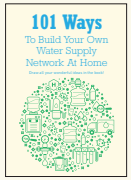
2219: FUTURES IMAGINED
INTERACTIVE TRAIL DOWNLOADABLE GUIDE

ArtScience Museum
MARINA BAY SANDS

Tasks			
No.	Location/ Focus item	Objective	Outcome
1.	Act I: Arrival Dispatch note on cover of interactive trail kit 	To navigate through the exhibition with your memory being erased and you are unsure of your whereabouts. There will be four tasks that you would need to complete to regain back your memory.	The four tasks highlight different global issues and how larger environmental forces will impact our home. The exhibition will begin in 2019 when the repercussions of environmental degradation were increasingly being felt. The Singapore Government addressed the issue of climate change in its 2019 National Day Rally, prompting a three-pronged approach - understand, mitigate and adapt. We will see how the world will continue to undergo extensive change.
2.	Act II: Home Flyer in letterbox 	To gather the community to address ecological, social and political issues and experience the lived consequences of climate change.	After 2019, cities will become more homogenous and issues will no longer be bordered or contained by imaginary national lines - what one will experience in one location will have its repercussions across the oceans and around the world. It is about being highly adaptable and making the necessary adjustments needed to survive.
3.	Act III: Underworld Decoder poster on wall 	To consider alternative spaces including artificial shrines that will replace the flora and fauna, and synthetic sanctuaries for us to establish deep connections with one another.	By 2060, living conditions on Earth have deteriorated to a point where the environment is no longer suitable for humankind and we have to migrate underground. Knowing that not all things such as sunlight and nature are available below surface, are we truly ready to move below ground? We investigate how our relationship with nature may change if we move beneath the surface where much of life is sustained.
4.	Interlude: Library of Necessary Books Book on library shelf  	To recognise that books will still be important and relevant even after the internet age.	Foreseeing how clean water will no longer be easily accessible, this book will include all your future ideas on how you can build your own water supply network at home. The library of the future will hold books that range from literary canons to DIY manuals of utilitarian know-how. These books will then be handed down for generations, from the past and into the future.
5.	Act V: Memory Reflection sticker 	To reflect on how our actions today will have an impact on our future.	As Singapore prepares for its Quadricentennial in 2219 - 400 years of national history - it is rediscovering its own collective memory. Historical relics are rediscovered. Cultural traditions and ancestral stories are being passed down through generations. It has become clear that these are truly the foundation which will help rebuild society, not technology and infrastructure. These stories will endure through the centuries. What story will you tell for your future generations to come?

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For Schools			
Curriculum links			
Subjects	Education level		Trail stop(s)
	Primary	Secondary	
Social Studies	• Understand different perspectives, and negotiate and manage complex situations • Apply reflective thought in making quality decisions • Analyse, evaluate information, consider different viewpoints and exercise discernment in reaching well deliberated conclusions and responsible decisions • Discover the importance of engaging issues of societal concern because he/she understands the potential impact his/her response has on society • Appreciate the interconnectedness of the world and the legacy of human achievements of societies, past and present • Develop personal responsibility in the management of resources • Consider the ethical effects of one's actions and the impact others so as to make informed decisions and carry out appropriate actions • Show curiosity to learn more about the world they live in • Show care for the community and the environment	• Empathise and care for others and the environment in which they live • Appreciate the importance of resilience in the face of challenges	2, 3, 4, 5
Geography	• Demonstrate knowledge of: - Geographical concept terms and facts - Components of physical and human environments - Spatial patterns of physical and human phenomena - Physical-human relationships at local, regional and global scales • Demonstrate: - A sense of appreciation and responsibility for the quality of the environment at local, regional and global scales - Sensitivity towards people in different human environments - An awareness of Singapore's strategic vulnerabilities and constraints, and the strategies used to overcome them - Instinct for survival and confidence for the future of Singapore • Discuss how weather and climate affect people positively and negatively	• Explain human's role in managing the changing environment • Describe the impact of human activities on the environment at local, regional and global scales • Justify the need for protection and conservation of the environment at different levels • Identify and classify physical and human features of the environment	2, 3, 4, 5

For Schools			
Curriculum links			
Subjects	Education level		Trail stop(s)
	Primary	Secondary	
Science	• Provide students with experiences which build on their interest in and stimulate • Provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry • Prepare students towards using scientific knowledge and methods in making personal decisions • Help students appreciate how science influences people and the environment • Engaging with an event, phenomenon or problem through: - Formulating hypothesis - Generating possibilities - Predicting • Show curiosity in exploring the surrounding living and non-living things by asking questions • Show concern by being responsible towards plants and animals such as their own pets	• Provide students with experiences which build on their interest in and stimulate their curiosity about their environment • Provide students with basic scientific terms and concepts to help them understand themselves and the world around them • Prepare students towards using scientific knowledge and methods in making personal decisions • Help students appreciate how science influences people and the environment • Engaging with an event, phenomenon or problem through - Posing Questions - Formulating hypothesis - Defining the problem - Generating possibilities - Predicting • Show a healthy curiosity about the natural and physical world • Relate applications of science to some social and ethical issues • Recognize the need to be responsible towards society and the environment in using technology and scientific knowledge • Show attitudes such as creativity, objectivity, integrity, open-mindedness and perseverance in carrying out activities	2, 3, 4, 5
Art	• Identify simple visual qualities in what they see around them • Identify and differentiate visual qualities • Gather information from visuals and what they see • Make informed links between the use of visual qualities and intentions of artists • Generate ideas for their artmaking from observing visuals and the world around them • Discuss the intentions of their own artworks and interpret those of others • Develop an interest in looking at and creating art	• Record from observation and experience • Identify content and theme in artworks • Convey experiences and ideas with images • Recognize that art reflects, records and plays a role in culture	2, 3, 4

For Schools			
Curriculum links			
Subjects	Education level		Trail stop(s)
	Primary	Secondary	
Language	• Construct meaning from visual text (for e.g. pictures, diagrams, charts, icons, etc.) • Develop the ability to draw conclusions or make inferences based on prior knowledge, visual and contextual clues • Make connections between a text and personal experiences/life • Identify different points of views in stories/poems	• Use appropriate skills and strategies to process meaning from texts • Interpret and integrate information from a variety of sources (for eg. pictures, diagrams, charts, icons, etc.) • Ask a variety of questions at different levels (eg. clarifying, open-ended) about the texts read or viewed • Solve problems imaginatively and creatively by posing critical question, identifying causes, generating possible solutions and choosing the best option • Make connections between a text and other points of view/ideas	2, 3, 4, 5
Math	• Develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving • Develop an inquiring mind through investigative activities		2, 3, 4
History	• To develop an interest in the past and the forces that shaped human activities, institutions and ideas over time • To show an ability to look at events and issues from the perspectives of people in the past		2, 3, 4, 5
Design & Technology	• Develop an awareness of design in the made-world • Develop an appreciation of function, aesthetics and technology in design • Demonstrate awareness of environmental considerations related to materials usage, production methods and after-use disposal		2, 3, 4