

Sustainability alive delivers all of the new 2023 CSP criteria

Sustainability is alive, vibrant, and urgent. That's why our simulation enables participants to experience, reflect, identify barriers, and take action for meaningful change.

After being immersed in the simulation, students receive support through reflection and are guided towards project choices that explore, develop, and showcase their chosen sustainability purpose.

Students leave with a clear understanding that **sustainability is a global responsibility**, requiring the balance of **people, planet, and profit** to create a sustainable, thriving world.

what you get ...

Two facilitators come to you
To deliver a simulation that
encapsulates three layers of life:

- Human needs for survival
- The power of education
- Life's greatest hustler: the element of chance



what we need ...

Requirements for the simulation:

- A large room with:
 - Projector screen
 - Magnetic whiteboard
 - Table at the front
 - Tables and chairs for the group
- An additional area for movement (can be a separate space)
- A side table for certain activities
- Science staff members to assist with activities



"We at kudizi support the UN Sustainable Development Goals"



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Alignment with the **NEW IB Diploma Programme:** Guide, page 3. Published February 2023

- ☑ Collaborative Sciences Project: Inclusive of biology, chemistry, physics, ESS, sports and health science, and computer science.
- ☑ Student Agency: Encourages inquiry and problem-solving through activities like creating water purifiers from plastic waste.
- ☑ Collaboration Skills: Students work intensely in teams, with "collaboration" being a key takeaway from their reflections.
- ☑ Communication Skills: Participants must express their ideas and reflections, ensuring everyone communicates their thoughts and feelings.
- ☑ Local Engagement: Students engage with community-level projects in the second part of the simulation.
- ☑ Global Issues: The game facilitates exploration of global challenges through play and reflection.
- ☑ Process Focused: Emphasizes the journey of gameplay and collaboration over final products, applying scientific principles to real-world issues.
- ☑ Group Work: Staff will mix subjects and friendship groups to foster collaboration on action project ideas.
- ☑ Links to TOK and CAS: After project reflection, students can research local issues and present their action plans creatively (e.g., journal, podcast, poster, video, presentation).
- ☑ Contribution to School Development Plan: Share your development plan with us to explore potential collaboration.

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.