

跨領域美感教育 x 社會情緒學習 雙向導航圖

《跨領域美感教育 x 社會情緒學習 雙向導航圖》以跨領域美感七大素養為橫向分類，社會情緒學習 (SEL) 五大素養為縱向脈絡，透過交叉對照，清楚標示各學習向度可發展的覺察重點與思考方向。

使用時，教師或引導者可依課程目標選定其中一項素養，循表格定位相關位置，搭配對應卡片進行引導提問、課程活動設計或學習反思。

導航卡作為感知與討論的觸發媒介，導航圖表則提供整體架構與進階延伸，協助使用者在具體操作與理論理解之間建立清楚連結，使跨領域美感與社會情緒學習 (SEL) 雙向學習具備可視化、可追蹤與可深化的教學路徑。



跨領域美感素養			美學思辨與覺察省思	設計思考與創意發想	藝術探究與生活實踐	符號識讀與脈絡應用	數位媒體與網絡掌握	藝術參與與社會行動	文化跨域與多元詮釋
社會情緒學習			以美學底蘊為基礎進行思考辨別，並反省自我之定位和認同。 如何探詢藝術作品和日常審美經驗蘊含的美感特質、情感作用和社會文化關連？	培養以人為本的同理心，並以創造發想、具體計畫發展問題解決的能動性。 如何從人本和跨領域美感角度進行設計思考，發展具可行性的問題解決方案？	透過對藝術活動的探查，將相關知能應用於日常生活的實踐中。 如何藉由藝術活動促進自我探索、情感表達和理解世界，進而回應現實議題？	辨識與理解符號樣式及其意涵，並適當地在不同脈絡中彈性運用。 如何辨識與詮釋各類藝術產物及文化中的符號，並進行議題創作或批判性詮釋？	善用數位科技媒體進行藝術表達，並適當理解與評價網絡訊息。 如何使數位工具與網路媒體的傳播方式和表達特性服務於資訊識讀與藝術表達？	規劃藝術活動並以之表達對社會議題與公共事務的關懷及參與。 如何從社會的角度理解藝術的公共價值和影響力，參與實踐以回應現實需求？	跨域理解不同群體、國家與全球文化，並進行多元的對話與詮釋。 如何理解和詮釋不同群體的文化多樣性和美學觀點，藉藝術傳達個人文化敏銳度？
自我覺察	身心覺察	覺察與辨識當下的身體與情緒狀態，理解其對行為的影響，並以適切方式表達。	1-1 作品或周圍環境帶給我哪些感受或身體反應？	2-1 在提出問題或進行探究時，我產生了哪些感受與想法？	3-1 參與藝術活動時，我會出現哪些情緒？這些情緒可能代表什麼？	4-1 作品中或生活中的特定符號讓我產生哪些感受？為什麼？	5-1 面對不同的數位工具或網路媒體，我有哪些想法或情緒？	6-1 對於藝術的公共意義，以及自己參與藝術行動，我有哪些感受或看法？	7-1 接觸不同文化的經驗帶給我哪些感受或新的體會？
	自我認識	識別自身的特質、想法、能力、價值觀與優勢。	在創作、發表或回應作品的過程中，我發現自己有哪些偏好、優勢或需要成長的地方？	我的行為、選擇或觀點，如何影響一個問題的產生與解決？	參與藝術活動的過程中，我發現哪些自己的偏好、優勢或侷限？	在理解或詮釋符號時，我依賴哪些能力或思考方式？	進行藝術表達時，我如何判斷哪些數位工具或網路媒體最符合我的需要？	透過藝術活動，我可以如何運用自身能力來關注公共事務或社會議題？	不同文化的特質與美學觀點，在哪些方面與我相似？又在哪些方面與我不同？
	身分認同	認識自身的集體身分與外在影響，反思自我認同的形成及可能存在的偏見。	作品或外在環境如何讓我更意識到自己的身分認同或可能的偏見？	在問題形成或解決的過程中，我的行為及角色如何使我的身分認同或可能的偏見更加明顯？	參與藝術活動後，我對自身的身分認同或可能的偏見有了哪些新的理解或啟發？	我對符號的理解與詮釋，如何反映了我的身分認同或可能的偏見？	我選擇的工具或媒介，如何展現或呼應我的身分認同？	在參與藝術活動的過程中，我對我的身分認同或可能的偏見有了哪些反思？	從不同文化的角度檢視自己時，我的哪些身分認同或可能的偏見會變得更加明顯？
