

INVESTIGATION:
What do I need to do?

A1 define a clear goal and global context for the project, based on personal interests

A2 identify prior learning and subject-specific knowledge relevant to the project

A3 demonstrate research skills.

- How?**
- **Identify the problem.** Research if this problem has been approached before and how? What are the constraints, or limitations, to this problem?
 - **Define a goal to address needs.**
 - **Define a global context:** why it matters?
 - **Define learning outcomes.**
 - **Identify prior learning** (subject specific).
 - **Do your research:** select relevant sources and gather information.
 - **Reflect:** record information and development

- GUIDELINES:**
1. **Investigate further:** identify the problem or need (your need or the needs of others)
 2. **What will your goal be?** (basic, challenging or highly challenging)
 3. **What will your global context be?**
 4. **What skills and knowledge do you need to develop?**
 5. **What resources do you need? Primary/secondary** (ask ..., meet ..., look ..., read ...)



EXAMPLES

POSSIBLE TOPICS	MY INTERESTS/SKILLS	INQUIRY QUESTION Some possible questions to ask	GOAL			GLOBAL CONTEXT	LEARNING OUTCOMES
			Basic- What am I going to do or make?	Challenging- What am I going to do and for what purpose?	Highly challenging- Innovative solutions to share with the community		
						Choose one global context	MYP 1 address two MYP 2 address three MYP 3 address four
Sports	Basketball player	How can I improve my basketball skills? How can I use my basketball skills to complete a community service?	To help the school team practice	To learn how to be a coach at a school match	To promote basketball in our community with help from professional basketball players		
Arts	Actor	How can I become an actor? How can my acting skills help me to complete a service action?	To learn basic acting skills	To learn acting skills and use them to serve the community	To learn acting skills and design their own performance to serve the community		
Programming	Playing games	How can I programme a game? How can I programme a game for community needs?	To learn how to programme a game	To design a computer game for school needs	To design and create a computer game for school needs		
Animals	Endangered animals	What can the community do to prevent animals becoming endangered?	To help endangered animals in our local community	To help animals in our country	To help endangered animals in the world		
Nature	Water	How can I save more water sources? What could the community do to save more water?	To make a plan in the house for saving water	To make a plan of how to save water and prepare instructions how others can do it	To create innovative solutions for saving water and share them within the community		
Creativity	Handicrafts	How can my creativity help me with studying? How can I inspire others to be creative?	To explore different types of creativity when studying	To explore how different types of creative activities help me studying	To explore how different activities help studying, create a study plan and test them		
Communication	Presentation skills	How can I use my presentation skills to complete a self-service or community service? How can I teach presentation skills?	To make a plan on how to improve presentation skills	To make a plan on how to teach presentation skills and teach a target audience	To host a TEDx Conference in our school		
People	Help	How can I help people in my community? How can a community benefit from my service action?	To make a plan of how I can help students at our school	To make a plan and realise how I can help a community in Slovenia	To make a plan and realise how it can help a local or global community		

WHICH global context connects to your project best? Choose ONE.

GLOBAL CONTEXT	WILL YOU BE EXPLORING...
IDENTITIES AND RELATIONSHIPS	<ul style="list-style-type: none"> • Identity, identity formation, roles and role models, self-esteem, status • physical, mental, social and spiritual health, well-being, lifestyle choices; • human relationships including families, friends, communities and cultures; • what it means to be human, beliefs and values, human nature and human dignity, moral reasoning, ethical judgement, consciousness and mind; • personal efficacy and agency, attitudes, motivations, independence, happiness and the good life.
ORIENTATION IN SPACE AND TIME	<ul style="list-style-type: none"> • personal histories, civilisations and social histories, heritage; • homes and journeys, pilgrimage, displacement and exchange; • epochs, eras, turning points in humankind; discoveries; • scale, duration, frequency and variability; • natural and human landscapes and resources; • evolution, constraints and adaptation; • explorations and migrations of humankind; • the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.
PERSONAL AND CULTURAL EXPRESSION	<ul style="list-style-type: none"> • the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; • critical literacy, languages and linguistic systems; • social constructions of reality; philosophies and ways of life; • the ways in which we reflect on, extend and enjoy our creativity; • metacognition and abstract thinking; • our appreciation of the aesthetic (beauty); • entrepreneurship, practice and competency.
SCIENTIFIC AND TECHNICAL INNOVATION	<ul style="list-style-type: none"> • the natural world and its laws, mathematical puzzles; • the interaction between people and the natural world; • how humans use their understanding of scientific principles; • the impact of scientific and technological advances on communities and environments, modernization, industrialization, engineering; • the impact of environments on human activity, digital life, virtual environments, the Information Age; • the Biological revolution; • how humans adapt environments to their needs.
GLOBALIZATION AND SUSTAINABILITY	<ul style="list-style-type: none"> • the interconnectedness of human-made systems and communities; • the relationship between local and global processes, markets, commercialization; • how local experiences mediate the global; • the opportunities and tensions provided by world-interconnectedness; • consumption, conservation, natural resources and public goods; • the impact of decision-making on humankind and the environment, urban planning, infrastructure.

