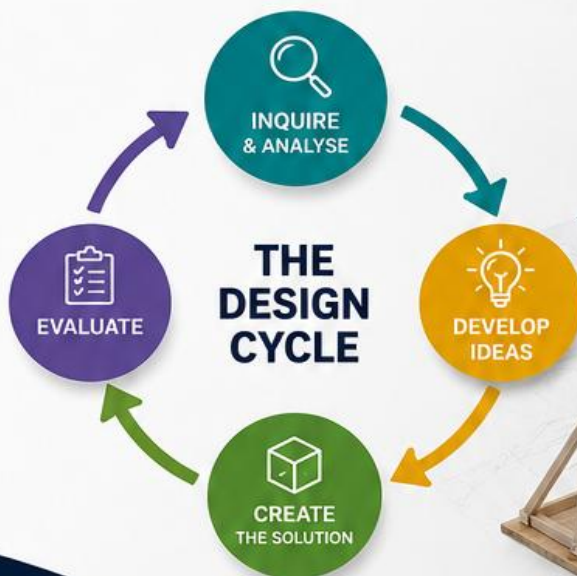




MYP DESIGN COMPLETE TOOLKIT

A COMPLETE RESOURCE PACKAGE
SUPPORTING STUDENTS AND TEACHERS
THROUGH ALL FOUR ASSESSMENT CRITERIA



**EMPOWERING
CREATIVE MINDS.
DESIGNING A
BETTER FUTURE.**



DEVELOPED BY
Mr. Nouredine Tadjerout
International Education Consultant

*Helping schools deliver exceptional
learning experiences that
inspire innovation and success.*



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Welcome to the MYP DESIGN COMPLETE TOOLKIT

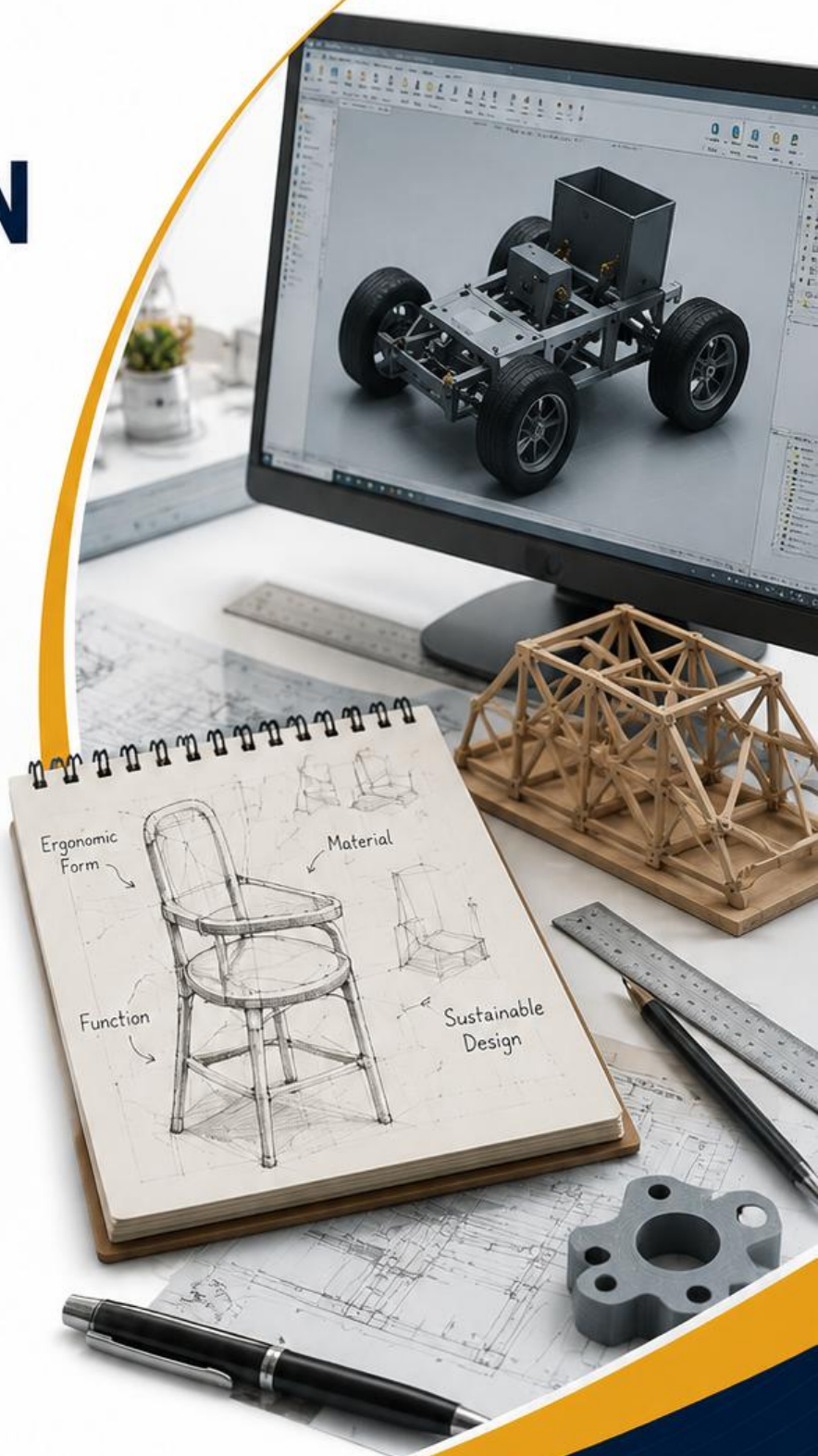
Supporting outstanding teaching and learning through authentic MYP Design practice.