自我管理	衝動控制	控制衝動，調節情緒與行為，延遲滿足。	1-2 當作品或外在環境讓我感到不舒服或引發衝動行為時，我有哪些方法能管理自己？	2-2 當團體討論或提問引發強烈情緒或衝動時，我能透過哪些方法覺察並管理這些感受，讓自己仍能穩定且有意義地參與討論？	3-2 參與藝術活動時，我該如何規範自己的行為並遵守適當的禮儀，以確保我的參與是安全、開放和尊重的？	4-2 當一個文化符號讓我感到不安或引發衝動反應時，我可以採取哪些步驟停下並理解自己的反應，做出更恰當的回應？	5-2 我是否有策略來決定何時以及如何適當地使用數位工具和社群媒體，以避免衝動使用？	6-2 在考慮社會行動或藝術參與時，我如何判斷合適的時機與場合，以確保我的參與是深思熟慮且有意義的？	7-2 接觸不同文化時，我如何管理自己的情緒與行為，以展現開放、尊重與學習的態度？
	情緒調節	運用策略調節生理與心理反應。	在創作、發表或回應作品的過程中，我能運用哪些策略來調節自己的身心狀態？	在分析問題或尋找解決方法的過程中，我能運用哪些策略讓自己維持冷靜與穩定？	參與藝術活動的過程中，我能運用哪些策略來調節所出現的身心反應？	在符號詮釋或議題創作的過程中，我能運用哪些策略來調節所產生的身心反應？	在使用數位科技遇到困難時，我能運用哪些策略讓自己保持冷靜並重新專注？	在參與社會或社區性的藝術實踐時，我能運用哪些策略讓自己保持身心平衡與情緒穩定？	在面對跨文化的經驗與衝擊時，我能運用哪些策略來調節自己的身心狀態，並保持開放的態度？
	目標管理	設定個人與集體目標，展現能动性與責任感，並透過持續反思與調整實現目標。	從創作到發表作品的過程中，我如何兼顧有意識的計畫與彈性調整，並與團體一起完成目標？	在針對明確的問題發展具體解決方案時，我該如何在有意識的計畫與彈性調整間取得平衡，以達成目標？	我如何將在藝術活動中學到的能力運用到日常生活中，以支持自己達成目標？	在理解與詮釋符號之後，我能如何設定目標，使自己能持續且有彈性地加以運用？	我如何反思自己在使用數位工具時的合宜性，並設定新的目標，以利未來持續調整與優化？	在參與藝術本位的社會實踐過程中，我如何在規劃與突發變化之間取得平衡，並與團隊合作以達成共同目標？	在反思跨文化的經驗時，我能設定哪些目標來表達並分享自己的文化？
社會覺察	覺察他人	覺察和理解他人的情緒、觀點、能力與文化背景，練習换位思考。	1-3 對作品或外在環境的感受，他人和我有哪些相似或不同之處？	2-3 需要解決的問題源自何處？假如我是當事人，是否會有同樣的感受？	3-3 在藝術活動中，我觀察到自己與他人有哪些能力上的差異？這些差異帶給我什麼提醒？	4-3 在符號的詮釋上，他人與我的觀點有哪些異同？這些差異如何擴展我的理解？	5-3 面對不同的數位工具和網路媒體，他人與我在觀點、技能或使用條件上有哪些差異？這些差異帶給我什麼提醒？	6-3 我觀察到哪些社會中的特定群體或公共議題，值得透過藝術行動給予關注或支持？	7-3 我從跨文化的經驗中獲得了哪些能力或見解？這些學習如何影響我看待他人？
	尊重接納	尊重多元，欣賞群體間的相似與差異。	我能否指出一位與我觀點相似或不同的同學？這些相似或差異帶給我什麼思考？	在問題形成及解決的過程中，他人的經驗或想法為我帶來了哪些啟發？	從他人的呈現或作品中，我看見哪些值得欣賞或學習的地方？為什麼？	在符號的詮釋與創作應用上，我欣賞他人的哪些能力？這些能力又如何影響我？	在運用數位工具或網路媒體進行藝術表達時，他人的想法或做法與我有哪些相似或不同？我又從中得到哪些啟發？	在運用藝術行動關懷公共議題時，他人的策略帶給我哪些啟發？我能如何運用？	在不同文化的展現與詮釋中，我欣賞哪些面向？這些面向如何拓展我的視野？
