

# Forum on Parents and Schooling

Thursday, 31 August 2017  
Ballroom 3, Level 3  
Orchard Hotel Singapore

PANEL II  
Curriculum Emphases and Tuition – What needs to Change?

PRESENTATION BY  
**Mrs Carmee Lim**

**Founder &  
President**  
Aoede Music Enterprise  
and  
**Mentor Principal**  
MindChamps Holdings

# *Learning to PLAY & Playing to LEARN*

*Carmee Lim*

**MindChamps Mentor  
Principal**

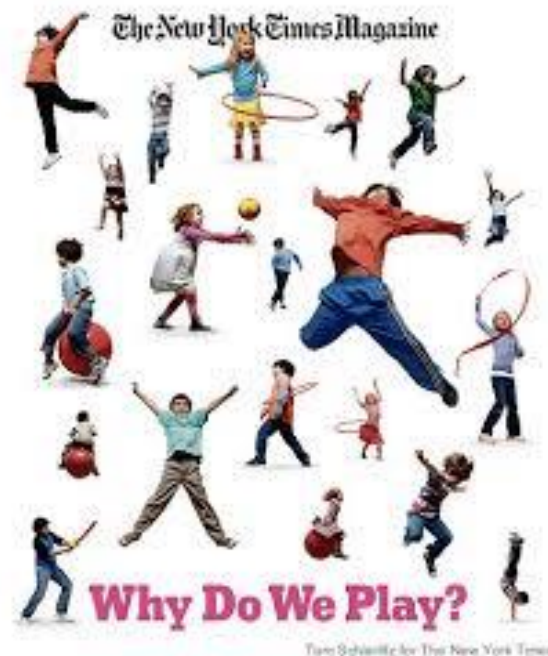


***“Play is the catalyst for Learning at any age” – Stuart Brown***

**“Play shapes the Brain**

**Opens the Imagination**

**Invigorates the Soul”**



# “Crafted” Play

- Exploring the world through play with the active presence of teachers and parents.
- “Crafted” Play - Having teachers/parents guide their learning through play activities that suit the child’s age and level of development.





# Learning just for Test Score?

“Not everything that counts  
can be counted &  
Not everything  
that can be counted  
Counts”.

William Bruce Cameron



# Learning to Communicate



✓ Create successful future readers, writers, storytellers (and learners)



✓ Develop their own written and verbal language responses within each structure and style.

# Learning to Collaborate - Social & Emotional Intelligence

- ✓ Develop intelligent, socially responsible, self-directing individuals who can function as effective members of groups – family, community, and the world.





# Dramatic and Fantasy Play

- ✓ Nurturing and developing Imagination and Creative Thinking Skills.



# Manipulative Play

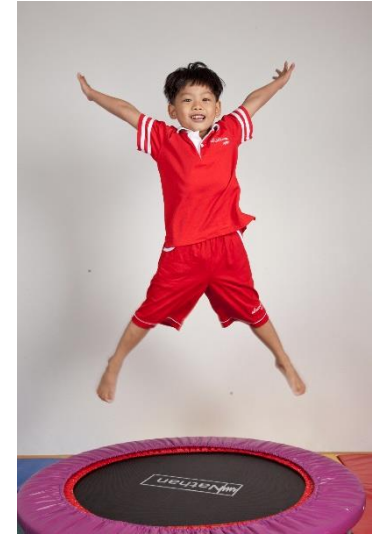
- ✓ Counting exercises, comparing, classifying
- ✓ Manipulation of numbers and groups, shapes and patterns
- ✓ Calculating and experimenting with combinations of money denominations
- ✓ Participating in 'real life' money calculation exercises



# Physical Play

## Mind-Body in Motion

- ✓ Carefully structured physical activities promote healthy inter-hemispheric (whole brain) connectivity, enhance coordination and establish the physical basis for future mental development.



