



# imagine if Curriculum

## What Learners Aren't Taught in School

Being an adult, it may be hard to think back on your childhood and remember exactly when and where you were taught life skills that help you run your everyday life. Was it in school or at home? Besides the major items like walking and talking, many parents forget that most life lessons begin outside the traditional classroom.

At Imagine If, we are cognizant of the deep impact the following four areas have on a learner's education beyond school and work hard to provide opportunities to develop these skill sets in our Early Learning, Primary Years, and Secondary Years experiences.

## The Art of Conversation



Schools don't really teach any conversation skills. Of course, learners may develop and hone these skills while answering and participating in class, but this is simply not enough. For instance, if a learner is shy or afraid of answering for fear of not having the right answer, this may make them lose some conversation skills in the interim. It's important to keep up the conversations at home and see where learners stand on being able to emote and state their thoughts on topics. We focus on building up the skills they already have and refine their conversational tone as they grow.

At Imagine If, CONVERSOLOGY is an actual subject area that we work on with learners to ensure that they become experts in the art of conversation which is an underrated life-skill that opens many opportunities when done well.

## Financial Literacy

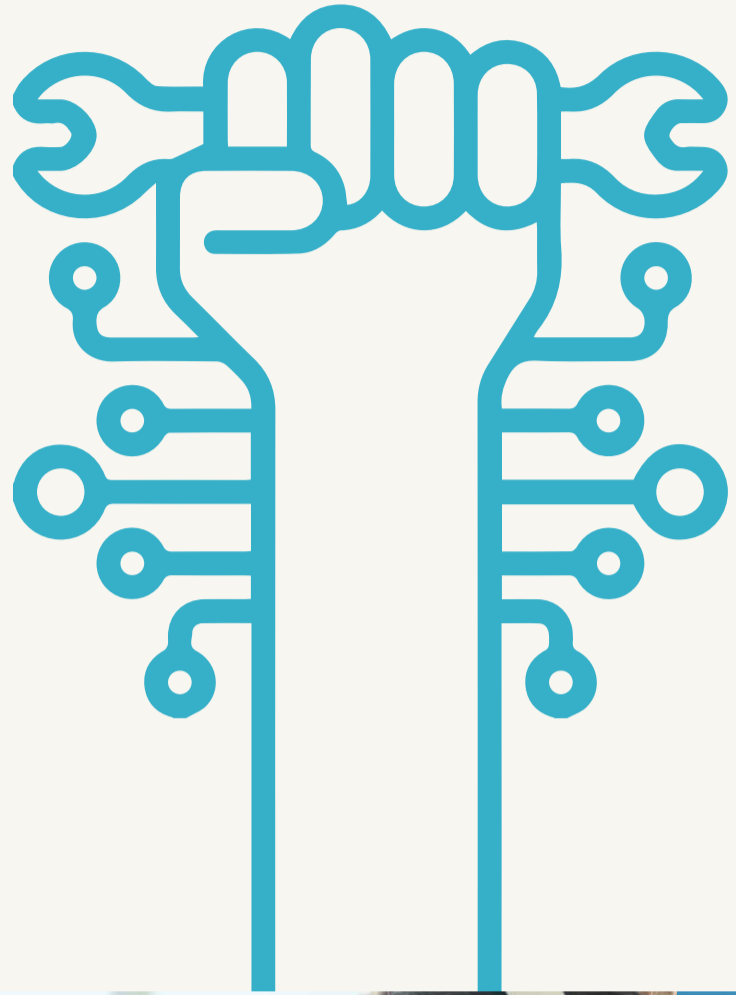


Mathematics is obviously taught in school, but when it comes to exchanging money in paper and coins, learners are not often explicitly taught this in a practical and meaningful manner. At Imagine If, we start early with learners, teaching them the fundamentals of real money. As they grow, we introduce coins and basic handling of money both physically and digitally. Once the basics of money are covered and learners are a little older, we start introducing the lessons of saving, personal finances, and investing. Financial literacy is a core curriculum area for Imagine If learners in our Primary Years and Secondary Years experiences.

We firmly believe that financial literacy should be combined seamlessly with character development – we aim to raise a generation that is mentored to become financially stable and independent, and to use various forms of wealth such as knowledge, expertise, talent, money, and time as well as physical, mental, emotional, and character traits such as patience, responsibility, generosity, and gratitude to build stronger family and community ecosystems.