	同理包容	辨識社會規範與情境脈絡，理解自身定位，連結他人，共同營造歸屬感。	從創作、發表到回應作品，我在團體中扮演何種角色？	我如何在差異中與他人建立連結，並共同創造一個具有歸屬感的成果？	在學校與家庭的日常生活中，我扮演了哪些角色？又如何選擇定位自己？	透過對符號的理解與交流，我對自己在團體中的定位有哪些新的認識或調整？	在團體進行數位學習或創作時，我如何定位自己並運用自身能力做出貢獻？	在議題探究與藝術實踐的過程中，我在團體中扮演了哪些角色？又如何為團隊做出貢獻？	借鏡不同文化的觀點，我如何理解自己的定位？又如何在其中培養歸屬感？
人際關係技巧	社交調適	識別多元文化與社交情境，適切表達自我、傾聽他人，建立並延續有意義的互動關係。	1-4 在創作、發表和回應作品的過程中，我能否自在表達觀點並傾聽他人想法，進而擴充彼此的美感反思？	2-4 在探索問題和可能的解決方式時，我可以使用哪些方法來更好地理解他人的感受、觀點和需求？	3-4 在參與不同類型的藝術活動時，我能運用哪些自然又適切的方式與不同的人互動？	4-4 當大家對同一個符號有不同看法時，我該如何進一步探究其意義，並找到與他人交流的方式？	5-4 在數位平台學習或分享資訊時，我該如何在維持資訊倫理的同時，與他人進行適切的互動？	6-4 在集體藝術行動中，我能否如何支持他人並有效合作，以完成共同的任務？	7-4 在與不同文化背景的人互動時，我如何真誠表達自己的想法，並建立良好的互信的關係？
	衝突管理	協調意見分歧，預防並妥善處理人際衝突。	在創作、展示或回應過程中出現不同意見時，我能否先肯定他人的想法，再表達自己的觀點，讓對話持續進行？	在與他人合作解決問題時，我能運用哪些策略協調不同的意見，達到有效溝通？	我可以怎麼運用在藝術活動中學到的做法，來改善人際互動，並預防或化解衝突？	在藝術創作時，當我和他人因符號解讀不同而產生分歧時，我會如何協調以避免衝突？	在網路或數位平台上，當我與他人意見不合時，我該如何冷靜討論或協商，以避免衝突升級？	在合作創作時，若與他人發生衝突，我可以怎麼做來解決問題或避免衝突，以確保大家順利完成作品？	當團隊中有來自不同背景的成員且意見不一時，我該如何促進討論並找到大家都能接受的解決方案？
	團隊合作	運用多元策略尋求與提供協助，協作解決問題。	在創作、發表或回應作品遇到困難時，我是否會尋求幫助，或運用策略解決問題？	我嘗試運用哪些策略與他人合作，以形成更周延的問題解決方案？	我在藝術協作中習得的經驗，如何幫助我在日常生活中解決問題或應對挑戰？	當團隊成員對符號或作品的理解不同時，我能運用哪些方法促進討論，以達成彼此的理解？	我可以如何使用數位工具或網路平台，支援藝術專案中的協作和共同創作？	在團隊藝術創作時，我可以如何使用哪些方法與隊友一起探討公共議題，並共同尋找解決方案？	我可以如何整合團隊中不同的背景與想法，與隊友共同設定目標，制定更完整、有力的行動計畫？
負責任的決定	決策分析	探究不同選擇的後果，基於資訊與事實做出明智判斷。	1-5 在創作、發表或回應作品的過程中，我能提出哪幾種可能做法，說明各自的可能結果，並做出明智選擇？	2-5 在面對不同設計方案時，我可以如何收集事實與證據，評估各種可能結果，並決定最適切的做法？	3-5 在藝術活動中學到的哪些能力能幫助我在日常生活中做出明智決定？我是怎麼分析不同選項、考慮可能結果，最後選擇行動方向的？	4-5 我如何分析不同文化或情境下符號可能被理解的方式，並選出最合適的表達方式？	5-5 我該如何評估不同的訊息呈現方式對理解的影響，並選擇最精確、最有效的方法？	6-5 從在地需求與公共福祉的角度，我如何評估不同的做法，以策劃出適合的藝術活動？	7-5 在藝術創作或欣賞過程中，我如何考慮不同群體的文化 and 審美觀點，做出最適切的選擇？
