



SEPTEMBER 2021

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# ARABIC LANGUAGE

## فنّ المقالة - كُن قويا

- المفهوم الرئيس : التواصل
- المفاهيم ذات الصلة : الشخصية / التعبير عن الذات / ضروريات المجتمع.
- السياقات العالمية والاستكشافات : التعبير الشخصي والثقافي (المهارة الفنيّة)
- جملة البحث والاستقصاء: مهارة الأديب في التّواصل مع جمهوره تُمكن الفرد من استكشاف المعنى الحقيقي للانتقاد وأثره على تكوين شخصية الفرد والتّعبير عن ذاته.

### مهارات أساليب التّعلّم :

- مهارات الاجتماعية (مهارة العمل التعاوني): إدارة النزاعات وحلّها والعمل عملا تعاونيا. اتّخاذ القرارات المنسّقة والعادلة.
- مهارات إدارة الذات ( مهارات التّنظيم ) : فهم واستخدام أفضليات التّعلّم الحسيّة (أساليب التّعلّم). اختيار واستخدام التكنولوجيا بفعاليّة بشكلٍ مثمر.

# ARABIC LANGUAGE

## فنّ المقالة - كُن قوياً

### • نظرة عامة على الوحدة:

الوحدة الأولى بعنوان "كُن قوياً" تحوي مقالات موضوعية تتركز حول مهارة الأديب في التواصل مع جمهوره وتمكّن المتعلّمين من استكشاف أثر الانتقاد والمهارات المرتبطة بهم على تكوين هويّتهم والتعبير عن ذاتهم، وذلك من خلال دراسة فنّ المقالة من تحليل (مقالة الانتقاد) وربط موضوعها بالمقالة الكاريكاتيرية وقصة المغفلة.

### • نظرة عامة على الأنشطة والمهام:

تمّ دراسة فنّ المقالة من خلال مراعاة استيفاء المقال المنتج لعناصره (العنوان، المقدّمة، العرض، الخاتمة). تعلم الطلاب تنظيم الآراء والأفكار بطريقة منطقية من خلال توظيف أدوات الربط بطريقة مناسبة ومن خلال ترتيب الأفكار الفرعية الملائمة للفكرة الرئيسة بالإضافة إلى التركيز على استخدام مفردات وتراكيب ملائمة ومتنوعة. تم أيضاً دراسة نصوص أدبية: مقالة بعنوان عمليات التجميل ومقالة بعنوان الانتقاد. أخيراً، أخذنا جولة في المواقع الإخبارية الإلكترونية وتم اختيار مقالة منها ثمّ تحديد عنوانها وموضوعها وكاتبها والفكرة الرئيسة التي تطرحها هذه المقالة والتعليق على أهميّتها وتاريخ نشرها. كما تمّ مناقشة معايير التقييم والتي تتمثل بالمعيار (أ) التحليل / المعيار (ب) التنظيم / المعيار (ج) إنتاج النصّ / المعيار (د) استخدام اللغة.



# ARABIC LANGUAGE

## فَنّ المقالة - كُن قوياً

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تمّ إعطاء تقييم تشخيصي يشمل الكتابة والقراءة الجهرية. كما تمّ إعطاء تقييم تشخيصي يشمل الكتابة والقراءة وأوراق عمل إثرائية وقد تم تنفيذ تقييمات تكوينية تمهيداً للتقييم النهائي والذي يشمل المعايير الأربعة جميعها والتي تتمثل بالمعيار (أ) التحليل / المعيار (ب) التنظيم / المعيار (ج) إنتاج النصّ / المعيار (د) استخدام اللغة.

• الخدمة والعمل:

تمّ شرح و مشاركة الطلبة بمبدأ الخدمة والعمل الخاص بشهر السلام في كلية دي لاسال الفريير وكيفية تفعيل استخدام اللغة العربية في نشاطات المدرسة خلال هذا الشهر .

# VISUAL ART

## Storytelling

- Key Concept: Communication
- Related Concepts: Representation and Interpretation
- Global Context and Exploration: Personal and Cultural expression (Creation)
- Statement of Inquiry: An artist can communicate different ideas in a representational or interpretive approach, creating personal and cultural expressions.

