**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 mission  Helping 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 Skills  Linking 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. |