	後果評估	評估言行對他人的影響，承擔後果與道德、社會責任。	在創作、發表或回應作品時，我可能會面臨哪些結果，需要承擔哪些責任？	如果一個設計提案可能影響他人，我可以透過哪些方式考量他們的感受或需求，以做出最適切的選擇？	當我的日常行為或藝術作品對他人造成負面影響時，我該如何回應並承擔責任？	在詮釋或選擇作品中的符號時，我可以透過哪些方式評估它們可能對他人產生的影響，並做出深思熟慮且體貼的決定？	在網路上表達自己時，我該如何評估我的行為對他人的潛在影響，並選擇既準確又尊重他人的方式？	在規劃或參與藝術活動時，我可以從哪些方面考慮這些活動可能對他人或社會產生的影響，並決定採取負責任的行動方式？	我可以透過哪些方式評估自己的作品可能對不同文化背景的人產生影響，並採取尊重各種觀點的行動？
	關懷行動	反思偏見與社會結構對決策的影響，採取行動以促進公共與個人福祉。	在創作、呈現或回應藝術作品時，我是否帶有可能的偏見，或受到媒體資訊、社會規範或普遍刻板印象等社會因素的影響？我可以透過哪些方式採取行動，來促進自己與他人的福祉？	在提出解決方案時，我如何確保自己不是僅從自身角度出發，而是真正考量到他人的需求？	我能透過哪些方法辨識藝術活動或日常生活中的偏見或不平等？在發現後，我能如何調整或改善？	在目睹歧視或不公時，我如何分析其背後可能存在的偏見或結構，並採取哪些創意行動來促進平等與所有人的福祉？	在面對數位落差或人際疏離時，我如何理解背後的不平等，又能採取哪些行動，促進自己和他人的福祉？	我可以策劃哪些藝術活動並付諸行動，以減少歧視、促進平等？	我如何注意到不同文化群體可能遭遇到的不公平，並採取具體行動，幫助建立更具包容性與同理心的社會？



Cross-Disciplinary Aesthetic Literacy ft. SEL Dual-Pathway Wayfinding Matrix



The Dual-Pathway Wayfinding Matrix uses the seven core competencies of cross-disciplinary aesthetic literacy as the horizontal axis and the five core SEL competencies as the vertical framework. Through this cross-referencing structure, it clearly identifies focal points for awareness and directions for learner reflection across learning dimensions.

In practice, teachers or facilitators may select a target competency based on instructional goals, locate the corresponding position in the matrix, and use the aligned Wayfinding Cards to support guiding questions, learning activity design, or reflective practice.

While the cards function as prompts for perception and discussion, the matrix provides an overarching structure and pathways for deeper exploration. Together, they help users build clear connections between hands-on practice and conceptual understanding, making dual-pathway learning between aesthetic education and SEL visible, traceable, and scalable.

