------------------------------|---|
| Primary   | <p><b>Identity</b><br/>Who am I in my family?</p> <p><b>Relationships</b><br/>How do I build and maintain relationships in my family?</p> <p><b>Choices</b><br/>How would my actions affect my family and myself?</p>   | <p><b>LO3</b><br/>Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect</p>   | Family                              | <p><b>P1-6 Knowledge</b><br/>1. Positive family relationships<br/>2. Care for family - Understand the importance of being caring to others at home</p> <p><b>Skills</b><br/>1. Show care and consideration to others<br/>2. Reflection - Think back on how the values of care, respect and responsibility were shown to others at home and learn how to express these values better</p> <p><b>Values</b><br/>1. Responsibility in the family<br/>2. Care for the thoughts, feelings and concerns/needs of others at home</p> <p><b>Attitudes</b><br/>1. Empathy for others at home<br/>2. Taking initiative to contribute towards improving the lives of others at home</p> <p><b>P1-4 Knowledge</b><br/>1. Care for family - Know the ways to care for others at home<br/>2. Family issues</p> <p><b>Skills</b><br/>Perspective taking - Know the ways to care for others at home</p> <p><b>P3-6 Skills</b><br/>Value others in the family</p> <p><b>P6 Knowledge</b><br/>Care for family - know the ways to improve lives of others at home</p>   |
|           | <p><b>Identity</b><br/>What is an inclusive society to us?</p> <p><b>Relationships</b><br/>How do we understand and relate to others in an inclusive society?</p> <p><b>Choices</b><br/>What are our roles in building an inclusive society?</p>  | <p><b>LO7</b><br/>Care for others and contribute actively to the progress of our community and nation</p>  | Community                           | <p><b>P1-6 Skills</b><br/>Think back and learn from experiences with others in the community</p> <p><b>Attitude</b><br/>Empathy for others</p> <p><b>P1-4 Values</b><br/>Care for the feelings and needs of others</p> <p><b>P6 Knowledge</b><br/>1. Know ways to care for and contribute towards improving the lives of others<br/>2. Understand the roles and responsibilities as a member of the community<br/>3. Caring for the community<br/>4. Understand the importance of being caring to others in the community</p> <p><b>Attitude</b><br/>Taking initiative to contribute towards improving the lives of others</p>  |
| Secondary | <p><b>Identity</b><br/>Who am I in my family?</p> <p><b>Relationships</b><br/>How do I build and maintain relationships in my family?</p> <p><b>Choices</b><br/>How would my actions affect my family and myself?</p>   | <p><b>LO3</b><br/>Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect</p>   | Family                              | <p><b>S1-5 Knowledge</b><br/>1. Positive Family Relationships<br/>2. Family issues and changes<br/>- Recognise common family issues, their causes and impact</p> <p><b>Skills</b><br/>1. Building and maintaining positive relationships<br/>- Use communication and interpersonal skills to build strong and supportive family ties<br/>- Show empathy towards others at home<br/>2. Seeking and providing help<br/>- Know when, where and how to seek and provide help when one's family faces changes and adversities<br/>3. Perspective taking<br/>- Understand a situation from a wider perspective, and take the perspectives of others in the family<br/>4. Reflection<br/>- Think back on how the values of care, respect and responsibility were shown to family members and learn how to express these values better<br/>5. Responsible decision making<br/>- Evaluate the impact and consequences of one's decisions on the family and act on the appropriate decisions made for a given context</p> <p><b>Values</b><br/>1. Responsibility in the family<br/>2. Care for the thoughts, feelings and concerns/needs of others at home<br/>3. Harmony in the family<br/>4. Respect for others at home</p> <p><b>Attitude</b><br/>Humility in interacting with others at home</p> <p><b>S1-2 Knowledge</b><br/>Family issues and changes<br/>- Know the ways of dealing with family changes and adversities</p> <p><b>S3-5 Knowledge</b><br/>Family issues and changes<br/>- Understand the ways of dealing with family changes and adversities</p> <p><b>Skills</b><br/>1. Building and maintaining positive relationships<br/>- Recognise and manage challenges in relationships in the family<br/>2. Conflict resolution<br/>- Act as a mediator in resolving conflicts in the family</p> |
