

# CHILDREN'S NEEDS (FULL VERSION)

## Qualities, Skills and Syllabus Topics for Each Child

### Personal

- **Self-confidence** (*having a deep sense of self-worth*)  
LP: *Being secure enough to feel that you can succeed in whatever you attempt.*  
UP: *Having a sense of and valuing one's own abilities.*  
HS/Plus-2: *Feeling secure and uninhibited in the high school environment and adapting to it.*
- **Self-motivation** (*acting from inner motivation, rather than only according to the expectations of others*)  
LP: *Initiating and carrying out activities.*  
UP: *Having the wish to develop one's own abilities.*  
HS/Plus-2: *Pursuing a goal with interest, developing self-direction and time management; taking an active part in class or in projects.*
- **Decision-making** (*thinking carefully of alternatives and selecting the best one*)  
LP: *Deciding the details of activities.*  
UP: *Making positive choices independently.*  
HS/Plus-2: *Being able to make choices, including choosing an area for higher studies; deciding how to reach a goal and which goal to aim for.*
- **Problem-solving** (*analysing a difficult situation for the purpose of generating a solution*)  
LP: *Learning to get what you want without disturbing others.*  
UP: *Considering alternatives and using discrimination in finding a positive solution.*  
HS/Plus-2: *Being able to exercise sound logic and reasoning; being able to understand problems and their implications within a larger context of interconnected factors and being able to find solutions; exercising "systems thinking," or a perspective that goes beyond events, to look for patterns of behaviour and underlying interrelationships.*
- **Valuing others** (*valuing the thoughts, feelings and opinions of others*)  
LP: *Listening to others.*  
UP: *Regarding others' opinions and feelings and adjusting to them.*  
HS/Plus-2: *Developing compassion and empathy, respecting diverse perspectives and cultural differences.*
- **Enthusiasm for learning** (*developing a love of learning*)  
LP: *Showing and expressing one's interests.*  
UP: *Finding positive outlets for natural enthusiasm, and finding the media or forms with which to express one's own interests.*  
HS/Plus-2: *Developing openness to new ideas, intellectual curiosity, and enjoyment of learning.*
- **Commitment and perseverance**  
LP: *Sticking to an activity or idea.*  
UP: *Ability to undertake and successfully complete projects and activities.*  
HS/Plus-2: *Persistence and thoroughness to complete an aim or master a subject, even if it is difficult.*
- **Concentration**  
LP: *Focusing attention to an aim.*  
UP: *Focusing with a longer attention span.*  
HS/Plus-2: *Focusing on the activity or matter at hand for prolonged periods of time.*
- **Imagination and creativity**

LP: Freedom of expression, originality and inventiveness.

UP: Elaborating an idea and giving it shape in a variety of ways.

HS/Plus-2: Finding creative outlets for one's own particular ideas and talents.

➤ **Gross motor skills**

LP: The ability to run, climb and jump, and the ability to catch with hand-eye coordination.

UP: Developing the body through participation in organized games and sports.

HS/Plus-2: Building healthy physical development and learning sports techniques, and engaging in physical activities and sports of various kinds.

➤ **Fine motor skills**

LP: The ability to write, operate a computer mouse, and manipulate objects with hand-eye coordination.

UP: Developing cursive writing and computer skills, including using the keyboard and the mouse effectively.

HS/Plus-2: Improving handwriting and computer typing skills.

➤ **Physical safety**

LP: Understanding the safety boundaries for physical activities.

UP: Developing the habit of considering one's own safety and the safety of others.

HS/Plus-2: Being aware of the rules of sports and safety rules, as well as the fundamentals of first aid.

## Social

➤ **Participating (joining in)**

LP: Joining in activities.

UP: Joining in group activities and games.

HS/Plus-2: Participating in class discussions, monthly programmes, and all aspects of high school life. Community participation in socially useful productive work.

➤ **Adjusting with others**

LP: Making friendships, learning to give and take.