FAIRNESS AND DEVELOPMENT	<ul style="list-style-type: none"> • rights and responsibilities, democracy, politics, government and civil society; • the relationship between communities, authority, security and freedom; • sharing finite resources with other people and with other living things; • access to equal opportunities; inequality, difference and inclusion; power and privilege; • justice, peace and conflict resolution, imagining a hopeful future.
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EXAMPLES OF COMMUNITY PROJECTS THROUGH DIFFERENT GLOBAL CONTEXTS

GLOBAL CONTEXT	Sample community projects
Identities and relationships	<ul style="list-style-type: none"> - Laughter therapy campaign in children’s hospital or elder care home - Tutoring classes providing additional or special instruction to primary school students - Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices
Orientation in space and time	<ul style="list-style-type: none"> - Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history - Making a plan for wheelchair accessibility - Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
Personal and cultural expression	<ul style="list-style-type: none"> - Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors - Performing a theatre play to raise awareness on bullying - Promoting intercultural understanding through a graffiti contest
Scientific and technical innovation	<ul style="list-style-type: none"> - Helping a local community make an efficient, low-cost use of energy-powered devices - Developing a programme to promote the use of wind energy for domestic devices - Campaigning to reduce paper use and to promote recycling - Campaigning to reduce water, electricity or fuel waste
Globalization and sustainability	<ul style="list-style-type: none"> - Campaigning to raise awareness and reduce plastic straw waste use - Passing a plan to local authorities for tree planting in an area in need of re-greening - Creating a school or community garden
Fairness and development	<ul style="list-style-type: none"> - Campaigning for fair-trade awareness - Addressing the concerns of immigrants and migrant populations

GLOBAL CONTEXT in CONNECTION with LEARNING OUTCOMES and REFLECTION

GLOBAL CONTEXT	Sample community projects	Possible Learning Outcome	Questions/ prompts for your reflections
Identities and relationships	<p>Laughter therapy campaign in children’s hospital or elder care home</p> <p>Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices</p> <p>Tutoring classes providing additional or special instruction to primary school students</p>	<p>Ethics - Principles, morals, right and wrong.</p> <p>Global value - Openness, appreciation of others, respect for diversity and differences.</p> <p>Awareness - Find out what you are good at and what you need to work on.</p>	<p>How do your opinions and ideas differ from others (e.g. your peers, parents, teachers, the government?)</p> <p>Why are your ideas different?</p> <p>Why do you believe the activities that you are involved in are important globally?</p> <p>How sure are you that you are actually providing a service- that people you are intending to serve have genuinely benefitted from your actions?</p> <p>Identify a personal strength and give an example of how you used this personal strength during one of your activities.</p> <p>How do you feel now that you are aware of your strength(s)?</p> <p>How will you challenge yourself to develop this strength in the future?</p>
Orientation in space and time	<p>Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history</p> <p>Making a plan for wheelchair accessibility</p>	<p>Initiative - Don’t wait for others to act. Do it yourself. Make a Plan.</p> <p>Perseverance - Keep going; don’t give up.</p>	<p>Can you give an example of where you have taken the initiative in activities and when you have taken responsibility for making things happen?</p> <p>How did you plan your activities around other commitments at school?</p> <p>Explain how you have shown perseverance and commitment in your activities.</p> <p>What challenges did you face and how did you overcome them?</p>