|           | <p><b>Identity</b><br/>What is an inclusive society to us?</p> <p><b>Relationships</b><br/>How do we understand and relate to others in an inclusive society?</p> <p><b>Choices</b><br/>What are our roles in building an inclusive society?</p>  | <p><b>LO7</b><br/>Care for others and contribute actively to the progress of our community and nation</p>  | Community                           | <p><b>S1-5 Knowledge</b><br/>Caring for the community<br/>- Understand that a caring person takes an interest in the well-being of the community<br/>- Understand that a caring person shows empathy so as to understand the needs of others<br/>- Understand how one's contributions can have a positive influence on others</p> <p><b>Skills</b><br/>1. Perspective taking<br/>- Consider the feelings, thoughts and points of view of others from the various socio-cultural groups<br/>2. Reflection<br/>- On how one can better contribute to others<br/>- On what one has learnt in the process of helping others<br/>3. Seeking and providing help<br/>- Know when, where and how to seek help from others and to provide help for others</p> <p><b>Values</b><br/>1. Care for the feelings and needs of others<br/>2. Responsibility in helping others</p> <p><b>Attitudes</b><br/>1. Empathy for other people in the school/ community<br/>2. Belief and confidence that one can make a difference<br/>3. Taking initiative to contribute towards improving the lives of others<br/>4. Being concerned about what affects the community</p> <p><b>S1-2 Knowledge</b><br/>Caring for the community<br/>- Know that it is important to care for others, including those different from oneself</p> <p><b>S3-5 Knowledge</b><br/>Caring for the community<br/>- Understand that a caring person takes initiative to help others in the community<br/>- Understand how one's contributions can have a positive influence on others at the community level (multiplier effect)</p>  |
| Pre-U     | <p><b>Identity</b><br/>What are my values, convictions and goals?</p> <p><b>Relationships</b><br/>How do I build relationships in a diverse and complex environment?<br/>How do my relationships affect others and me?</p> <p><b>Choices</b><br/>How do I live out my values and convictions?<br/>How do I make discerning choices and act on them to take care of the well-being of the community?</p> | <p><b>LO3</b><br/>Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect</p> <p><b>LO7</b><br/>Care for others and contribute actively to the progress of our community and nation</p> | Focus area 2<br>Making a difference | <p><b>Theme:</b> Exploring and Acting on Community and Social Issues</p> <p><b>Topic(s):</b></p> <p>1. Community and social issues today<br/><b>LOs:</b><br/>a. Reflect on the social and community issues they care about and why.<br/>b. Analyse how various community and social issues are related to each other and various other trends in society<br/><b>EQs:</b><br/>a. What are the root causes of social and community issues?<br/>b. How are various social and community issues related to each other?</p> <p>2. Context of our Values in Action efforts<br/><b>LOs:</b> Choose social or community issues to make a difference to, and evaluate various means of acting on these<br/><b>EQs:</b><br/>a. What is my role in addressing social and community issues? What strengths do I have which equip me to contribute towards the needs I see?<br/>b. How can I work with various organisations to have a sustainable impact when addressing various social and community issues?</p> <p>3. Developing leadership through Values in Action<br/><b>LOs:</b> Reflect on how learning from Values in Action is relevant to their present and future roles<br/><b>EQs:</b> How have my efforts had an impact on the community? How can I ensure they continue to have an impact?</p>  |



Let's Talk About Series with ArtScience Museum

- International Baccalaureate® (IB) -

| (Suggested) IB Learner profile  | Suggested Level / Subject(s)  | Subject synopsis (summarised)   | (Suggested) Curriculum links  | Source   |
|---|---|---|---|--|
| <p><b>Knowledgeable</b><br/>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><b>Open-minded</b><br/>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p> <p><b>Caring</b><br/>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p><b>Reflective</b><br/>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p> | <p><b>PYP / Social studies, personal, social and physical education</b></p> | <p align="center"><i>*Varies from school to school.</i></p> <p>The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.</p>   | <p>(Suggested) PYP themes:</p> <p><b>1. Who we are</b><br/>- Inquiry into the nature of the self<br/>- beliefs and values<br/>- human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p> <p><b>2. Where we are in place and time</b><br/>- personal histories<br/>- the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</p> <p><b>3. How we express ourselves</b><br/>- inquiry into the ways in which we discover and express culture, beliefs and values<br/>- the ways in which we reflect on, extend and enjoy our creativity</p> <p><b>4. How we organize ourselves</b><br/>- Inquiry into the interconnectedness of human-made systems and communities<br/>- structure and function of organisations<br/>- societal decision-making</p>  | <p><a href="https://www.ibo.org/globalassets/publications/become-an-ib-school/ibpyp_en.pdf">https://www.ibo.org/globalassets/publications/become-an-ib-school/ibpyp_en.pdf</a></p>   |