### ATL Skills:

- Communication Skills: Organize and depict information logically.
- Thinking Skills (Creative Thinking): Apply existing knowledge to generate new ideas, products or processes; Create original works and ideas; Use existing works and ideas in new ways.
- Thinking Skills (Critical Thinking): Consider ideas from multiple perspectives; Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding.



# VISUAL ART

## Storytelling

- Unit Overview:

This unit is about communication and storytelling. The focus is on learning how to analyse paintings, annotating and how to gather information that inspire a creative product. The unit discusses several artists who managed to represent their ideas in a way that can be comprehended directly or by acquiring its meaning upon interpretation.

- Activities and Tasks Overview:

A vibrant start to this unit was initiated by the enthusiastic students who have been expressing their true artistry throughout the different tasks of this unit. We started with different visible thinking strategies discussing representational and interpretive art. We covered the main four steps of painting analysis and how to understand already analyzed articles about famous artwork using the digital tool Prism. Upon doing so, the students started their own investigation about an artist and a painting and did their own annotations and analysis. The outcome of the research was shared, presented and discussed, and they were able to take it from there and start creating a sophisticated mind map and create their thumbnail sketches. Further studies are required using primary and secondary resources. Later, they will create different sketches and drawings using different mediums.

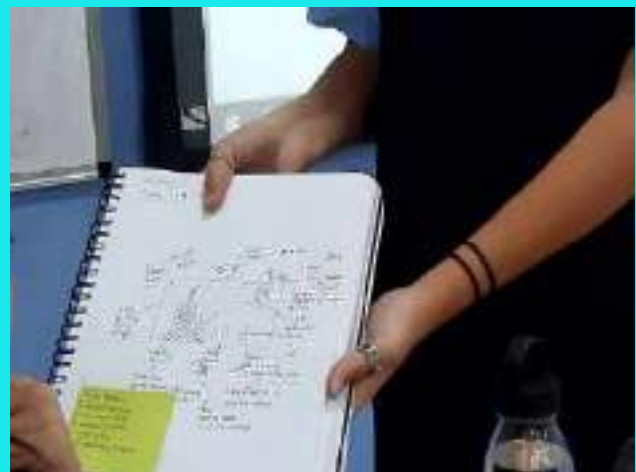
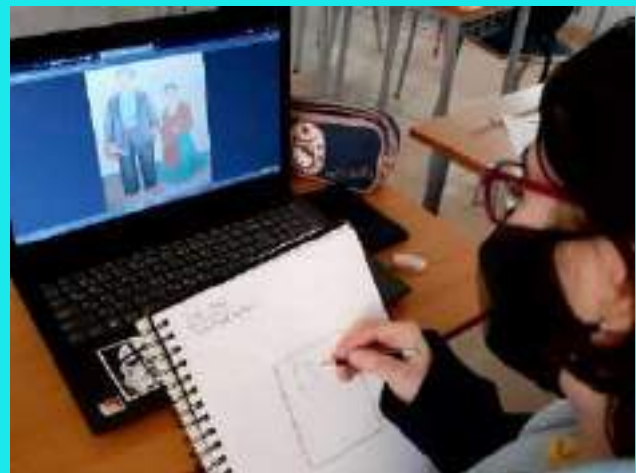
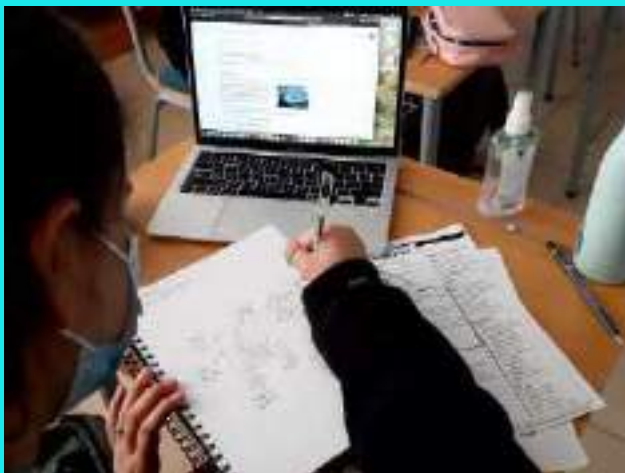
# VISUAL ART

