



Welcome
to
start

Strength Through Art
Workshop 2025

INFORMATION PACK

Strength Through ART (stART) – Art & Mental Wellness Programme

Strength Through ART (stART) Workshop: A six-session art-based mental wellness programme focusing on visual and emotional literacy learning for Singaporean youths aged 13 and above.

1. PROJECT DETAILS

Date:	Please refer to Annex A – 2025 stART Booking Slots for available slots
Time:	3:00pm – 5:00pm
Venue:	i) School ii) National Gallery Singapore, 1 St. Andrew's Road, Singapore 178957
No. of sessions:	6 sessions; 2 hours each
No. of students:	12 - 15 pax / group (Max. 2 groups of 12 – 15 participants)
No. of facilitator(s):	1 pax / group
Cost:	\$168 per participant (including stART Playbook and art materials)

stART Team:

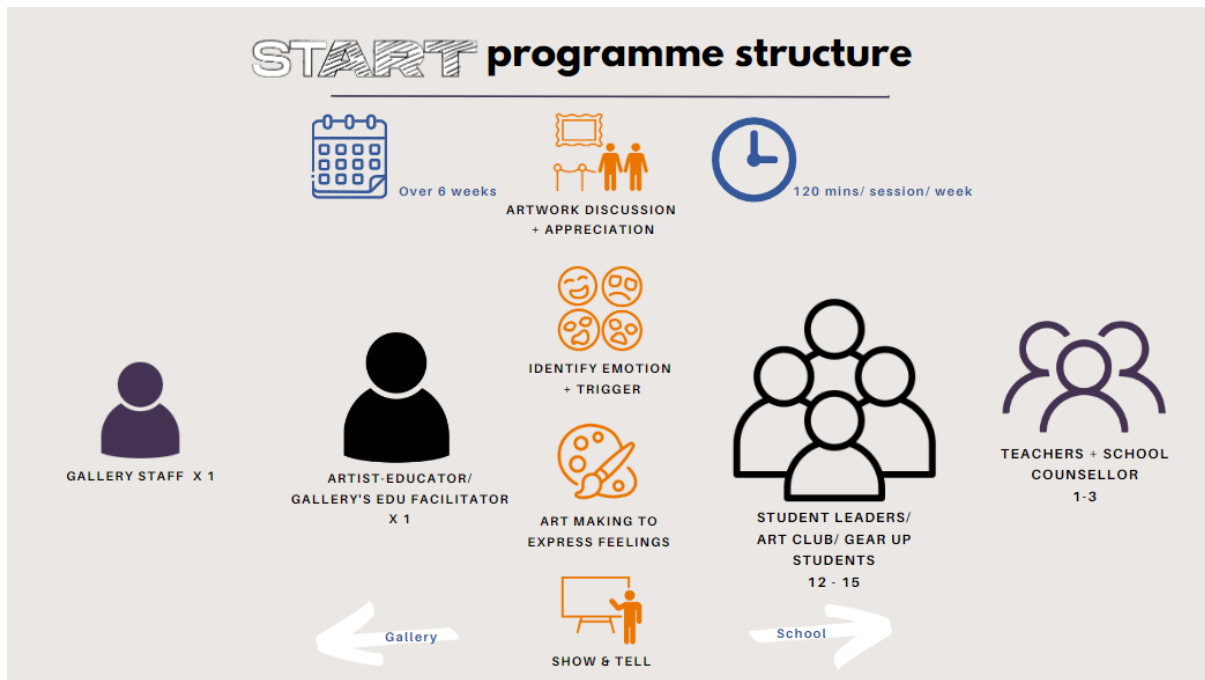
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2. PROGRAMME & LESSON OUTLINE



Lesson / Duration / Venue	Lesson 1 (2 hours per session) in school
Lesson Objective(s)	Students will: <ol style="list-style-type: none"> 1. Develop emotional awareness and literacy by learning to recognise events / experiences and identify their accompanying emotions
Lesson Outcome(s)	Students will: <ol style="list-style-type: none"> 1. Create a Name Design and mind map that articulates their emotional reactions toward certain objects, persons, events, behaviours, real or fictitious situations
Key question(s)	<ol style="list-style-type: none"> 1. What are emotions? 2. How do they affect me?
Vocabulary to highlight / clarify	<p>Emotions - Complex combination of thoughts, feelings, physical sensations and actions</p> <p>Affect - To have an effect on</p> <p>Awareness - To know and become conscious of something</p> <p>Literacy - Ability to know or have the words to understand and describe something</p>

