

## Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP individuals and societies units.

| Statement of inquiry  | Key concept<br>Related concepts<br>Global context   | Possible project/study   |
|---|---|--|
| Personal and social perspectives on the process and effects of globalization reflect local circumstances and values.            | <ul style="list-style-type: none"> <li>• Global interactions</li> <li>• Relationships, power</li> <li>• Globalization and sustainability</li> </ul> | Wealth and poverty<br>Globalization movements<br>Cultural imperialism<br>Multinational corporations<br>World Bank and other international financial institutions                     |
| Nations form alliances to protect their military, cultural and economic interests.  | <ul style="list-style-type: none"> <li>• Systems</li> <li>• Conflict, cooperation</li> <li>• Identities and relationships</li> </ul>                | Peace and conflict (Pax Romana, British Empire, 20th century wars)<br>International cooperation (League of Nations/United Nations/Arab League)<br>Otto von Bismarck and Adolf Hitler |
| Absolute and relative locations have consequences for human and economic development.   | <ul style="list-style-type: none"> <li>• Time, place and space</li> <li>• Scale, disparity</li> <li>• Fairness and development</li> </ul>           | Longitude and latitude<br>Global positioning systems<br>Population<br>UN Human Development Index   |
| Advances in communication and transportation technology create opportunities and challenges for cultural and ethnic minorities. | <ul style="list-style-type: none"> <li>• Change</li> <li>• Culture, diversity</li> <li>• Scientific and technical innovation</li> </ul>             | Social media<br>Advertising<br>Language distribution and classification<br>Human migration   |

| Statement of inquiry  | Key concept<br>Related concepts<br>Global context   | Possible project/study  |
|---|---|---|
| Governments, communities and individuals can develop strategies for living in hazardous environments and responding to hazards and disasters over time. | <ul style="list-style-type: none"> <li>• Global interactions</li> <li>• Sustainability, management and intervention</li> <li>• Orientation in space and time</li> </ul> | Rescue, rehabilitation and reconstruction<br>Duty of care<br>Risk assessment  |
| Societies can adopt, adapt or resist significant ideas.   | <ul style="list-style-type: none"> <li>• Change</li> <li>• Power, innovation and revolution, significance</li> <li>• Personal and cultural expression</li> </ul>        | Lenin and Stalin<br>Guerrilla movement and dictatorships<br>Green Revolution<br>Consumer culture<br>Protest movements<br>Political and economic ideologies<br>Significant individuals |

Table 3  
Example statements of inquiry

## Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 4 shows some possible inquiry questions for MYP individuals and societies units.

| Factual questions:<br>Remembering facts and topics  | Conceptual questions:<br>Analysing big ideas   | Debatable questions:<br>Evaluating perspectives and developing theories  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• What were the most important causes of French Revolution?</li> <li>• Who were some significant Enlightenment thinkers, and how did they influence the development of the US Constitution?</li> </ul> | <ul style="list-style-type: none"> <li>• What is the relationship between revolution and violence?</li> <li>• How does revolutionary political change affect ordinary people?</li> </ul> | <ul style="list-style-type: none"> <li>• Can one person change the world?</li> <li>• Are revolutions an inevitable part of human history?</li> </ul> |

Table 4  
Examples of factual, conceptual and debatable questions

## Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 5 suggests some of the indicators that can be important for the study of individuals and societies.

| Category        | Skill indicator  |
|-----------------|--|
| Thinking skills | Consider ideas from other perspectives and points of view in a debate.   |
| Social skills   | Seek out criticism and feedback from others, including teachers and peers, and make informed choices about including it in one's work. |

|                        |   |
|------------------------|---|
| Communication skills   | Use appropriate form of writing for an academic fieldwork report.           |
| Self-management skills | Structure information appropriately in an oral presentation.                |
| Research skills        | Formulate provocative and relevant research questions for an investigation. |

*Table 5*

*Examples of individuals and societies-specific skill indicators*

Well-designed learning engagements and assessments provide rich opportunities for students to practice and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

Table 6 lists some specific ATL skills that students can demonstrate through performances of understanding in individuals and societies.

|   |
|---|
| Approaches to learning  |
| <b>Self-management (reflection):</b> reflect on the strengths and weaknesses of a research method.                              |
| <b>Thinking (transfer):</b> explore the influence the Industrial Revolution continues to exert in the 21 <sup>st</sup> century. |

*Table 6*

*Examples of individuals and societies demonstrations of ATL skills*