|   | <p><b>MYP / Individuals and societies</b></p>                               | <p>This subject group encourages learners to <b>respect and understand</b> the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.</p>  | <p><b>Aims:</b> Students will</p> <ol style="list-style-type: none"> <li>1. appreciate human and environmental commonalities and diversity</li> <li>2. understand the interactions and interdependence of individuals, societies and the environment</li> <li>3. identify and develop concern for the well-being of human communities and the natural environment</li> <li>4. act as responsible citizens of local and global communities</li> <li>5. develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live</li> </ol> <p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. demographics and human movements</li> <li>2. significant individuals</li> <li>3. rights and social protest</li> </ol> <p><b>Related global contexts:</b></p> <ol style="list-style-type: none"> <li>1. Identities and relationships</li> <li>2. Personal and cultural expression</li> </ol> | <p><a href="https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief-individuals-societies_2015.pdf">https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief-individuals-societies_2015.pdf</a></p>                                     |
|   | <p><b>MYP / Interdisciplinary Learning</b></p>                              | <p>Interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of <b>communication</b> to explain a phenomenon, <b>solve a problem</b>, create a product or <b>raise a new question</b> in ways that would have been unlikely through a single discipline.</p>   | <p><b>Aim:</b> Students will inquire into compelling issues, ideas and challenges by creating products or explaining phenomena</p> <p><b>Related global contexts:</b></p> <ol style="list-style-type: none"> <li>1. Identities and relationships</li> <li>2. Personal and cultural expression</li> </ol>  | <p><a href="https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief-interdisciplinary-learning_2015-en.pdf">https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief-interdisciplinary-learning_2015-en.pdf</a></p>                     |
|   | <p><b>IBCP Core / Community and Service</b></p>                             | <p>Students work with community members to undertake service activities that satisfy <b>identified community needs</b>. The concept of community may be viewed from a local or global perspective. The component is based on the principle of service learning, whereby <b>service is a vehicle for new learning of academic value</b>.</p> <p>The emphasis is on <b>developing local knowledge, civic responsibility, social aptitude and personal growth</b>. Community and service provides students with opportunities to use their existing skills and knowledge in real-life situations, while developing learning, responsibility, <b>practical and social skills and caring for others</b>.</p>   | <p><b>Aims:</b> The IBCP Core aims to</p> <ol style="list-style-type: none"> <li>1. empower students to be responsible for their own learning and development</li> <li>2. challenge students to establish and achieve meaningful goals</li> <li>3. provide students with flexible strategies to deal with familiar and unfamiliar situations</li> <li>4. involve authentic activities that allow students to develop both the capacity and the will to make a difference</li> <li>5. give students the opportunity to learn, plan, act and reflect</li> <li>6. develop both practical and intellectual skills</li> </ol>  | <p><a href="https://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/cp-core-en.pdf">https://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/cp-core-en.pdf</a></p>   |
|   | <p><b>IBDP / Philosophy</b></p>   | <p>The course develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to <b>evaluate highly complex and multifaceted issues</b>. It is focused on <b>stimulating students' intellectual curiosity</b> and encouraging them to <b>examine both their own perspectives and those of others</b>. Students are challenged to develop their own philosophical voice and to grow into <b>independent thinkers</b>.</p>   | <p><b>Aims:</b> Students will</p> <ol style="list-style-type: none"> <li>1. develop an inquiring and intellectually curious way of thinking</li> <li>2. formulate arguments in a sound and purposeful way</li> <li>3. examine critically their own experiences and their ideological and cultural perspectives</li> <li>4. apply their philosophical knowledge and skills to the world around them</li> </ol>   | <p><a href="https://www.ibo.org/globalassets/publications/recognition/philosophy2016englishw.pdf">https://www.ibo.org/globalassets/publications/recognition/philosophy2016englishw.pdf</a></p>   |