Cross-Disciplinary Aesthetic Literacy		Aesthetic Critical Thinking and Conscious Awareness	Design Thinking and Creative Ideation	Artistic Inquiry and Daily Practice	Symbol Literacy and Contextual Application	Digital Media and Web Literacy	Arts Engagement and Social Action	Cross-Cultural and Diverse Interpretation
		Engaging in critical thinking based on aesthetics and examining one's position and identity through self-reflection. How can we explore the aesthetic qualities, emotional resonance, and sociocultural connections embodied in artworks and everyday aesthetic experiences?	Cultivating human-centered empathy and enhancing problem-solving agency through creative ideation and concrete planning. How can we approach design thinking from a human-centered, cross-disciplinary aesthetic perspective to develop feasible solutions?	Applying knowledge and skills gained through artistic exploration to daily life. How can artistic activities inspire self-exploration, emotional expression, and understanding of the world, leading to meaningful responses to real-life issues?	Identifying and understanding symbolic patterns and meanings, and applying them appropriately in different contexts. How can we recognize and interpret symbols within art and culture—and use them for thematic creation or critical interpretation?	Effectively utilizing digital media and being able to understand and evaluate online information. How can digital tools and online media be used effectively to support information literacy and artistic expression?	Planning artistic activities to express observations on and engage with social issues. How can we understand the public value and social impact of arts, and take part in artistic practices that respond to real-world needs?	Exploring and interpreting cultural patterns across different social groups, geographical regions, nations, and global contexts. How can we understand and interpret the cultural diversity and aesthetic perspectives of different groups, and express such cultural sensitivity through art?
Self-Awareness	Physical & Emotional Awareness	1-1 What feelings or physical sensations does an artwork or environment evoke in me?	2-1 What feelings or thoughts arise in me when I engage in questioning or inquiry?	3-1 What emotions do I experience when participating in artistic activities, and what might they reveal?	4-1 How do certain symbols in artworks or daily life make me feel, and why?	5-1 What thoughts or feelings do I have toward different digital tools and online platforms?	6-1 What feelings or perspective do I have about the public significance of arts and my participation in the artistic activities?	7-1 What emotions or new insights do I experience when encountering different cultures?
	Self-Recognition	 While creating, presenting, or responding to artworks, what do I learn about my preferences, strengths, or areas for growth?	 How do my actions, choices, or perspectives shape both the emergence of a problem and the way it gets solved?	 During arts engagement, what insights do I gain about my own preferences, strengths, or limitations?	 Which abilities or ways of thinking guide me when interpreting symbols?	 How do I determine which digital tools or online platforms best support my artistic expression?	 In what ways can I use my abilities through artistic activities to engage with public affairs or social issues?	 In what ways are the cultural traits or aesthetic perspectives of others similar to or different from my own?
	Identity	 How do artworks or external environments heighten my awareness of identities or possible biases?	 How do my actions and roles in the emergence or resolution of a problem make my identities or possible biases more visible?	 After engaging in artistic activities, what new understandings or insights do I gain about my identities and possible biases?	 How does my understanding and interpretation of symbols reflect my identities or possible biases I may hold?	 How do the tools or media I choose express or align with my identity?	 During artistic engagement, what reflections do I have about my identities or possible biases?	 When viewed through the lens of different cultures, which aspects of my identities or possible biases become more visible?
Self-Management	Impulse Control	1-2 When an artwork or environment makes me uncomfortable or triggers impulsive reactions, in what ways can I manage myself?	2-2 When group discussion or questioning stirs up strong emotions or impulsive urges, what strategies can I use to notice and manage these feelings so that I can stay engaged in a steady and meaningful way?	3-2 During arts engagement, how can I regulate my behavior and practice appropriate conduct to ensure my engagement is safe, open, and respectful?	4-2 When a cultural symbol makes me uneasy or triggers an impulsive reaction, what steps can I take to pause, understand my response, and choose a more appropriate action?	5-2 Do I have strategies to decide when and how to use digital tools and social media appropriately, avoiding impulsive use?	6-2 When considering social action or arts engagement, how do I determine the appropriate timing and setting so that my participation is thoughtful and meaningful?	7-2 When engaging with different cultures, how can I manage my emotions and behaviors to demonstrate openness, respect, and a willingness to learn?
