**Global Contexts and**

**Year 3 MYP Community Project**

The chart below is intended to provide examples of the use of each Global Context for a Community Project.

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| **Global Context** | **Examples of Community Projects** |
| **Identities and relationships**  Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. | * 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 available from school vending machines |
| **Orientation in space and time**  Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives. | * 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 |
| **Scientific and technical innovation**  Students will explore the natural world and its laws; 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; the impact of environments on human activity; how humans adapt environments to their needs. | * Helping a local community make an efficient, low-cost use of energy-powered devices * Developing a program 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**  Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment. | * Campaigning to raise awareness and reduce plastic bottle waste * 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**  Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. | * Campaigning for fair-trade awareness * Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town * Addressing the concerns of immigrants and migrant populations |
| **Personal and cultural expression**  Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | * 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 |