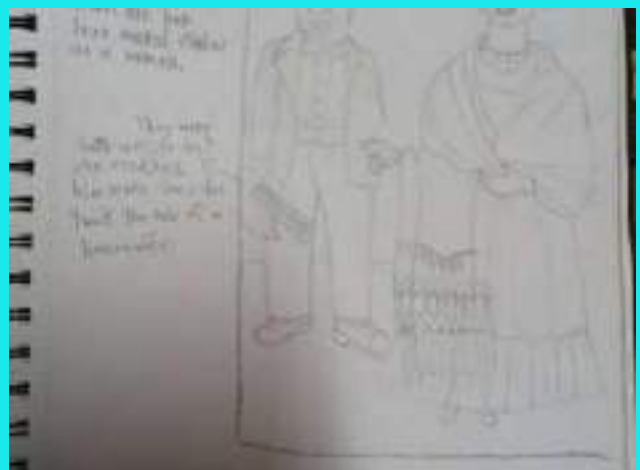
## Storytelling

- **Assessment Overview:**

The students are working on several formative mini-workshops to experience different techniques, research and analysis study to plan for our summative assessment. All four criteria will be covered during this unit; Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively) and Criterion D (Responding).









# DESIGN

## Sell me That! (Digital Marketing Poster)

- Key Concept: Communities
- Related Concepts: Adaptation, Markets & Trends
- Global Context and Exploration: Personal and Cultural expression (Products)
- Statement of Inquiry: The Adaptation of selected information creates markets for Products within communities.

### ATL Skills:

- Communication Skills: Interpret and use effectively modes of non-verbal communication.
- Research Skills (Media-literacy): Demonstrate awareness of media interpretations of events and ideas (including digital social media).
- Self Management Skills (Reflection): Keep a journal to record reflections.

# DESIGN

## Sell me That! (Digital Marketing Poster)

- Unit Overview:

Our first unit involves creating a digital marketing poster to promote a local brand. This aims at getting the students more involved with their local community and society, and helps learn skills for picture editing in addition to marketing principles.

- Activities and Tasks Overview:

Before starting the unit, the students worked on a design challenge that helped them with their creative and collaboration skills. After that, we discussed the different concepts and terms involved with our unit. The students each did their own research and selected the local producers they wanted to work with and started preparing their relevant research. We also worked on skills on interpreting media content both explicitly and implicitly and how this can be utilized in the unit to design their own poster and include the desired messages to their target audience.



# DESIGN

## Sell me That! (Digital Marketing Poster)

- Assessment Overview:

The students shall have their first formative assessment for their research skills and their ability to get relevant data to help them in their final product, in completion of Criterion A (Inquiring and Analyzing), before the end of this month. Their summative shall be to design a digital marketing poster, and will cover strands from all four criteria; A (Inquiring & Analyzing), B (Developing Ideas), C (Creating the Solution), and D (Evaluating).

# DRAMA

## Theatre Practitioners 102 “Meyerhold, Beckett”

- Key Concept: Communication
- Related Concepts: Audience and Play
- Global Context and Exploration: Identities and Relationships (Physical, Psychological and Social Development)
- Statement of Inquiry: Experimental plays may affect the psychological and social development of the audience.

### ATL Skills:

- Research Skills (Information literacy): Access information to be informed and inform others.
- Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences.



# DRAMA

## Theatre Practitioners 102 “Meyerhold, Beckett”

- Unit Overview:

This unit focuses on learning about two of the most important theatre practitioners, and the types of theatre they invented.

- Activities and Tasks Overview:

The first two weeks of the term were spent in introducing the two performing arts' options, drama and music, to students. We wanted students to be sure of their choice as they will take the subject for the rest of the year. Then, we started Meyerhold biomechanics system elements performance: knowing more about their bodies and what it means to exaggerate your facial expressions for stage performance based on the theater of the picture system by Meyerhold. Learners started writing dialogues to perform and researched and summarized scripts based on physical theater practices.