|   | <p><b>IBDP / Social and Cultural Anthropology</b></p>                       | <p>Social and cultural anthropology is the comparative study of <b>culture and human societies</b> and the exploration of the general principles of social and cultural life. The course places emphasis on comparative perspectives that make <b>cultural assumptions</b> explicit, and contributes to an understanding of <b>contemporary real-world issues</b> such as war and conflict, the environment, <b>poverty</b>, injustice, and <b>human rights</b>.</p> <p>Areas of anthropological inquiry in this course are: <b>belonging</b>; classifying the world; communication, expression and technology; conflict; <b>development</b>; health, illness and healing; movement, time and space; production, exchange and consumption; and the body. These areas are explored through the key anthropological concepts of belief and knowledge, <b>change, culture, identity, materiality, power, social relations, society</b>, and symbolism.</p> | <p><b>Aims:</b> Students will</p> <ol style="list-style-type: none"> <li>1. explore the characteristics and complexities of social and cultural life</li> <li>2. develop new ways of thinking about the world that demonstrate the interconnectedness of local, regional and global processes and issues</li> <li>3. foster an awareness of how cultural and social contexts inform the production of anthropological knowledge</li> <li>4. develop as critical thinkers who are open-minded, reflective and ethically sensitive</li> <li>5. apply anthropological understanding in order to reflect on their own lives and experiences, as well as those of others, transforming their actions in the world.</li> </ol>  | <p><a href="https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/social-and-cultural-anthropology-sl-hi-2017-en.pdf">https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/social-and-cultural-anthropology-sl-hi-2017-en.pdf</a></p> |
|   | <p><b>IBDP CORE / CAS</b></p>   | <p>With its holistic approach, CAS is designed to strengthen and extend students' <b>personal and interpersonal learning</b> from the Primary Years Programme (PYP) and Middle Years Programme (MYP).</p> <p>CAS is organized around the three strands of creativity, activity and service defined as follows</p> <ul style="list-style-type: none"> <li>•<b>Creativity</b>—exploring and extending ideas leading to an original or interpretive product or performance.</li> <li>•<b>Activity</b>—physical exertion contributing to a healthy lifestyle.</li> <li>•<b>Service</b>—collaborative and reciprocal engagement with the community in response to an authentic need.</li> </ul>  | <p><b>Aims:</b> Students will</p> <ol style="list-style-type: none"> <li>1. purposefully reflect upon their experiences</li> <li>2. identify goals, develop strategies and determine further actions for personal growth</li> <li>3. explore new possibilities, embrace new challenges and adapt to new roles</li> <li>3. understand they are members of local and global communities with responsibilities towards each other and the environment</li> </ol>   | <p><a href="https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/cas-2016-english-1st-final-web.pdf">https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/cas-2016-english-1st-final-web.pdf</a></p>                                 |
|   | <p><b>IBDP CORE / EE (World studies option)</b></p>                         | <p>The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing.</p> <p>World studies option provides students with the opportunity to carry out an in-depth interdisciplinary study of an <b>issue of contemporary global significance</b>, using two IB disciplines</p>   | <p><b>Aims:</b> Students will</p> <ol style="list-style-type: none"> <li>1. engage in independent research with intellectual initiative and rigour</li> <li>2. develop research, thinking, self-management and communication skills</li> <li>3. reflect on what has been learned throughout the research and writing process.</li> </ol>  | <p><a href="https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/extended-essay-brief-2016-en.pdf">https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/extended-essay-brief-2016-en.pdf</a></p>                                     |
|   | <p><b>IBDP CORE / TOK</b></p>   | <p>Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to <b>become aware of their own perspectives and those of the various groups whose knowledge they share</b></p>   | <p><b>Aims:</b> Students will</p> <ol style="list-style-type: none"> <li>1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world</li> <li>2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined</li> <li>3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions</li> <li>4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives</li> <li>5. understand that knowledge brings responsibility which leads to commitment and action</li> </ol>   | <p><a href="https://www.ibo.org/globalassets/publications/recognition/core_tok.pdf">https://www.ibo.org/globalassets/publications/recognition/core_tok.pdf</a></p>   |