This toolkit has been developed to support teachers, students and schools in delivering high-quality MYP Design lessons, projects and assessment.

It includes:

- ✓ Criterion A–D guidance
- ✓ Unit planning
- ✓ Assessment rubrics
- ✓ ATL Skills
- ✓ Student resources
- ✓ Teacher guidance
- ✓ Editable templates

"Design is not just about making things – it is about solving real-world problems creatively."



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“

A well-designed solution begins with understanding, grows through creativity, and succeeds through reflection and improvement.

”



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ABOUT MYP DESIGN

MYP Design empowers students to be innovative, creative and reflective problem solvers who can design and make a positive impact in the world.

Through a practical and inquiry-based approach, students learn to identify needs, generate ideas, and create functional, sustainable solutions. The subject encourages collaboration, critical thinking, and responsible decision-making across authentic contexts.

KEY FEATURES

- 
INQUIRY-BASED LEARNING
Students explore real needs and opportunities through guided inquiry and research.
- 
THE DESIGN CYCLE
Students develop solutions through a flexible, iterative process of designing and making.
- 
CREATIVITY & INNOVATION
Students generate and develop ideas that are original, practical and meaningful.
- 
COLLABORATION & COMMUNICATION
Students work effectively in teams and communicate their ideas with clarity and confidence.
- 
SUSTAINABILITY & ETHICS
Students consider the impact of design decisions on people, society and the environment.



“MYP Design helps students turn ideas into reality and today’s challenges into tomorrow’s opportunities.”

THE DESIGN CYCLE

A flexible, iterative process that guides students from inquiry to real-world solutions.

The MYP Design Cycle is at the heart of every successful design project. It encourages students to explore, imagine, create and evaluate solutions that respond to real needs.



“Great designs begin with curiosity, grow through creativity and succeed through thoughtful iteration.”

GLOBAL CONTEXTS

Global Contexts help students connect their learning to the real world. They provide authentic purposes for designing solutions and encourage students to think beyond the classroom.

In MYP Design, students apply their knowledge and skills to explore real-world challenges. The six Global Contexts provide the inspiration and purpose for meaningful, impactful and relevant design.



IDENTITIES & RELATIONSHIPS

Understanding who we are, our beliefs, values and how we build connections with others.



ORIENTATION IN SPACE & TIME

Exploring our histories, journeys, discoveries and the impact of innovation over time.



PERSONAL & CULTURAL EXPRESSION

Expressing ideas, emotions, creativity and our appreciation of culture and the arts.



SCIENTIFIC & TECHNICAL INNOVATION

Using scientific understanding and technology to solve problems and improve lives.



GLOBALIZATION & SUSTAINABILITY

Understanding the interconnected world and creating solutions that promote a sustainable future.