Lesson / Duration / Venue	Lesson 2 (2 hours per session) in National Gallery Singapore
Lesson Objective(s)	Students will: <ul style="list-style-type: none"> 1. Develop emotional awareness and literacy by learning to use art imagery to explore, identify and express emotions
Lesson Outcome(s)	Students will: <ul style="list-style-type: none"> 1. Select and upload 2 artworks on Padlet with a short written explanation of the emotions / memories each work evokes <ul style="list-style-type: none"> • 1 artwork should evoke a happy / comfortable feeling; 1 artwork should evoke an unhappy / uncomfortable feeling
Key question(s)	<ul style="list-style-type: none"> 1. How else can I describe or understand my emotions? 2. What makes me feel this way?
Vocabulary to highlight / clarify	<p>Emotions - Complex combination of thoughts, feelings, physical sensations and actions</p> <p>Affect - To have an effect on</p> <p>Explore - To investigate</p> <p>Identify - To recognise and name</p> <p>Express - make (feelings, thoughts, experiences) known and understandable</p> <p>Awareness - To know and become conscious of something</p> <p>Literacy - Ability to know or have the words to understand and describe something</p>

Lesson / Duration / Venue	Lesson 3 (2 hours per session) in National Gallery Singapore
Lesson Objective(s)	Students will learn to: <ul style="list-style-type: none"> 1. Apply the See-Think-Wonder routine to distinguish between observations (objective and factual) and interpretations (subjective), examine the connection(s) between personal experiences and interpretations, and be aware of other possible perspectives
Lesson Outcome(s)	Students will: <ul style="list-style-type: none"> 1. Write / draw a critical reflection of an artwork of their choice using the See-Think-Wonder Routine <ul style="list-style-type: none"> • The reflection should include observations of the artwork in relation to subject matter and art elements, examine connections between prior knowledge / experience and interpretations, and consider alternative perspectives
Key question(s)	<ul style="list-style-type: none"> 1. What is my perspective? What other perspectives are there? 2. What is making me think / feel this way?

Vocabulary to highlight / clarify	<p>Observation - Carefully and closely noticing all aspects of something</p> <p>Factual - As something really / actually is</p> <p>Interpretation - Explanation / conclusion drawn from the facts</p> <p>Perspective - A particular way of looking at something or to think about a situation or problem</p>
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Lesson / Duration / Venue	Lesson 4 (2 hours per session) in school
Lesson Objective(s)	<p>Students will learn to:</p> <ol style="list-style-type: none"> Engage with artmaking as a strategy to express uncomfortable thoughts and feelings
Lesson Outcome(s)	<p>Students will:</p> <ol style="list-style-type: none"> Create a figurative or abstract collage/ drawing / painting / sculpture that serves as a tangible metaphor for their uncomfortable / unhappy emotional state *suggestion to provide choice for greater autonomy. 3D medium will be good for haptic and tactile (less visual) learners
Key question(s)	<ol style="list-style-type: none"> How can I cope with my uncomfortable emotions? How else can I express how I feel?
Vocabulary to highlight / clarify	<p>Cope - to deal with a situation successfully</p> <p>Express - make (feelings, thoughts, experiences) known and understandable</p> <p>Strategies - a plan of action used to achieve a goal</p> <p>Uncomfortable emotions - emotions that cause distress, unease, sadness and/or pain</p>

Lesson / Duration / Venue	Lesson 5 (2 hours per session) in school
Lesson Objective(s)	<p>Students will learn to:</p> <ol style="list-style-type: none"> Engage with artmaking as a strategy to identify triggers and explore constructive responses. Be aware that it is something inside them that resulted in how they feel. (Trauma isn't what happens to you, it is what happens inside you. – Dr Gabor Mate) Develop strategies for well-being and resilience
Lesson Outcome(s)	<p>Students will:</p> <ol style="list-style-type: none"> Create a figurative or abstract collage/ drawing / painting in response to their uncomfortable / unhappy emotional state, which can serve as a reminder for strategies students can use when they are triggered

