



# Enhancing the MYP BETA

## Classroom strategies

### Component 1

Concepts and teaching for conceptual understanding

Strategy	Description
Concept mapping	<p>Encourage students to create a mind map using the concepts focused on during the unit. Students can add to this throughout the unit, and they may want to add additional concepts. They may also want to include context and content in their map. Students can use this map to describe connections and relationships, provide examples and add questions. Concept mapping helps students to organize concepts and understand and describe their connections.</p>
Using concepts to generate inquiry questions	<p>At the start of the unit, have students create their own inquiry questions, including conceptual questions. These can be used for class discussion, to drive inquiry and for reflection. Throughout the unit, revisit the questions and add additional questions. Questions could be documented in individuals' journals or in a collaborative space such as a physical or digital bulletin board.</p> <p>The following sentence frames might help students generate questions.</p> <ul style="list-style-type: none"> <li>• What is [concept]?</li> <li>• What is the relationship between [concept] and [concept]?</li> <li>• Why is [concept] important to this topic</li> <li>• Why is [concept] important to this discipline?</li> <li>• How might this [concept] help us to make connections to other subjects?</li> <li>• What have we learned from previous units that also helps us to understand [concept]?</li> <li>• How might [a different concept] change the way we look at this topic or explore this unit?</li> </ul>
Student-generated concepts	<p>Create activities that allow students to generate additional concepts for the unit. What concepts do they think are important to the unit?</p> <ul style="list-style-type: none"> <li>• Have students identify synonyms and similar words.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have students identify concepts that they think are connected to the unit's concepts.</li> <li>• Have students generate concepts that they think are connected to the unit's topics or content.</li> <li>• Give students some stimulus for the unit (for example, a photograph, a text or a video). Have students identify concepts from the stimulus.</li> </ul>
Linking concepts	Give students the concepts of the unit and have them describe how they are connected.
Compare and contrast	<p>Encourage students to compare and contrast two distinct concepts—for example, dictatorship and democracy—highlighting both their similarities and differences. By exploring the fundamental attributes of each concept, students can understand how they relate to broader concepts. Additionally, students may use a similarity scale to rate the degree of similarity or difference between the pairs of concepts being examined.</p> <p>This analysis can be organized visually using:</p> <ul style="list-style-type: none"> <li>• a table</li> <li>• a Venn diagram</li> <li>• a concept map.</li> </ul>
Case studies	Encourage students to apply what they have learned in the unit to <b>unfamiliar situations</b> . Ask questions related to the concepts to help students to problem solve, make decisions and describe connections.
Debates and classroom discussions	Create debate topics around the concepts of the unit. Students can describe the concept-in-use and make judgements about the concepts. Class discussions will allow students to share their prior-learning questions and to build on other students' ideas. Socratic questioning can be used to help students to articulate their ideas and explore concepts more deeply.
Simulations, modelling and demonstrations	Through simulations, modelling and demonstrations, students' understanding of concepts can move from abstract to concrete. Modelling and demonstrations can

	help students to visualize how concepts are applied practically in authentic settings.
Connecting concepts to other disciplines	<p>Create interdisciplinary learning experiences focused around concepts. How are the concepts the same or different when explored through a different discipline? How does this interdisciplinary connection help strengthen students' conceptual understanding? Can students describe how the concepts would be applied in additional disciplines or scenarios?</p>
Organizing concepts	<p>Students might use other methods for organizing and exploring concepts. Different graphic organizers can help to articulate understanding, generate questions, describe relationships between concepts, describe relationships between concepts and content and support other ways of helping students interpret concepts and develop their conceptual understanding. Other categorizing and sorting activities can also lead to the same outcomes.</p> <p>Tools that could be used include the following.</p> <ul style="list-style-type: none"> <li>• Frayer model</li> <li>• Circle maps</li> <li>• Venn diagrams</li> <li>• Flow charts</li> <li>• KWL charts</li> <li>• Persuasion maps</li> <li>• Vocabulary graphic organizers</li> <li>• Hierarchy maps</li> <li>• Cluster diagrams</li> <li>• Lotus diagrams</li> </ul>
Concept banking	<p>While planning the unit, teachers may select some concepts to explore. Throughout the unit, students can document when the concept is explored and document any other concepts they uncover throughout the learning. Students can use the concept banks to describe their learning.</p> <p>Tools that could be used include the following.</p> <ul style="list-style-type: none"> <li>• Individual concept banks</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaborative concept banks generated in groups</li> <li>• Collaborative concept banks generated through class discussion</li> </ul>
Concept-led inquiry projects	<p>Frame student projects, including research projects, around the unit's concepts. Allow students to inquire into the concepts and add their own content and explorations. This will help them to develop their conceptual understanding and show how the concepts are applied in authentic situations. Students can also use the unit's inquiry questions, or their own inquiry questions, to frame their projects.</p>
Concept analogies	<p>Have students create analogies or metaphors to describe the concepts of the unit. Have students justify their choices.</p>
Visualizing the concepts	<p>Have students try to create a visual for the concepts of the unit. Students could also use sketch-noting to describe their conceptual understandings. Students could also create a cartoon or comic to demonstrate their conceptual understanding.</p> <p>Tools that could be used include the following.</p> <ul style="list-style-type: none"> <li>• Sketch-noting</li> <li>• Infographics</li> <li>• Illustrations</li> <li>• Collages</li> <li>• Colour, Symbol, Image</li> <li>• Cartoons or comics</li> <li>• Photography</li> </ul>
One-sentence summary	<p>Have students create a one-sentence summary to describe the big picture of the idea. Ask students to use the concepts or a synonym in their sentence.</p> <ul style="list-style-type: none"> <li>• Create a framing statement for the unit or lesson.</li> <li>• Create a headline for the unit or lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create an acronym, using the letters of the concept, to describe the unit or lesson.</li> <li>• Create haikus that summarize their conceptual understanding.</li> <li>• Create an elevator pitch describing why the concept is so important to the unit. This would be longer than one sentence.</li> </ul>
Sharing the concept and conceptual understanding with a different audience	<p>Encourage students to articulate their understanding of concepts by describing them in simple terms suitable for a child. They could also describe them in more sophisticated language for their parents or guardians. Additionally, challenge students to imagine explaining the concepts to someone living 50 years ago, requiring them to contextualize their understanding within a historical framework.</p> <p>Students could compose a:</p> <ul style="list-style-type: none"> <li>• speech</li> <li>• letter</li> <li>• opinion piece.</li> </ul>
Concept journals	<p>Throughout the unit, students are encouraged to maintain a concept journal to track their understanding and engagement with concepts. This journal serves as a space for initial assumptions, questions, practical examples and observations. It supports goal setting, reflection and self-assessment, while also documenting related work and personal inquiry questions.</p>
Concepts in my world	<p>Encourage students to articulate how the concepts covered in the unit manifest in their personal lives, within their communities and on a global scale.</p>