# Inquiry Design Toolkit

*Six checklists for building the Inquiry phase of an MYP unit — Key Concept through Lines of Inquiry. Companion to Chapters 4–9 of the Unit Planning Series.*

## 1. KEY CONCEPT

- ☐ Review the 16 MYP Key Concepts — don't limit yourself to your subject group's contributed concepts.
- ☐ Apply the Rule of One — select one Key Concept for a sharp interdisciplinary focus.
- ☐ Pair with Related Concepts — 1–3 subject-specific concepts for disciplinary depth.
- ☐ Draft the Statement of Inquiry, weaving in the Key Concept explicitly.
- ☐ Formulate conceptual Inquiry Questions that force students to use the Key Concept.
- ☐ Align the assessment so the summative task lets students demonstrate the concept.

## 2. RELATED CONCEPTS

- ☐ Consult your subject-group guide for the prescribed list of Related Concepts.
- ☐ Prioritize focus — select only 1 to 3 Related Concepts per unit.
- ☐ Create synergy by pairing Related Concept(s) with the Key Concept and Global Context.
- ☐ Drive the inquiry — use the Related Concepts explicitly in Factual, Conceptual, and Debatable questions.
- ☐ Track for coverage across the required lifespan of the programme.

## 3. GLOBAL CONTEXT

- ☐ Identify the relevance — where does this content live in the real world?
- ☐ Select one context — choose only one of the six MYP Global Contexts.
- ☐ Choose a specific exploration rather than the broad category title.
- ☐ Break out of the silo — use a context outside your subject's comfort zone.
- ☐ Link to assessment — the summative prompt must engage with the chosen context and exploration.

## 4. STATEMENT OF INQUIRY

- ☐ Gather the ingredients: 1 Key Concept, 1-3 Related Concepts, one specific Global Context exploration.
- ☐ Find the connection — how do these concepts interact with this real-world situation?

- ☐ Draft one clear, active sentence synthesizing concepts and context.
- ☐ Erase the topic — remove names, dates, titles, or overly specific facts.
- ☐ Add a qualifier (often, can, tends to) for intellectual flexibility.
- ☐ Read it aloud — is it student-friendly, or a mechanical word salad?

## 5. INQUIRY QUESTIONS

- ☐ Review the SOI — questions must deconstruct and explore this exact sentence.
- ☐ Draft factual questions targeting definitions, dates, formulas, or mechanics.
- ☐ Draft conceptual questions using Key and Related Concepts to find patterns.
- ☐ Draft debatable questions that force evaluation and defended positions.
- ☐ Plan a routine (wonder wall, K-W-L chart) to capture student-generated questions.

## 6. LINES OF INQUIRY

- ☐ Establish the destination — look at the SOI and summative task.
- ☐ Plan the factual foundation — vocabulary, formulas, rules, context.
- ☐ Build the conceptual bridge — connect facts using Key and Related Concepts.
- ☐ Embed ATL instruction — explicit mini-lessons where students will struggle.
- ☐ Plan formative checkpoints — exit tickets, process journals.
- ☐ Prepare for the debate — culminate with a real-world, Global-Context-linked scenario.