	Emotion Regulation	 During the process of creating, presenting, or responding to artworks, what strategies can I use to regulate my physical and emotional state?	 While analyzing problems or exploring solutions, what strategies can I use to stay calm and steady?	 During artistic activities, what strategies can I use to regulate the physical and emotional reactions that arise?	 When interpreting symbols or engaging in issue-based creation, what strategies can I use to regulate the physical and emotional responses that emerge?	 When I encounter difficulties with digital technologies, what strategies can I use to stay composed and regain focus?	 During social or community-based art practices, what strategies can I use to maintain balance and emotional steadiness?	 When encountering intercultural experiences or challenges, what strategies can I use to regulate my physical and emotional state and remain open-minded?
	Goal Management	 From creation to presentation, how can I balance intentional planning with flexibility and work with my group to achieve our goals?	 When developing concrete solutions to a defined problem, how can I balance intentional planning with flexible adjustments to reach my goals?	 How can I apply the abilities I've gained from artistic activities to real-life contexts to support my goals?	 After understanding and interpreting symbolic elements, how can I set goals that help me apply them flexibly and continually across contexts?	 How can I reflect on the appropriateness of my use of digital tools and set new goals to inform ongoing adjustments and improvement?	 During arts-based social practice, how can I balance planning with unexpected changes and work with my group to reach our shared objectives?	 Reflecting on intercultural experiences, what goals can I set to express and share my own culture?
Social Awareness	Awareness of Others	1-3 When responding to a work or the surrounding environment, what similarities or differences do I notice between others' perceptions and my own?	2-3 Where do the problems that need solving come from? If I were directly involved, would I feel the same?	3-3 During artistic activities, what differences in abilities do I observe between myself and others? What do these differences help me reflect on?	4-3 In interpreting symbols, what similarities or differences exist between others' viewpoints and mine? How do these differences expand my understanding?	5-3 In relation to digital tools and online media, how do others' perspectives, skills, or access differ from my own? What do these differences prompt me to consider?	6-3 Which specific social groups or public issues do I notice that could benefit from attention or support through artistic action?	7-3 What abilities or insights have I gained from intercultural experiences, and how do these learnings influence the way I perceive others?
	Respect and Acceptance	 Can I identify a classmate whose perspective is similar to or different from mine? What do these similarities or differences help me reflect on?	 In the formation of a problem and during the process of solving it, what insights do others' experiences or ideas offer me?	 What qualities do I find admirable or worth learning from others' presentations or works, and why?	 In the interpretation of symbols and their creative application, what abilities do I appreciate in others, and how do these abilities influence me?	 When using digital tools or online media for artistic expression, in what ways are others' ideas or approaches similar to or different from mine, and what inspiration do I gain from these?	 When using artistic action to engage with public issues, what strategies from others have inspired me, and how might I apply them?	 In the representation or interpretation of different cultures, what aspects do I find especially admirable or meaningful, and how do they broaden my perspective?
	Empathy and Inclusion	 From creating to presenting and responding to artworks, what role do I play within the group?	 How can I build connections across differences and co-create outcomes that strengthen a sense of belonging?	 In my everyday life at school and at home, what roles do I take on, and how do I choose to position myself?	 Through interpreting and communicating symbols, what new insights or adjustments have I made regarding my place in a group?	 During digital collaboration or creative work, how do I position myself and contribute my abilities?	 In issue-based inquiry or artistic practice, what role do I play in the group, and how do I contribute to our shared work?	 Drawing on perspectives from different cultures, how do I understand my own position and cultivate a sense of belonging?
Relationship Skills	Adaptive Social Interaction	1-4 During the process of creating, presenting, and responding to artworks, am I able to express my views comfortably and listen to others in ways that enrich our shared aesthetic reflection?	2-4 While exploring problems and possible solutions, what approaches can I use to better understand others' feelings, perspectives, and needs?	3-4 When participating in various types of artistic activities, how can I interact with different people in ways that are both natural and appropriate?	4-4 When people interpret the same symbol differently, how can I further explore its meaning and find effective ways to communicate with others?	5-4 When learning or sharing information on digital platforms, how can I interact appropriately with others while upholding information ethics?	6-4 In collective artistic projects, how can I support others and collaborate effectively to complete shared tasks?	7-4 When interacting with people from different cultural backgrounds, how can I express my ideas sincerely and build positive, trusting relationships?
