



# Enhancing the MYP BETA

## Questions to support implementation

Component 2  
Global contexts

## Questions to support implementation

- What are the most important ideas developed in the unit?
  - How might these ideas transfer beyond the classroom?
- What topics and special interests are important to students and teachers?
- Which of the global context questions seems most appropriate for this unit?
  - Who am I? Who are we?
  - What is the meaning of “where” and “when”?
  - What is the nature and purpose of creative expression?
  - How do we understand the world in which we live?
  - How is everything connected?
  - What are the consequences of our common humanity?
- Does the global context lead to authentic inquiry, action and reflection relevant to the unit?
- Does the content selected for this unit clearly support inquiries in this global context?
- Does the global context help students to build on prior knowledge and diverse perspectives?
- Does the global context connect to student identities, beliefs, values and cultures?
- Does the global context promote well-being and inclusion of all students and/or respect for the natural world?
- Is there an alternative global context? If so, how might this other option influence learning in valuable ways?
- What value does the global context add to the unit’s authentic assessment?
- How might the global context support community engagement and/or interdisciplinary learning?
- Does the global context encourage IB learner profile development?