	<p>Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions</p>	<p>Collaboration - Teamwork, connecting with others.</p>	<p>What difficulties did you face during your activities, and how did you overcome them? How did you feel during and afterwards? What new skills have you learned? How well did you work/interact with others? Give examples. What did you learn about yourself? What did you learn about others?</p>
<p>Personal and cultural expression</p>	<p>Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors</p> <p>Performing a theatre play to raise awareness on bullying</p> <p>Promoting intercultural understanding through a graffiti contest</p> <p>Presenting well-being to other grades at school and promote it in the local community</p>	<p>Initiative - Don't wait for others to act. Do it yourself. Make a Plan.</p> <p>Challenge & New skills - Try something you would not normally choose to do.</p> <p>Awareness - Find out what you are good at and what you need to work on.</p> <p>Awareness - Find out what you are good at and what you need to work on.</p>	<p>Can you give an example of where you have taken the initiative in activities and when you have taken responsibility for making things happen? How did you plan your activities around other commitments at school?</p> <p>What difficulties did you face during your activities, and how did you overcome them? How did you feel during and afterwards? What new skills have you learned?</p> <p>Identify a personal strength and give an example of how you used this personal strength</p> <p>Identify a personal strength and give an example of how you used this personal strength</p>
<p>Scientific and technical innovation</p>	<p>Helping a local community make an efficient, low-cost use of energy-powered devices</p>	<p>Global value - Openness, appreciation of others, respect for diversity and differences.</p>	<p>Why are your ideas different? Why do you believe the activities that you are involved in are important globally? How sure are you that you are actually providing a service- that people you are intending to serve have genuinely benefitted from your actions?</p>

	<p>Developing a programme to promote the use of wind energy for domestic devices</p> <p>Campaigning to reduce paper use and to promote recycling</p> <p>Campaigning to reduce water, electricity or fuel waste</p>	<p>Initiative - Don't wait for others to act. Do it yourself. Make a Plan.</p> <p>Collaboration - Teamwork, connecting with others</p> <p>Global value - Openness, appreciation of others, respect for diversity and differences.</p>	<p>Can you give an example of where you have taken the initiative in activities and when you have taken responsibility for making things happen? How did you plan your activities around other commitments at school?</p> <p>What difficulties did you face during your activities, and how did you overcome them? How did you feel during and afterwards? What new skills have you learned? How well did you work/interact with others? Give examples. What did you learn about yourself? What did you learn about others?</p> <p>Why are your ideas different? Why do you believe the activities that you are involved in are important globally? How sure are you that you are actually providing a service- that people you are intending to serve have genuinely benefitted from your actions?</p>
<p>Globalization and sustainability</p>	<p>Campaigning to raise awareness and reduce plastic straw waste use</p> <p>Passing a plan to local authorities for tree planting in an area in need of re-greening</p>	<p>Initiative - Don't wait for others to act. Do it yourself. Make a Plan.</p> <p>Perseverance - Keep going; don't give up.</p>	<p>Can you give an example of where you have taken the initiative in activities and when you have taken responsibility for making things happen? How did you plan your activities around other commitments at school?</p> <p>Explain how you have shown perseverance and commitment in your activities. What challenges did you face and how did you overcome them?</p>

	Creating a school or community garden	Challenge & New skills - Try something you would not normally choose to do.	What difficulties did you face during your activities, and how did you overcome them? How did you feel during and afterwards? What new skills have you learned?
Fairness and development	Campaigning for fair-trade awareness Addressing the concerns of immigrants and migrant populations	Global value - Openness, appreciation of others, respect for diversity and differences. Ethics - Principles, morals, right and wrong.	Why are your ideas different? Why do you believe the activities that you are involved in are important globally? How sure are you that you are actually providing a service- that people you are intending to serve have genuinely benefitted from your actions? How do your opinions and ideas differ from others (e.g. your peers, parents, teachers, the government?)