- Assessment Overview:

Students are currently being prepared for their formative assessment. A summative assessment will be given at the end October. It will be about creating a performance (duo-drama) based on Meyerhold theories. Students will be assessed in all criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



# ENGLISH LANGUAGE AND LITERATURE

## Why Do We Travel?

- Key Concept: Perspective
- Related Concepts: Context and Self-expression
- Global Context and Exploration: Scientific and Technical Innovation (Principles and Discoveries)
- Statement of Inquiry: Journeys provide insights into a range of contexts and perspectives, and scope for significant discovery, learning and self-expression.

### ATL Skills:

- Communication Skills: Make inferences and draw conclusions.
- Collaboration Skills: Listen actively to other perspectives and ideas.
- Thinking Skills (Creative Thinking): Use brainstorming and visual diagrams to generate new ideas and inquiries & Apply existing knowledge to generate new ideas, products or processes.
- Thinking Skills (Critical Thinking): Gather and organise relevant information to formulate an argument.
- Transfer Skills: Change the context of an inquiry to gain different perspectives.



# ENGLISH LANGUAGE AND LITERATURE

## Why Do We Travel?

- Unit Overview:

In English Language and Literature, students are exposed to different literary genres. In this unit, students are introduced to non-fiction through analysing and writing travel blogs. The focus is on learning and using the structure, components and style of blogs.

- Activities and Tasks Overview:

Through interactive sessions, students were introduced to the meaning and purpose of travelling. They brainstormed possible types of travel and reasons why people travel. Learners also examined travel advertisements and blogs, which helped them understand the structure, style and the different ways, pathos, ethos and logos, in which they can engage the audience. Moreover, students wrote paragraphs and essays talking about travel in general and linking it to personal experiences. Finally, they discussed elements that make a top destination and how people could adapt to new environments and contexts.

# ENGLISH LANGUAGE AND LITERATURE

## Why Do We Travel?

- **Assessment Overview:**

Students are being prepared for their formative and summative assessments in which they will be asked to analyse and write a blog. Students will be assessed in all criteria; A (Analyzing), B (Organizing), C (Producing Text) and D (Using Language).



# FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- Key Concept: Communication
- Related Concepts: Point of View and Empathy
- Global Context and Exploration: Fairness and development (Human Capability and Development)
- Statement of Inquiry: Every child has the right to go to school in the whole world. Opening up to the challenges others face in accessing education can help us better understand what we need to do to make the world a better place.

## ATL Skills:

- Communication Skills: Give and receive appropriate feedback.
- Collaborative Skills: Reaching consensus.
- Thinking Skills (Creative Thinking): Brainstorm and use visual diagrams to generate new ideas and research.
- Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalizations. Consider ideas from different perspectives.
- Self-management Skills (Reflection): Consider content: What did I learn today? What yet I don't understand ? What questions do I have now?



# FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- Unit Overview:

Students discovered what education is, why we go to school and types of schools. They discovered what the different forms of education are, and how some people go to school in some countries. Learners will also discover why education is a fundamental right for the majority of countries and that we are all equal when it comes to education.

- Activities and Tasks Overview:

Our learners started the year with many activities. They enjoyed many activities, games and songs . Then we had a general revision in French. A diagnostic test was done after that to evaluate students' knowledge. Accordingly, they were divided into phases. Then, we started our unit “Education for all, Education for peace.”

- (Phase 1) “Emergent level”:

Learners of Phase 1 learned how to present themselves by asking and responding to questions about identity, school and hobbies. They learned new vocabulary and tried to use it in small sentences. Also, they learned the French numbers from 1 to 30. They did several activities that helped them to comprehend the material covered easier.



# FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- (Phase 2) “Emergent level”:

Learners of phase 2 started with a new unit “Education for all. Education for peace”. They analyzed the statement of inquiry along with the Key and Related Concepts. Then, learners started to discover the daily routine and activities they do before they go to school and after they get home. They also watched different videos about French schools and compared them to their own school. After that, learners talked about materials and objects they have in class and their names in French. In addition to that, learners discovered reflexive verbs and how to conjugate them in the present form by using them in sentences.



# FRENCH LANGUAGE ACQUISITION

“Education for all, Education for Peace.”