UP: Developing flexibility in social relations.

HS/Plus-2: Developing social skills such as courtesy, tact and fair play.

➤ **Working well in a team and cooperating**

LP: Being willing to join a group game or activity.

UP: Joining and contributing to group projects and games.

HS/Plus-2: Demonstrating teamwork and working with others harmoniously towards an aim.

➤ **Leadership skills (where the child has an inclination for this)**

LP, UP, HS/Plus-2: Finding one's own areas of strength and using them to help others.

➤ **Communicating (using listening, speaking, reading, writing and gesturing to clearly express a thought or conclusion, speaking to an audience etc.)**

LP: Making your ideas and wishes known to others clearly.

UP: Expressing and articulating one's ideas effectively, being able to speak before an audience or publish a written composition.

HS/Plus-2: Comprehending, managing and creating effective oral, written and electronic communications; public speaking, presenting oneself well, developing interview and presentation skills; developing, implementing and communicating new ideas to others by knowing how to use the tools of communication such as spreadsheets, e-mail, Internet, PowerPoint presentations, search tools and word processing. Articulating one's ideas clearly.

➤ **Accountability (being responsible for one's actions)**

Deleted: , even if briefly

LP: Gradually developing the ability to be answerable for one's actions.

UP: Doing what you say you will do.

HS/Plus-2: Taking responsibility for one's own role in one's own education, such as completing homework assignments and projects and being punctual to class; being accountable to one's teachers and friends.

## Academic

### Cognitive Strategies

- **Comprehending**  
LP: Grasping a new idea or making an effort to understand English.  
UP: Grasping new concepts, understanding more English.  
HS/Plus-2: Grasping the nature, meaning and significance of a concept.
- **Applying learning (using knowledge in a new area)**  
LP and UP: Using what you learned earlier in a new situation.  
HS/Plus-2: Transferring learning from one context or domain to another; understanding the interdisciplinary nature of learning.
- **Researching (gathering information for a project)**  
LP: Making use of the LP library.  
UP: Using the research tools of the UP library and finding information from other relevant sources as well.  
HS/Plus-2: Locating appropriate resources, knowing where to find information and how to obtain it; knowing how to understand a piece of information, evaluate it, and integrate it for your own purposes and apply it; knowing how to extract from a resource what you need.
- **Formulating (making a plan or formula)**  
LP: Putting ideas into a form or formula, such as writing a list of rules for a game or explaining the steps involved in doing a project.  
UP: Expressing an idea coherently, putting ideas into a form.  
HS/Plus-2: Putting an idea into a form; giving an idea a concrete shape, for example, putting data into a table or expressing an idea in a coherent paragraph.
- **Seeing ahead (anticipating an outcome based on the use of one's personal knowledge)**  
LP and UP: Foreseeing a result or consequence.  
HS/Plus-2: Foreseeing consequences; for example, apportioning study time, using time management in executing a project or on exams; anticipating the outcome of an experiment.
- **Interpreting: (testing through experience or manipulation of variables)**  
LP: Figuring out what a fact implies; for example, knowing the need for a change of clothes on a rainy day.  
UP: Testing different possibilities to see the effects; for example, testing how weight, shape and size of a spinning top affect its speed, fluidity and movement.  
HS/Plus-2: Testing an idea, understanding the implications of others' ideas, as in interpreting a poem.
- **Comparing (noting similarities and differences)**  
LP: Noting similarities and differences, for example, in sizes, shapes, and colours.  
UP: Grasping relative similarities and differences in objects and ideas.  
HS/Plus-2: Being able to compare and contrast the similarities and differences between concepts and express them.
- **Analysing (clarifying information by examining parts and relationships)**  
LP: Breaking an idea into parts, such as seeing that cricket involves batting, bowling, rules, and so forth.

**UP:** Breaking an idea into parts, such as analysing the movements of a cricket bowler or figuring out the components of a mixture.

