**SFS Ideas for Integration Schoolwide**

**How:**

 **-** Personalizing to optimize existing systems

 **-** Teacher training through best practices and building capacity with a gradual release of responsibility model.

 **-** Use of the Sustainable Development Goals (SDGs) as impetus for inquiry or empathy to action.

 - Link to existing curriculum, reduce initiative overload, empower the champions on site.

 - Implementation success through on site coaching, co-teaching, model teaching, and support with action projects/authentic outputs, community impact projects.

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| **SFS Program Area** | **Integration Points** |
| **SFS British School** |
| **General Integration Areas** - *Empathy to Action integration into curriculum*  - English, Math, Science, Geo, History- *Citizenship*[*https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4*](https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4)- *Design and Tech*  <https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study> *- Art and Design*  |
| **Key stages 1 and 2** | - **Empathy to Action Curriculum Planning**  - Global voices narratives - Perspective poetry - Ex. TIS Why Water matters or Red Giraffe story writing - **Mini Design for Impact** **-** Photo Voice - Upcycle Fashion  - Cain’s Arcades - Future Foods - **Activist in Residence Programs**  - Ex. Salva Dut  - Personalize roster to fit school themes - Support local activists/artists |
| **Key Stage 3**  | - **Empathy to Action Curriculum Planning** - Argumentative Writing for purpose - Authentic publication - Ex. Project Enable or Impact Beijing- **Activist in Residence** - Ex. Out of the Blocks SFS - Ex. Salva Dut  - Ex. Luka Lesson- **Design for Impact Exhibitions or Community projects**  - ex. JIS D4I - **Media Makers Projects – Linked to Design and Tech**  - Ex. SFS Voice lab  - Ex. ISB futures public radio  - Ex. ISB Ignite Weeks |
| **SFS High School** |
| **Curriculum Integration**  | **MYP Design Projects** – Design 4 Impact **Global studies classes** – Empathy to Action**Journalism program in HS** – Level up based on MYP Design in MS  |
| **Discovery Week (DW)** | Connecting to SDGs, Empathy, Needs analysis, authentic action or authentic experiential opportunities, linking to curriculum or linking to Learner Profile skillsets. Tangible opportunities to self-reflection, growth, and impact. **17 Skills for 17 Goals - Student Leadership workshops and skills** **Care - Aware – Able - Act** |
| **Community Time (CT)**  | Helping to Link CT activities to IB Learner Profile and SFS missionHelping to create ‘citizenship’ indicators for the Community Time and linking to skills based activities to cultivate these. **17 Skills for 17 Goals - Student Leadership workshops and skills**  - Potential to create a scope an sequence of these skills and supplement existing character education/mentoring goals with these Leadership SkillsLinking it to the **WHY** and helping to develop action plans, service connections, curricular connections or connections to larger Community Projects. Ex. Salva Dut Activist in Residence |
| **CAS** | **World Studies Essays** – Empathy to Action Approach. (Ex. Inspire 2 Inform)**Service Program Examples** – (ex. ESEE at ISB) - Is your service being impactful?**NGO Connections** – Digital Advocacy, distance internships, local action projects, etc. (Ex. Uniterra and WFSS)**CAS Level Up** according to Design Cycle, Needs Analysis, etc. – potential training for CAS mentors in some of these skills. |