**MYP Global Contexts and Explorations**

These and other contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11- to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a programme of international education. Over the course of their study, students should encounter all six global contexts. (*Developing MYP Units, 2014*)

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility. (*Developing MYP Units, 2014*)

|  |  |
| --- | --- |
| **GLOBAL CONTEXTS**  **(Select 1)** | **EXPLORATION**  **(Select 1)** |
| **Identities and Relationships**  Who am I? Who are we?  Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. | * Competition and cooperation * teams * affiliation and leadership * Identity formation * self-esteem * status * roles and role models * Personal efficacy and agency * attitudes * motivations * independence * happiness and the good life * Physical * psychological and social development * transitions * health and well-being * lifestyle choices * Human nature and human dignity; * moral reasoning and ethical judgment * consciousness and mind |
| **Orientation in Space and Time**  What is the meaning of “where” and “when”?  Students will explore personal  histories; homes and journeys;  turning points in humankind;  discoveries; explorations and  migrations of humankind; the  relationships between, and the  interconnectedness of, individuals and civilizations, from personal, local and global perspectives. | * civilizations and social histories * heritage * pilgrimage * migration * displacement and exchange * epochs * eras * turning points and “big history” * scale * duration * frequency and variability * peoples * boundaries * exchange and interaction * Natural and human landscapes and resources * evolution * constraints and adaptation |
| **Personal and Cultural Expression**  What is the nature and purpose of creative expression?  Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | * artistry * craft * creation * beauty * products * systems and institutions * social constructions of reality * philosophies and ways of life * belief systems * ritual and play * critical literacy * languages and linguistic systems * histories of ideas * fields and disciplines * analysis and argument * metacognition and abstract thinking * entrepreneurship * practice and competency |
| **Scientific and Technical Innovation**  How do we understand the world in which we live?  Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt  environments to their needs. | * Systems * models * methods * products * processes and solutions * adaptation * ingenuity and progress * opportunity * risk * consequences and responsibility * modernization * industrialization and engineering * digital life * virtual environments and the Information Age * the biological revolution * mathematical puzzles * principles and discoveries |
| **Globalization and Sustainability**  How is everything connected?  Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment. | * markets * commodities and commercialization * human impact on the environment * commonality * diversity and interconnection * consumption * conservation * natural resources and public goods |
| **Fairness and Development**  What are the consequences of our common humanity?  Students will explore rights and responsibilities; the relationship between communities; sharing finite  resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. | * democracy * politics * government and civil society * inequality * difference and inclusion * human capability and development * social entrepreneurs * rights * law * civic responsibility and the public sphere * justice * peace and conflict * management * power and privilege * authority, * security and freedom * imagining a hopeful future |