FAIRNESS & DEVELOPMENT

Promoting rights, equity and wellbeing for all while addressing global challenges.



“

Great designers solve meaningful problems by understanding the world around them.

”



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ATL SKILLS

Approaches to Learning (ATL) skills empower students to become effective learners, collaborators and problem solvers throughout their design journey.

In MYP Design, ATL skills are developed and applied as students inquire, plan, create, test and evaluate their solutions. These skills support them in becoming independent, reflective and lifelong learners.

KEY ATL SKILLS IN MYP DESIGN



THINKING SKILLS

Analysing problems, generating ideas, making decisions and evaluating solutions with critical and creative thinking.



RESEARCH SKILLS

Locating, selecting and using information from a variety of sources to inform design decisions.



COMMUNICATION SKILLS

Sharing ideas clearly and confidently through verbal, written and visual communication.



SOCIAL SKILLS

Collaborating effectively, showing empathy, respect and valuing diverse perspectives within teams.



SELF-MANAGEMENT SKILLS

Managing time, resources and tasks, staying organized and demonstrating perseverance through challenges.



REFLECTION SKILLS

Reflecting on learning, considering feedback and improving approaches to enhance future performance.



THINKING

Analyse, evaluate and solve problems creatively and critically.



RESEARCH

Gather, organise and use information from reliable sources.



COMMUNICATION

Express ideas clearly and confidently using different formats.



SOCIAL

Work collaboratively, show respect and value different perspectives.



SELF-MANAGEMENT

Manage time, set goals and stay focused to achieve success.



REFLECTION

Reflect on learning, consider feedback and identify ways to improve.



“

Strong ATL skills build confident learners who can think, create and make a difference.

”



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INQUIRY

At the heart of MYP Design

Inquiry drives meaningful learning in MYP Design. It encourages students to ask questions, explore ideas, investigate needs and discover opportunities to create solutions that matter.

Through inquiry, students develop curiosity, critical thinking and independence as they connect their learning to real-world challenges and possibilities.

KEY ELEMENTS OF INQUIRY

-  **ASK**
Pose meaningful questions to understand the challenge, needs and opportunities.
-  **INVESTIGATE**
Gather and analyse information from a variety of sources.
-  **EXPLORE**
Generate and explore ideas, possibilities and different perspectives.
-  **COLLABORATE**
Work with others, share ideas and learn from multiple viewpoints.
-  **REFLECT**
Evaluate learning, consider feedback and refine ideas for improvement.
-  **ACT**
Apply learning to make decisions and move forward with purpose.

“Inquiry turns curiosity into understanding and understanding into meaningful solutions.”

BENEFITS OF INQUIRY


DEEPER UNDERSTANDING
Students build knowledge through exploration and discovery.


STRONGER THINKING SKILLS
Develops critical, creative and metacognitive thinking.


GREATER INDEPENDENCE
Students take ownership of their learning and decisions.


REAL-WORLD CONNECTIONS
Inquiry connects learning to real needs and contexts.


MEANINGFUL SOLUTIONS
Students design solutions that make a positive impact.


LIFELONG LEARNERS
Encourages curiosity, resilience and a growth mindset.

CRITERION A

INQUIRING AND ANALYSIS

Students inquire, investigate and analyse to identify and understand a need or opportunity. They justify the need for a solution.

This criterion focuses on how well students explore the context, gather and analyse relevant information, and use their findings to define and justify a design challenge.



FOCUS

Identifying needs or opportunities through research, analysis and critical thinking.



KEY SKILLS

- Asking meaningful questions
- Researching and gathering data
- Analysing information
- Evaluating needs/opportunities
- Justifying the need for a solution

“

Good design begins with understanding the world around us and the needs within it.

