









Sample MYP Units with a Particular Link to Service

Year of Study	Unit Name & Subject(s)	Academic Description	Service Work	Teachers Involved
MYP1	<p>English & Art: Unit 3 “Do the Right Thing”</p> 	<p>An Interdisciplinary unit connecting English and Art, combining the study of modal verbs in English like “ought to, should and don’t have to” with the selection of the right materials and procedures in Art in order to do an outdoor painting job properly, in teams.</p>	<p>By painting a bench in our nearby park, we help citizens enjoy an area that we also love using, practising the language and procedures learnt in English and Art respectively.</p>	Ebury Stansfeld Sangiiovanni
MYP2	<p>English Unit 2: “We can work it out”</p> 	<p>In English, after using the Ocean Race Learning Programme, raising awareness of plastics in the oceans, students create a digital booklet, presentation and/or video to promote the Rights of the Oceans, but using phrasal verbs on every page.</p>	<p>The results are published on a Padlet to raise awareness, shared with our partners “Ocean Race” and the school community.</p>	Ebury
MYP3	<p>PE Unit 3: DIS Olympics (Connected to “Run the Distance”)</p> 	<p>Students learn various sports and put them all together in the annual summer DIS Olympics. Linking Charity to Sport: When a sporting event is linked to a charitable scope, there are no winners and losers, only winners. Participation becomes the key, not competition. The goals change from sporting to social, but the sport element attracts the interest of spectators and</p>	<p>By learning about the values of various sports, students appreciate the value of health in our lives and how sport can be a vehicle for fund-raising. By allowing the students to decide the nature of the final event, year by year, they can discuss and debate the various methods: collecting sponsors from friends and family, on a lap time or final position or event straight donation.</p>	Taddei

		competitors in a way that the charity itself might not be able to	Deciding which charity to donate to: Some years the group decides to let the winning team make this decision, adding more back to the competitive element.	
MYP4	 <p>English "Prejudice and Discrimination"</p>	<p>Students look at how it feels to be discriminated against and why prejudices exist. They see this in first person while collecting money for a cause which has been the focus of prejudice and discrimination for centuries; Leprosy</p>	<p>The MYP4/5 fund-raising collection for Leprosy Charity CALAM; a fund-raising collection for Leprosy Charity.</p> <p>Through this activity students demonstrate engagement with issues of global significance.</p> <p>The fund-raiser helps the very sufferers of the diseases studied in class.</p>	Artom
MYP4	 <p>Sciences Unit 2 "The Basics of Life"</p>	<p>In Biology, students study infectious diseases and learn more about recent developments in medicine to combat them.</p>	<p>A fund-raising collection for Leprosy Charity CALAM.</p> <p>Through this activity students demonstrate engagement with issues of global significance.</p> <p>The fund-raiser helps the very sufferers of the diseases studied in class.</p>	Stauder
MYP4	<p>Sciences Unit 4</p> 	<p>Students study Ecology, the Environment and Pollution</p>	<p>MYP4 & 5 Students participate in the annual "Beach Sweep": cleaning every beach from Piazza Kennedy to Vernazzola</p>	Stauder & accompanying beach-sweep staff

<p>MYP5</p>	 	<p>Collaborating with AISM, Associazione Italiana Sclerosi Multipla, whose headquarter is in Genoa, in order to raise awareness about Multiple Sclerosis and to explore it through a poetic dimension. Students first take part in a guided tour at the Museo di Palazzo Reale, aimed at identifying, within the exhibited works such as frescoes, paintings, and sculptures, traces of the three guiding themes connected to the disease's invisible symptoms: self-determination, unpredictability and invisibility.</p>	<p>Afterwards, the students take part in an experiential workshop with some volunteers from the association, in order to directly experience these symptoms. To conclude, they create an original poem that offered a young and personal perspective on the disease, drawing inspiration from the invisible symptoms and the emotional and inner dimensions, that are often unseen but deeply affect people's lives.</p>	<p>Gagliardi</p>
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