- Phase 3 “Capable level”:

Learners of phase 3 started their new unit “Education for all. Education for peace”. They analyzed the statement of inquiry along with the Key Concept, Related Concepts and Global Concepts. Learners also watched videos and images about one's daily routine and learned how to describe their daily routine in school and their school. They had a worksheet about different schools and classes in France. Then, they wrote two texts about that topic. Moreover, learners analysed videos, read texts and watched videos to explain why education is important and to discuss the idea of being equal all around the world when it comes to the right of education. After that, they started watching and analyzing a film called “Sur le chemin de l'école”. The film is an adventure documentary about the fate of school children, living in different places, who are forced to face challenges to reach their school. Learners also reflected on their learning after each lesson and activity. Finally, at the end of each month, short stories will be given to our learners to let them enjoy reading and to enrich their language.

- Assessment Overview:

Students are being prepared for their summative assessment through a series of activities, worksheets and a formal formative assessment. At the end of the unit, students will be assessed according to all the criteria; Criterion A (Listening), Criterion B (Reading), Criterion C (Speaking) and Criterion D (Writing).







# INDIVIDUALS AND SOCIETIES

Can individuals make a difference in shaping the world?

- Key Concept: Global Interactions
- Related Concepts: Significance and Identity
- Global Context and Exploration: Fairness and Development (Civic responsibility and the public sphere)
- Statement of Inquiry: Individuals can play a significant role in the development of their nation states and in the nature and development of global interactions.

## ATL Skills:

- Research Skills (Information Literacy) → Access information to be informed and inform others.
- Thinking Skills (Transfer): Inquire in different contexts to gain a different perspective.
- Organization Skills: Use appropriate strategies for organizing complex information.
- Self-management Skills (Reflection): Consider content (What did I learn about today? What don't I understand yet? What questions do I have now?)
- Social Skills (Collaboration): Listen actively to other perspectives and ideas.
- Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalizations.



# INDIVIDUALS AND SOCIETIES

Can individuals make a difference in shaping the world?

- Unit Overview:

Our first unit focuses on significant individuals throughout history. Students will explore what makes a person significant and our civic duty towards our communities.

- Activities and Tasks Overview:

We started our year with a quick orientation reminding the students of the main elements of the subject through a comprehensive session discussing the nature of its content, assessments, skills needed, and how to study. After that, we started our first unit where students' critical thinking skills were challenged as they shared their own assessment regarding what makes an individual significant and the main criteria they should possess. We had the pleasure to host Ms Tamara Awabdeh who spoke to the students about Saint John Baptist de la Salle as an example of a significant individual with an everlasting impact. After that, students started working on their editorial essays sharing their personal thoughts on individuals of their choice.

# INDIVIDUALS AND SOCIETIES

Can individuals make a difference in shaping the world?

- **Assessment Overview:**

Students are being prepared for their Summative assessment through a series of activities, worksheets and a formal formative assessment. At the end of the unit, students will be assessed according to all the criteria; Criterion A (Knowing and Understanding), Criterion B (Investigating), Criterion C (Communicating) and Criterion D (Thinking Critically).

- **Service as Action:**

Students are encouraged to think of anything they can do to help improve their own community to show their civic duty.





# MATHEMATICS

## From Measuring Triangles to Modelling Periodic Phenomena

- **Key Concept: Relationships**
- **Related Concepts: Models and Quantities**
- **Global Context and Exploration: Scientific and technical innovation (Methods)**
- **Statement of Inquiry: Relationships between quantities can lead to better models and methods.**

### ATL Skills:

- **Thinking Skills (Critical-thinking): Propose and evaluate a variety of solutions; Draw reasonable conclusions and generalizations.**



# MATHEMATICS

## From Measuring Triangles to Modelling Periodic Phenomena

- Unit Overview:

In this unit, students went over the different types of angles and triangles, and the relationships between the quantities for their sizes of both angles and sides in different models. They also learned all the characteristics of the right angle triangle, the pythagorean theorem and trigonometric ratios. Moreover, they learned how to find unknowns for different methods and models in real life situations.

