

'SDG Alive' Immersed in **the 2 hr** game.

Students come away with a global understanding.

Balancing **people, planet and profit** in the creation of
a sustainable thriving world.



'SDG Alive'

Is an in person simulation which takes
2 hours

You start as a village with nothing
more than some natural capital.
Using only resources found on a
garbage heap, you complete
challenges and solve problems to
earn the UN's SDG's.

Together securing your
people, planet, profit

Can you make your village thrive?

"We at kudizi support the UN SDG's"



practical problem solving

collective action

science, innovation and collaboration

Students' role in their global future.

Students **then** outline their **research or service project**, taking inspiration from a
wealth of **real life case studies**. They can begin to **investigate, create, design,**
innovate, and communicate a pathway forward towards sustainability on a
local or global level.

- ☑ **Inclusive to biology, chemistry, physics, ESS, sports, exercise and health science (SEHS), and computer science**

- ☑ **Student agency. An opportunity for students to inquire and problem-solve**

The game includes problem solving activities where scientific principles are tested and tasks carried out to make for example water purifiers from plastic waste.

- ☑ **Develops students' collaboration skills**

Working intensely together in teams for the day, problem solving and team building activities, the number one word that emerges in reflections is collaboration

- ☑ **Develops students' communication skills**

Through playing together and developing their project ideas they must communicate, in their reflections they must communicate, nobody leaves the room without having communicated their ideas, thoughts, feelings and views.

- ☑ **Allows students to engage with a local context**

This is achieved through the second part of the project where through their actions they are given the opportunity to engage with projects at the community level

- ☑ **Allows students to explore a global issue**

The game fully facilitates this through play, experience and reflection

- ☑ **Focuses on process not product**

The full engagement with the process of the game play, the experiences of the problem solving and collaboration with the game changers, allowing students to apply scientific principles to solve local and global issues.

- ☑ **Is an opportunity for students to work with others**

We facilitate this by asking the staff to place students in groups, mixing subjects and friendship groups, as well as helping each other with their action project ideas.

- ☑ **Links to (TOK) and creativity, activity, service (CAS)**

This can be done after the project reflection, where students research a local issue, plan an action, and present it in a variety of creative ways.

e.g. learning journal, podcast, poster, video, presentation, web page

- ☑ **Contributes to the school's development plan ?**

Share your development plan with us, let's see if we can work together on this

Table taken from the IB Diploma Programme: Collaborative sciences project guide, page 3. Published February 2023

The table outlines essential and desirable features of the CSP.

CSP features	Essential	Desirable
Involves all students enrolled in a DP sciences subject	✓	
Lasts at least 10 hours	✓	
Is an opportunity for students to inquire and problem-solve	✓	
Develops students' collaboration skills	✓	
Develops students' communication skills	✓	
Allows students to engage with a local context	✓	
Allows students to explore a global issue	✓	
Focuses on process not product	✓	
Is an opportunity for students to work with others in different science subjects		✓
Links to theory of knowledge (TOK) or creativity, activity, service (CAS)		✓
Involves students documenting their experience and learning using a medium of their choice (e.g. learning journal, podcast, poster, video, presentation, web page)		✓
Contributes to the school's development plan		✓

Documentation

Students will write a 100-word reflection on completion of the project. The most authentic and valuable reflections are written as genuine commentaries on the experience—how students felt about it and benefited from it—rather than as lists of what was done. Copies of these reflections must be saved (on paper or electronically) as evidence of completing the CSP. The school's experience with the CSP may also be discussed during programme evaluation visits.