



Enhancing the MYP BETA

Classroom strategies

Component 2
Global contexts

Classroom strategies

Mind mapping

Encourage students to create a mind map using the global context planned for the unit. They could use the contextual lenses “individual, local and global” to start their mind map. They may also want to include concepts and content in their map. Students can use this map to describe connections and relationships, provide examples and add questions. Throughout the unit, students can add additional facts, examples, questions and ideas to help them to explore the global context. Educators could make a physical or digital space where students can make a collaborative mind map.

Note: Mind mapping can be used to explore any or all of the contextual lenses. Some examples are below.

- **Individual:** a unit might start with the inquiry statement or inquiry question, and students use mind mapping to connect all their prior knowledge, interests and individual questions.
- **Local:** students might create a mind map that shows examples of how the big ideas from the unit are visible in their local community, including their homes, school and neighbourhood.
- **Global:** students might explore newspaper articles from around the world and connect these through a mind map.

Students can also do mind mapping that evidences exploration of all three lenses.

Using the global context and the contextual lenses to generate inquiry questions

At the start of the unit, have students create their own inquiry questions using the global context and contextual lenses. These can be used for class discussion, to drive inquiry and for reflection. Throughout the unit, revisit the questions and add additional questions. These can also be used to drive inquiry projects, for reflection or for group discussion. Questions could be documented in individuals’ journals or in a collaborative space such as a physical or digital bulletin board. Question ideas are available for each of the six global contexts

Individual

- What questions help me understand the topics of this unit using the global context?
- How does the global context help me connect the topics to my prior experience, interests and personal responsibilities?

Local

- What questions do I have about how the topics of this unit, in the global context, might affect my local community?

Global

- What questions do I have about how the topics of this unit, in the global context, might connect to systems and people around the world?

Individual connections diary

Introduce students to the unit topic and ask them to describe their individual connection to it through writing narrative reflection. Revisit these diary entries throughout the unit and provide opportunities to add ideas as the students' understanding grows.

Educators might use this as a diagnostic assessment to gather information about students' prior knowledge and interests and then adapt the unit accordingly.

Community engagement connections

Create a collage of photographs from community events, personal stories, guest speakers or newspaper articles that highlight opportunities for involvement and make local issues more relatable. Introduce case studies that reveal how complex issues are addressed by local and global communities.

Perspective-taking routines

Create opportunities for students to practice empathy as they seek to understand the perspective of others. How might someone else feel or think about the topics of this unit? Who are the people or communities directly connected to and impacted by the topics of this unit?

Suggested activities include hot-seating, role-playing, empathy maps, perspective routines, interviewing and customer journey maps.

Near and far

How might the topics of this unit be taught differently in other parts of the world?
How are the topics of this unit relevant in different parts of the world? How are they relevant locally?

Consider using a journaling activity, a debate, a discussion or even a Venn diagram to capture different ideas and perspectives.

Past, present, future

Have students reflect on how time has affected the topics and content of the unit.
How have circumstances changed over the years that make this topic more, less or differently relevant? How might this topic be differently relevant in the future?

This could be done using a journaling activity, debate, discussion, Venn diagram or timeline.

Comparative culture strategy

Explore how different cultures around the world approach various ideas and practices. Look for commonalities in how people around the world live, think and solve problems, and how they differ. This strategy encourages an appreciation for the richness of global diversity and a respect for how other people with their differences can also be right.

Consider adding descriptions to a virtual world map or one posted in the classroom.
Invite local experts who can speak to cultural norms from first-hand experience.

System thinking strategy

Create a flowchart of how the parts of a system contribute to the functioning of its whole. Identify patterns, relationships and system dynamics using different feedback loops and inputs and outputs.

Make the model life-size and explore the system as a 3D experience.

Thinking routines and protocols

Research “thinking routines” for ideas to engage thinking as part of individual reflection and small- or large-group discussions. Capture evidence of ideas and reflections to refer to later.

IB learner profile connections

Students can use interactive discussions or reflections to develop their own IB learner profile attributes within context. Students may wish to think about the role the IB learner profile plays in the IB's mission and their school's mission, as well as its role in students' individual, local and global lives.

Student reflection prompts

The global context and contextual lenses can be used to generate questions that help students to create goals and reflect on their learning in the unit. Educators may also use this as feedback to help them adapt or improve their unit.

- How did the global context help me to make personal connections to the topics in the unit? Was I able to bring my own prior knowledge and experience to the unit?
- How did the global context help me to apply classroom learning to issues in my local community and/or the world?
- How did the global context help me to identify ways I can make a positive difference?
- How might exploring this topic using a different global context change the learning experiences in the unit?
- How did the global context make connections to other subjects visible?
- How did learning in previous units help us better understand this global context?
- How did the global context help me to explore different perspectives in this unit?
- How did the global context inspire me to think critically and solve problems?
- How might I extend and share my learning through this global context?
- How might this global context foster personal resilience in responding to the challenges of daily life?