- Activities and Tasks Overview:

Students brainstormed ideas to identify the relation between different types of angles, supplementary, complementary, alternate and corresponding angles, that are formed by parallel lines connected to each other. Then, they learned about the hypotenuse side in the right angle triangle and the pythagorean theorem. They were also introduced to the Sine, Cosine and Tangent ratios using several investigations (Critical thinking Skills) and used their calculators to find different quantities for solving a variety of questions that are related to real life situations.

# MATHEMATICS

## From Measuring Triangles to Modelling Periodic Phenomena

- **Assessment Overview:**

Students were assessed formatively in Criterion A (Knowing and Understanding) and Criterion B (Investigating Patterns) by doing classwork activities and homework. Students will keep practising to be prepared for the summative assessments, where they will use the best model and method to find quantities using the relation between them.



# MUSIC

## Instrument Performance (Piano 2)

- Key Concept: Communication
- Related Concepts: Play and Expression
- Global Context and Exploration: Personal and Cultural Expression (Artistry)
- Statement of Inquiry: Each instrument performance can express the player's identity and artistry.

### ATL Skills:

- Thinking skills (Critical thinking): Create original works and ideas; use existing works and ideas in new ways.
- Thinking skills (Creative thinking): Identify obstacles and challenges.

# MUSIC

## Instrument Performance (Piano 2)

- Unit Overview:

In the first unit of this year, students will learn about the piano instrument; what it is, and how to perform it.

- Activities and Tasks Overview:

During the first lessons, students had an introduction to the piano instrument. They covered how many scales it has, the mechanism of it, how it works, and how to play it. Moreover, students started learning how to sit properly on the piano and how to play it. In each lesson, students had additional kinds of exercises that were given to them according to the activity references they were provided with.



# MUSIC

## Instrument Performance (Piano 2)

- **Assessment Overview:**

Before presenting the summative assessment, students will be able to relate to the strands involved by conducting different formative exercises that guide them towards the summative. Such exercises will revolve around reading music notes the right way, in different scales, and different kinds of key signatures, along with exercises about music theory in particular. For the summative of this unit, students will be assessed by performing selected exercises and music pieces in front of the teacher. All criteria will be covered in this unit as follows; Criterion A (Knowing and Understanding), Criterion B (Developing Skills), Criterion C (Thinking Creatively), and Criterion D (Responding).

# BIOLOGY

## Body Forms

- **Key Concept: Change**
- **Related Concepts: Transformation, Form and Function**
- **Global Context and Exploration: Scientific and Technical Innovation (Processes and Solutions)**
- **Statement of Inquiry: The function of scientific and technical innovations is to enhance our ability to perceive and respond to change in forms and in our surroundings, which has consequences on our survival.**

### ATL Skills:

- **Thinking Skills (Critical Thinking): Draw reasonable conclusions and generalisations.**
- **Thinking Skills (Creative Thinking): Apply existing knowledge to generate new ideas, products or processes.**
- **Transfer Skills: Make connections between subject groups and disciplines.**
- **Communication skills: Take effective notes in class.**



# BIOLOGY

## Body Forms

- Unit Overview:

In this unit, students learned how to calculate magnification of drawings and the actual size of structures from drawings or micrographs. They also reviewed their knowledge about the heart through heart dissection. They also enriched their knowledge about the estimation of osmolarity in tissues.

- Activities and Tasks Overview:

Students celebrated their first week with a heart dissection. The hands-on experience offered students an opportunity to explore and learn about the anatomy of a sheep heart. They thoroughly enjoyed the experience and learnt about the four chambers of the heart and the different blood vessels. Also, students observed the onion and cheek cells, drew them and calculated the magnification. Finally, they investigated the osmolarity in potatoes.

# BIOLOGY

## Body Forms

- **Assessment Overview**

Students were assessed formatively in Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating). They investigated the effect of using different concentrations of sucrose on the length and mass of the potato. Students measured the percentage change of length and mass as they had observed in the lab. Students also discussed the validity of a prediction based on the outcome of the scientific investigation. Finally, they discussed the validity of the method as well as describing improvements or extensions to the method. This prepares them for their summative assessment in the same criteria.