Key question(s)	<ol style="list-style-type: none"> 1. What triggers me, and what happens when I am triggered? 2. Where does the trigger come from? / What could have created this trigger? 3. What can I do when I am triggered?
Vocabulary to highlight / clarify	<p>Trigger - an event / object / person that sets off a series of emotions, thoughts and actions</p> <p>Automatic responses - immediate and unthinking reaction to something or someone</p> <p>Constructive responses - reactions that are beneficial and useful</p> <p>Strategies - a plan of action used to achieve a goal</p> <p>Well-being - the state of being comfortable, healthy and happy</p> <p>Resilience - the ability to recover quickly from difficulties</p> <p>Manage - to successfully control a difficult situation</p>

Lesson / Duration / Venue	Lesson 6 (2 hours per session) in school
Lesson Objective(s)	<p>Students will learn to:</p> <ol style="list-style-type: none"> 1. Respond to triggers in a more effective and self-protective manner. 2. Identify and articulate strategies to manage uncomfortable emotions. 3. Acknowledge the importance to sit with discomfort as a way to create space for them to manage difficult feelings
Lesson Outcome(s)	<p>Students will:</p> <ol style="list-style-type: none"> 1. Tap into their comfortable and uncomfortable / unhappy emotional state and explore metaphorically with art to reframe their thinking.
Key question(s)	<ol style="list-style-type: none"> 1. What can I do to help and protect myself when I am triggered?
Vocabulary to highlight / clarify	<p>Respond - Thoughtful and intentional reaction (different from react - which is usually immediate, unthinking and unintentional)</p> <p>Self-protective - Sustaining and helpful actions that keep the Self safe from harm or injury (the opposite of self-harm)</p> <p>Strategies - a plan of action used to achieve a goal</p> <p>Manage - to successfully control a difficult situation</p> <p>Uncomfortable emotions - emotions that cause distress, unease, sadness and/or pain</p>

3. NOTE TO SCHOOL

TIMELINE	ACTION FROM SCHOOL
Pre-Programme (At least 1.5 months before Session 1)	<ul style="list-style-type: none"> <input type="checkbox"/> Submit <u>completed stART Workshop booking form</u> to receive confirmation of booking <input type="checkbox"/> Secure and confirm an art room (or any room with tables, chairs, projector and sink) for sessions 1, 4, 5, 6 <i>*We do not recommend the school's recreation room as it could be less conducive towards the programme experience</i> <input type="checkbox"/> Confirm no. of participants <u>at least 1 week before</u> session 1 <i>*Amount billed will be according to confirmed no. of pax</i> <input type="checkbox"/> Share the basic profile of the students (i.e. class, level, age, general engagement level in class and any special notes) <input type="checkbox"/> Arrange for teacher(s) to be present throughout all 6 sessions <input type="checkbox"/> Submit participants' name list to receive Certificate of Participation at the end of programme
Session 1 Location: <u>School</u>	<p>Gallery's facilitators will distribute the first programme booklet, <i>Name</i>, to each student at Session 1.</p> <p>The programme binder and the other booklets, <i>Frame</i>, <i>Reframe</i> and <i>Journal</i>, will be distributed to each student at Session 3</p>
Session 2 & 3 Location: <u>National Gallery Singapore</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Bring the activity binder and booklets <input type="checkbox"/> Ensure students have their PLD <input type="checkbox"/> Take attendance <input type="checkbox"/> Encourage students' participation and manage classroom behavior
Session 4 & 5 Location: <u>School</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in the activities! Teachers are welcome to participate. <input type="checkbox"/> Collect and help store students' artworks, Playbook binder and booklets safely
Session 6 Location: <u>School</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Bring the activity binder and booklets <input type="checkbox"/> Ensure students have their PLD

	<ul style="list-style-type: none"> <input type="checkbox"/> Take attendance <input type="checkbox"/> Encourage students' participation and manage classroom behavior <input type="checkbox"/> Engage in the activities! Teachers are welcome to participate. <input type="checkbox"/> Assist with the group photo-taking at end of session and hand out Certificates of Participation <input type="checkbox"/> Ensure students complete the participant feedback form to help us improve the quality of the programme <input type="checkbox"/> Teacher to complete the programme survey <input type="checkbox"/> Facilitate payment of programme to National Gallery Singapore
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Related Wellness Resources

- Care Collection Cards – Conversation Cards

The cards are recommended as a resource for teachers to help students build their self-expression practice through its conversation prompts.

For information on the Care Collection Cards, visit www.nationalgallery.sg/care-collection-cards. Purchase requests may be directed to programme organizer.



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