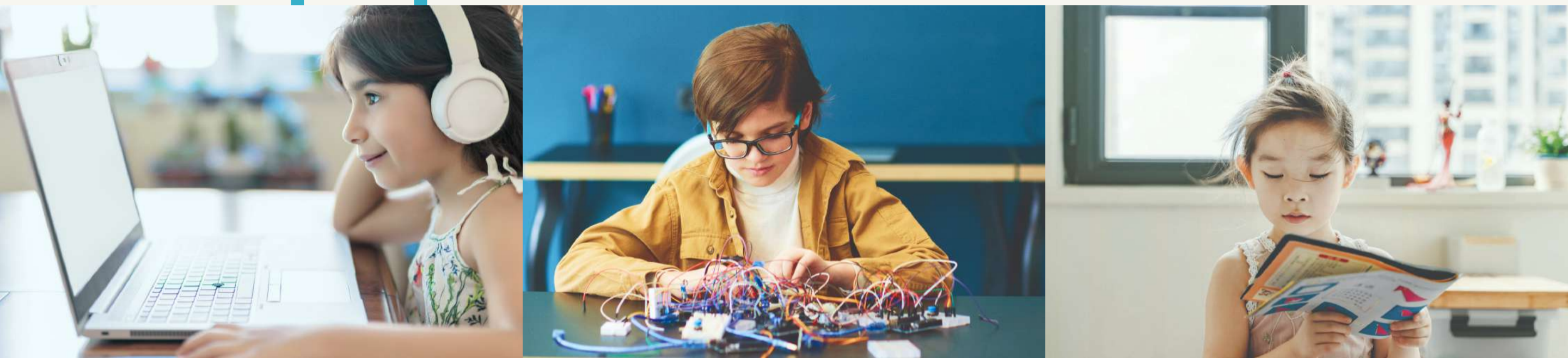
# Technological Literacy



It may be hard for most learners to think of a world without tablets, TVs, and smart phones, but we can all assure them that, yes, this world without technology existed. It's also important to teach them what to do in cases where technology fails. Have they ever experienced a power outage and what to do? Have they seen a traditional clock or learned how to read it? This is a great time to start their learning on what to do when there's no glow of technology.

There are a number of benefits to technological literacy, both for learners and the world as a whole. For instance, someone who is broadly knowledgeable and capable when it comes to technology may be able to contribute more (and compete more effectively) in the workplace than someone without those traits. Employers today are seeking workers who can identify and solve problems, who see issues within a broad context, and who are comfortable with complexity.

The study of technology can encourage all of these qualities. A person who understands the basics of technology and can think critically about risks, benefits, and trade-offs will be a more savvy consumer. The world is full of products and services that promise to make people's lives easier, more enjoyable, more efficient, or healthier, and more and more of these products appear every year. A technologically literate person cannot know how each new technology works, its advantages and disadvantages, how to operate it, and so on, but they can learn enough about a product to put it to good use or to choose not to use it.



# Health Literacy

The WHO health promotion glossary defines health literacy “as the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand, and use information in ways which promote and maintain good health.”

## Our focus on health literacy at Imagine If helps our learners to:

- Access and navigate health information environments
- Understand health messages
- Think critically about health claims and make informed decisions about health
- Acquire health knowledge and use it in new situations
- Communicate about health topics and concerns
- Use health information to promote their own health, that of others, and environmental health
- Develop healthy behaviours and attitudes
- Engage in healthy activities and avoid unnecessary health risks
- Become aware of their own thinking and behaving
- Identify and assess bodily signals (e.g. feelings, symptoms)
- Act ethically and socially responsible
- Become self-directed and life-long learners
- Address social, commercial, cultural, and political determinants of health

Strengthening health literacy will contribute to overall school health promotion, including physical, mental, and digital health outcomes for school-aged children and school and educational professionals. Health literacy will have an impact on educational outcomes such as learning achievements, academic competencies, critical thinking, and it will enable pupils to become empowered individuals as well as ethically and socially responsible citizens.



The list of topics not taught in school is a lot longer than you think. At Imagine If, we have taken careful notice of what learners are being exposed to in traditional schooling environments and have curated comprehensive flowpaths™ to get them set with the social and worldly skills they need to succeed in the future.