**HS/Plus-2:** Being able to break an idea into parts; being able to identify and evaluate the various aspects of a topic, for example, in an essay question of an examination; exercising critical thinking such as logic and reasoning, dissecting an argument.

➤ **Observing (carefully noting the whole as well as the details)**

**LP and UP:** Noting details and characteristics, being aware of one's environment.

**HS/Plus-2:** Being able to learn through careful attention; ability to collect data through observation; learning through relevant, engaging and meaningful real-life examples.

➤ **Planning (developing strategies to reach a specific goal)**

**LP:** Deciding a method to achieve an end, for example, planning how to spend one's school day.

**UP:** Being able to design and execute a project, game or activity.

**HS/Plus-2:** Developing strategies to reach a specific goal; thinking through activities and projects; making a study schedule.

➤ **Organising (organizing and arranging materials, events or information so that they can be used more effectively)**

**LP:** Putting details of activities, events, and games into an overall shape.

**UP:** Arranging or categorizing ideas or materials; putting an idea into order.

**HS/Plus-2:** Arranging materials, events or information so that they can be used more effectively; systematising study time and projects.

➤ **Integrating (merging parts into a whole)**

**LP:** Making parts into a whole, such as solving a puzzle.

**UP:** Making parts into a whole, such as merging an individual task into a larger project and seeing the whole picture.

**HS/Plus-2:** Merging parts into a whole; for example, expressing diverse ideas in a well-organized and unified form.

➤ **Inferring**

**LP:** Drawing conclusions from a context, for example, understanding one's friend's mood from his expression.

**UP:** Understanding implications or drawing conclusions from a context, such as figuring out what a cricket rule means when applied.

**HS/Plus-2:** Being able to draw conclusions from a context, such as surmising the author's bias in a written passage.

➤ **Studying**

**LP:** Trying to master something by focused attention to it, as in studying an insect.

**UP:** Mastering a skill or a body of information, as in studying how to play chess, or learning how to accomplish homework.

**HS/Plus-2:** Mastering a body of information through concentrated effort; developing study skills such as time management and memorization for taking tests and exams; taking effective lecture notes; taking effective notes from a textbook; developing effective strategies to internalize knowledge; organising study time at home. Developing study habits such as punctuality and completing homework. Developing skills and strategies for taking examinations.

## English Speaking, Reading and Writing

➤ Fluency and competency in English speaking, reading and writing are the most important academic skills.

**LP:** Becoming fluent in spoken English, beginning to read and write in English, and developing a reading habit.

**UP:** Continuing to develop fluency in spoken English and in reading; developing a reading habit; practicing reading comprehension; writing English sufficient for high

school entry, including how to write an essay with topic sentence, paragraphs and conclusion; developing clear and legible handwriting at sufficient speed (including cursive handwriting)

**HS/Plus-2:** Achieving fluency and competency in English speaking, reading and writing; expressing information in your own words; developing clear and legible handwriting at sufficient speed (including cursive handwriting); developing a reading habit; developing the ability to write a well-organised essay with a topic sentence, argument and supporting examples, transition between paragraphs, and conclusion; developing reading comprehension of fiction or non-fiction; ability to extract key points and answer questions based on a written passage; understanding an idea from its context; building an ever-increasing English vocabulary; developing ability to write and present a research report, with statement of aims, context (why it is important), subject of study, methodology of data collection, presentation of data and results, data analysis and discussion, conclusions and suggestions for future research.

### Knowledge of the Syllabus (for each campus)

- **LP Syllabus**  
*Exposure to and participation in the LP syllabus.*
- **UP Syllabus**  
*Exposure to the UP syllabus and development of a foundation for further study of subjects such as mathematics, science and language.*
- **HS/Plus-2 Syllabus**  
*Knowledge of the HS/Plus-2 syllabus.*

The syllabus file for each campus includes a list of basic topics that will be covered in any school. The teacher and child may go beyond the syllabus file and introduce topics beyond those listed in the syllabus file. The syllabus file does not limit the learning process in any way.