# PHYSICS

## Transformation By Steam

- Key Concept: Systems
- Related Concepts: Energy, Development and Transformation
- Global Context and Exploration: Orientation in Time and Space (Exchange and Interactions)
- Statement of Inquiry: Developments in our understanding of basic science systems, for example of changes of state and energy, have led to technological breakthroughs that have resulted in major transformations in society over time.

### ATL Skills:

- Self-Management (Reflection): Develop new skills, techniques and strategies for effective learning.
- Self-Management Skills (Organization): Plan short- and long-term assignments; meet deadlines.

# PHYSICS

## Transformation By Steam

- Unit overview:

This unit aims to explain energy transfer. Students learn about different types of energy and how to increase efficiency of heat transfer. In this unit, students will learn how the power of steam has led to the European Industrial Revolution that changed the entire world and introduced the term 'mass production'.

- Activities and Tasks Overview:

Students communicated and discussed the impact of the development of the steam engine. Students also communicated and discussed the term Industrialization and its advantages and disadvantages on communities. They reflected on how pumps work by pressure differences. Moreover, students explored the terms energy, work, power and pressure and solved different familiar and unfamiliar problems.



# PHYSICS

## Transformation By Steam

- **Assessment Overview:**

Students practised Criterion A (Knowing and Understanding) formatively in class, they have applied scientific knowledge and understanding to solve problems related to the unit. In addition, students will have a summative assessment at the end of the unit in Criterion A (Knowing and Understanding), and Criterion D (Reflecting on the Impacts of Science) by applying their gained knowledge and understanding in energy, work, power, pressure and specific heat capacity.

- **Service as Action:**

Students will explore ways to spread awareness about energy and how heat transfer efficiency can be increased.

# CHEMISTRY

## Ions and Our Health

- **Key Concept: Relationships**
- **Related Concepts: Models, cause and effect and evidence**
- **Global Context and Exploration: Identities and Relationships (Health and Well-being)**
- **Statement of Inquiry: Scientists continue to find relationships between models to better understand the role of various elements in human health provided by evidence.**

### ATL Skills:

- **Thinking Skills (Critical-thinking): Draw reasonable conclusions and generalizations; Revise understanding based on new information and evidence; Formulate factual, topical, conceptual and debatable questions.**



# CHEMISTRY

## Ions and Our Health

- Unit Overview:

In this unit, students explored how ions form and knew more about the properties of ionic compounds. Students learn how to make considerable use of models showing how atoms react to form ions, and models that show the structure of ionic and covalent compounds.

- Activities and Tasks Overview:

Students had brainstorming activities to draw the structure of ionic and covalent compounds and explained the physical differences between the ionic and covalent compounds. Through interactive sessions, students explored how to explain the formation of ionic compounds from their elements, and how they can use the periodic table to write the formula of the ionic compounds, and investigate the relationships between the dietary elements and human health.

# CHEMISTRY

## Ions and Our Health

- Assessment Overview

Students practised and revised their knowledge about ions through a formative assessment in Criterion A (Knowing and understanding). A summative assessment for Criterion A will be done to evaluate the knowledge students gained throughout the unit.











# PERSONAL PROJECT

- ATL Skills:

- Self Management (Organization)

Use appropriate strategies for organizing complex information.

- Thinking Skills (Critical Thinking)

Gather and Organize relevant information to formulate an argument.

- Thinking Skills (Creative Thinking)

Use brainstorming and visual diagrams to generate new ideas and inquiries.

- Self Management (Reflection)

Identify strengths and weaknesses (self-assessment)

- Communication skills

Read a variety of sources for information and for pleasure.

- Research Skills (Information Literacy)

Create references and citations

# PERSONAL PROJECT

- Personal Project Overview:

Students received their files, which include deadlines, templates of organizers and a checklist for each criterion to help them throughout the process. Students finally met their supervisors and started working individually during the personal project classes in which they are supported by the personal project coordinator and their supervisors to ensure that they are on the right track. During the month, students have been working on the planning part. Students were provided with mind-maps to learn how to organize their ideas using different techniques and websites such as [www.mindmeister.com](http://www.mindmeister.com), in which they use visual diagrams to foster creativity and generate inquiries.