



Enhancing the MYP BETA

Inquiry questions

Component 2
Global contexts

Inquiry questions

Identities and relationships	
Example inquiry questions	<ul style="list-style-type: none"> • How can I know myself better? • What makes me who I am? • What makes a relationship healthy and positive? How do I contribute to healthy relationships? • What personal strengths do I bring to team collaborations? • How can I exercise leadership? • How can I learn from others? • Who are (life-affirming) role models? How do they inspire me? • How do I connect to, feel and behave differently around others? • How do my lifestyle choices impact my relationships with others? • How might I become a positive change-maker in the world? • What are some strengths and limitations of practising tolerance? • How am I the same as or different to others?
Connection to the Diploma Programme's theory of knowledge	<ul style="list-style-type: none"> • Can other people know us better than we know ourselves? • Who owns knowledge?
Orientation in place and time	
Example inquiry questions	<ul style="list-style-type: none"> • How does culture—my own and that of others—shape my view of the world? • What are some benefits and challenges involved in navigating intersecting cultures? • How does where I live or have lived shape my life? • What influence does my family's history have on who I am? • What opportunities or challenges does where and when I am in the world give me?

	<ul style="list-style-type: none"> • How do we make spaces safe for people and for other living beings? • How does the passage of time shape our understandings and our lived reality? • How does our local environment impact how we adapt products and information? • How does our local environment change the way we think, speak and act? • What notable events are happening locally? • What important past events impacted my community and influence the way we live today? • How can I make change relevant to where I am in the world? Relevant to today? • In what ways does place shape human perspective, values and ways of living? • Are there elements of culture that are timeless? If so, what are they and why do they resist change? What causes cultures to change? • How do we know and understand details about life on Earth before human beings existed? • What important events are happening across the world right now? • What important events have shaped the world? • What does "home" mean to different people around the world? • How are people's lives different, depending on where they live in the world?
Connection to the Diploma Programme's theory of knowledge	<ul style="list-style-type: none"> • Is it possible to have knowledge of the past? • Is it unfair to judge people and actions in the past by the standards of today?
Personal and cultural expression	
Example inquiry questions	<ul style="list-style-type: none"> • How can I use my authentic voice to make change? • What messages can I send to others about my values through the way I communicate? • What is my role in supporting diversity, and the inclusion of different perspectives? • How can I protect my personal well-being in the virtual world? • How do I use language to express myself? • How does thinking in more than one language change how I express myself?

	<ul style="list-style-type: none"> • How might the way I express myself be interpreted differently in different contexts? • How are multiple perspectives included or not included in my local communities? • Who owns a good idea? • What different cultures are visible in my community? • How do people in my community express themselves? • What personal or cultural expressions are similar around the world? • How do different languages lead to different types of expression?
Connection to the Diploma Programme's theory of knowledge	<ul style="list-style-type: none"> • Is it possible to think or know without language? • What knowledge might be lost if the whole world shared one common language?
Scientific and technical innovation	
Example inquiry questions	<ul style="list-style-type: none"> • What are my values around the ethics of innovation? • What am I curious about? • How can I make sure I am an ethical creator? • How might products or systems be adapted to fit my personal needs? • How do I interact, act, create and communicate differently when working in a digital environment? • What are local examples of innovation? • How have products or systems been adapted to fit my local context? • How can technology bring people together? How might it also divide people? • What systems (local and global) impact our daily lives? • What does it mean to innovate? • Are innovation and progress the same thing? In what ways might they differ? • How are models used to advance understanding about how the world works? • What are some strengths and limitations in using models?

	<ul style="list-style-type: none"> • What products have had the biggest impact on the world?
Connection to the Diploma Programme's theory of knowledge	<ul style="list-style-type: none"> • What is the difference between "data", "information" and "knowledge"? • How can a model be useful even if it is obviously false?

Globalization and sustainability

Example inquiry questions	<ul style="list-style-type: none"> • What systems impact my personal life? • What systems are within my control to change? • In what ways can I contribute to local sustainability efforts? • What do I need? What do I want? • What do I consume? How can I consume responsibly? • Which of my actions help or harm the environment? • What are ways that people collaborate to solve local and global issues? • What changes can we make to our local community to improve sustainability? • How is my local community planned? How does local infrastructure impact citizens' lives? • What human-made resources does my community produce? • What natural resources does my community produce? • In what ways does social media help or hinder connections with others around the world? • What types of relationships exist among different countries? How do these relationships affect the daily lives of people? • What are some ways we might learn in partnership with students from other countries?
Connection to the Diploma Programme's theory of knowledge	<ul style="list-style-type: none"> • How can a model be useful even if it is obviously false? • How can we know when we should act on what we know?

Fairness and development

Example inquiry questions

- What are my rights and responsibilities in sharing the planet?
- What are the implications of enjoying rights without exercising responsibility in caring for the planet?
- How can I act ethically?
- How can I include others?
- What local examples demonstrate problem-solving around sharing resources in equitable ways?
- What connections exist between personal and environmental health and sustainability?
- What practices make communities inclusive?
- How might local and global communities represent the “voice” and needs of the natural world in making decisions about development?
- In what ways is my personal life interdependent with others around the planet?

Connection to the Diploma Programme’s theory of knowledge

- As knowers, do we have a moral duty to examine our own assumptions and biases?