	Conflict Management	 When differing opinions arise in creation, presentation, or response, can I first acknowledge others' ideas before adding my own to keep the dialogue going?	 When collaborating to solve problems, what strategies can I use to reconcile differing views and achieve effective communication?	 How can I apply what I have learned in artistic activities to improve interpersonal interactions and prevent or resolve conflicts?	 During art-making, when differences arise over interpretation or symbolism, how can I coordinate and prevent conflict?	 When disagreements occur online or on digital platforms, how can I discuss or negotiate calmly to prevent escalation?	 During collaborative creation, how can I resolve or avoid conflict so that everyone can complete the work smoothly?	 When people from diverse backgrounds within the team hold differing opinions, how can I facilitate discussion and find solutions acceptable to all?
	Teamwork and Collaboration	 When encountering difficulties in creating, presenting, or responding to artworks, am I able to seek help or use strategies to solve the problem?	 What strategies can I use to work with others to develop more comprehensive solutions?	 How can my experiences in artistic collaboration help me address challenges and solve problems in daily life?	 When team members interpret a symbol or artwork differently, how can I facilitate discussion to reach mutual understanding?	 What digital tools or online platforms can I use to support collaboration and co-creation in artistic projects?	 In collaborative art-making, in what ways can I work with my team members to explore public issues together and work toward solutions?	 How can I integrate diverse backgrounds and perspectives within the team to set shared goals and create stronger, more inclusive action plans?
Responsible Decision-Making	Decision Analysis	1-5 During the process of creating, presenting, or responding to artworks, in what ways can I propose multiple approaches, explain their potential outcomes, and make an informed choice?	2-5 When evaluating different design options, in what ways can I gather facts and evidence to assess possible outcomes and determine the most appropriate approach?	3-5 Which abilities developed through artistic activities can help me make informed decisions in daily life? How do I analyze options, consider potential outcomes, and choose a course of action?	4-5 In what ways can I analyze how a symbol may be interpreted differently across cultures or contexts and select the most appropriate form of expression?	5-5 In what ways can I assess how different ways of presenting information affect understanding, and choose the most accurate and effective approach?	6-5 In what ways can I evaluate different approaches based on local needs and public well-being, and design suitable art-based activities?	7-5 In what ways can I take into account the cultural and aesthetic perspectives of different groups when making choices in art creation or appreciation?
	Consequence Evaluation	 When creating, presenting, or responding to artworks, what possible outcomes might occur, and what responsibilities do I need to take?	 If a design proposal may affect others, in what ways can I take their feelings or needs into account to make the most appropriate choice?	 When my everyday actions or artistic works negatively affect others, how can I respond and take responsibility?	 When interpreting or choosing symbols in my work, in what ways can I assess their possible effects on others and make thoughtful, considerate decisions?	 When expressing myself online, in what ways can I evaluate the potential impact of my actions on others and choose methods that are both accurate and respectful?	 When planning or participating in artistic actions, in what ways can I consider their possible effects on others or society and decide on responsible ways to act?	 In what ways can I evaluate how my work might affect people from different cultural backgrounds and take actions that respect all perspectives?
	Acts of Care	 When creating, presenting, or responding to artworks, do I carry possible biases, or am I being influenced by social factors such as media portrayals, social norms, or common stereotypes? In what ways can I take action to improve well-being for myself and others?	 When proposing a solution, in what ways can I ensure I'm not acting only from my own perspective, but truly considering the needs of others?	 In what ways can I identify biases or inequalities in artistic activities or everyday life, and what adjustments or actions can I take once I recognize them?	 When I witness discrimination or injustice, how can I analyze possible biases or structures behind it, and what creative actions can I take to promote equality and well-being for all?	 When facing digital divides or social disconnection, in what ways can I reflect on the inequalities behind them and take actions to enhance well-being for myself and others?	 What kinds of arts-based projects can I plan and carry out to reduce discrimination and promote equality?	 In what ways can I recognize the inequalities faced by people from different cultural backgrounds and take concrete actions to help create a more inclusive and compassionate society?