# Musical Play

- ✓ Singing and Listening
- ✓ Playing instruments
- ✓ Basic musical language
- ✓ Improvising and composing



# Exploratory Play – Associative Thinking & problem solving

- ✓ Child centered-inquiry learning at theme-based learning zones.
- ✓ Sensory-based exploration, logical and creative questioning, answering, problem solving and thinking tasks.



# Dolphin Project

**Interest after initial provocation:** Habitat of the dolphins.

**Further provocation:** Excursion to Under Water World Dolphin Lagoon.

**Objective:** To provide our Champs with hands on experience and allow them to establish connections to their classroom learning experiences.

**Activity:** Champs expressing their understanding through various languages – creating ocean diorama.



*Champs expressing their understanding and thoughts through various media.*



*“I draw and colour the pink dolphin. I know that pink dolphins have big brains so they are very smart .“ Yun Yi (child’s theory and current understanding)*



*“ I draw the military dolphin too, it can take photos of people”  
- Markko*



*“I draw the military dolphin, they can put a camera on its flippers. I like to be the leader of the group because I learn from my friends” - Ethan*

# Nature & Environmental Awareness

- ✓ “Saving Gaia” Going Green. Reduce. Reuse. Recycle.
- ✓ Increase the child’s ability to creatively draw unique connections and associations between the various natural and environmental elements.





# Every Child is Unique and Special

Recognize his/her gifts and talents  
Encourage them to develop their own  
individuality

Develop Growth Mindset &  
Champion mindset  
to become the person he/she  
is capable of becoming.

# Roots and Wings

Music and arrangements by Carmese Lim & Jimmy Koh  
Lyrics by Denis Wurtley

Rubato

Cmaj7 A7(b9) Dm7 G7  
 If I had two wish- es, I'd know what they would be. I would  
 Dm7 G7 G- Cmaj7 Cmaj7 A7(b9)  
 wish for roots to cling to and wings to set me free. Roots of in-ner va-lues like  
 Dm7 Fm F/G G7 C6  
 rings with-in a tree, and wings of in-de-pen-dence, to seek my des-ti-ny.  
 1-23  
 Roots to hold for- ever, to keep me safe and strong, to  
 Just be there when I need you, to tell me it's ad-apt, to  
 If I had two wish- es, and two, waste all I had, and  
 let me know you love me, when I've done some-thing wrong, to  
 face my fears of fal-ling, when I test my wings in flight, Don't  
 they could just be granted, by my Atom, and Dad, I  
 show me by ex-am-ple, and help me learn to choose, to  
 make my life too easy, it's bet-ter if I try, and  
 wouldn't ask for stone-ey, or a - ny store bought things, the  
 take those ac-tions ev-ry day, to win in-stead of lose.  
 fail and get back up my-self, so I can learn to fly.  
 great-est gifts I'd ask for, are sim-ply roots and wings.  
 1  
 wings, the great-est gifts I'd ask for are sim-ply  
 1 2  
 roots and wings.

# **Roots and Wings** **By Denis Waitley**

**If I had two wishes, I know what they would be  
I would wish for Roots to cling to, and Wings to set me free;  
Roots of inner values, like rings within a tree,  
And Wings of independence , to seek my destiny.**

**Roots to hold forever to keep me safe and strong,  
To let me know you love me, when I've done something wrong  
To show me by example, and help me learn to choose,  
To take those actions every day, to win instead of lose.**

- 3. Just be there when I need you, to tell me it's all right,  
To face my fear of falling when I test my wings in flight,  
Don't make my life too easy, it's better if I try,  
And fail and get back up myself, so I can learn to fly.**
  
- 4. If I had two wishes, and two were all I had,  
And they could just be granted, by my Mom and Dad;  
I wouldn't ask for money or any store-bought things.  
The greatest gifts I'd ask for are simply Roots and Wings.**

**Coda: The greatest gifts I'd ask for are simply Roots and Wings.**

# 6 Cs for the Future



# What needs to change?

## Challenges &

## Responsibilities

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