”

ACHIEVEMENT LEVELS

LEVEL	0	1–2	3–4	5–6	7–8
DESCRIPTION	The student does not reach a standard described by the descriptors below.	The student investigates the need or opportunity in a limited way.	The student investigates the need or opportunity in a satisfactory way.	The student investigates the need or opportunity in a good way.	The student investigates the need or opportunity in a thorough and insightful way.
WHAT IT LOOKS LIKE	• Very limited or no research • Little or no understanding of the need • No justification	• Basic research • Limited analysis • Simple explanation of the need • Limited justification	• Adequate research • Some analysis • Clear explanation of the need • Adequate justification	• Good quality research • Effective analysis • Clear and relevant understanding of the need • Good justification	• Thorough and varied research • Insightful analysis • Deep understanding of the need • Highly effective justification
KEY INDICATORS	• No real inquiry • No evidence of analysis	• Limited sources • Surface-level information	• Some relevant sources • Basic analysis	• Relevant and reliable sources • Effective use of information	• Wide range of credible sources • Insightful and well-supported analysis



TEACHING TIPS

- Encourage curiosity and meaningful questioning.
- Guide students to use a variety of reliable sources.
- Teach note-taking, data analysis and evaluation.
- Challenge students to justify their design decisions.



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REAL-WORLD
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CRITERION A

INQUIRING AND ANALYSIS

EXAMPLES

These examples show what achievement looks like at different levels.

Use these examples to guide students in developing strong inquiry and analysis skills and justifying the need for their solution.

“Great inquiry leads to meaningful solutions that make a difference.”

EXAMPLES OF STUDENT WORK AT DIFFERENT LEVELS

LEVEL 0	LEVEL 1–2	LEVEL 3–4	LEVEL 5–6	LEVEL 7–8
 Limited Inquiry The student identifies a topic but shows little or no research or analysis. Example: Student chooses to design a water bottle but does not investigate any problems or user needs. No evidence of research or analysis.	 Basic Inquiry The student identifies a need or opportunity and conducts limited research. Example: Student identifies plastic waste as an issue and finds one or two sources. The need for a solution is stated but not explained in depth.	 Satisfactory Inquiry The student investigates the need or opportunity using some relevant information and provides a basic analysis. Example: Student researches plastic pollution, uses several sources (articles, statistics, surveys) and explains how it affects the environment and people.	 Good Inquiry The student conducts thorough research and analysis to clearly define and justify the need for a solution. Example: Student gathers data from multiple sources, interviews users and analyses the impact of plastic waste. The need for a solution is clearly justified.	 Insightful Inquiry The student demonstrates excellent depth of inquiry and insight, using a wide range of evidence and critical analysis. Example: Student uses extensive research (data, case studies, expert interviews) and deep analysis to clearly justify the need. Shows innovative insight and strong understanding of the context.

WHAT TO INCLUDE IN YOUR WORK



Identify and define the need or opportunity.



Gather relevant information from a variety of sources.



Analyse information to understand the problem in depth.



Consider different stakeholder perspectives.



Justify clearly why a solution is needed and its impact.



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CRITERION A

INQUIRING AND ANALYSIS

WORKSHEETS

These worksheets will help you develop strong inquiry and analysis skills and justify the need for your solution.

Use them at the beginning of your project to guide your research and thinking.



1 IDENTIFY THE CONTEXT



What is the general topic or area you are exploring?

Who is affected by this issue?

Where does this issue exist?

2 IDENTIFY THE NEED OR OPPORTUNITY



What problem or need have you identified?

Why is this a problem or important?

Who experiences this need most?

3 RESEARCH AND GATHER INFORMATION



List at least three sources of information you will use.

1. _____

2. _____

3. _____

What key information did you find?

4 ANALYSE THE INFORMATION



What are the main causes of the problem/need?

• _____

• _____

• _____

What are the effects or impacts?

• _____

• _____

• _____

What patterns, trends or insights did you find?

5 JUSTIFY THE NEED FOR A SOLUTION



Why is it important to address this need now?

What would happen if this need is not addressed?

How will solving this problem make a positive difference?

6 KEY FINDING STATEMENT



Write one clear statement that explains the need for your solution based on your inquiry and analysis.

Example:

There is a need for a reusable water bottle design for students because many single-use plastic bottles are used every day, causing waste and harming the environment.



SELF-CHECK BEFORE YOU PROCEED

☐ I have asked meaningful questions.

☐ I have researched from a variety of sources.

☐ I have analysed the information I found.

☐ I can clearly explain the need or opportunity.

☐ I can justify why a solution is necessary.

“
Strong inquiry leads to strong solutions.
”

CRITERION B

DEVELOPING IDEAS

Students generate a range of feasible design ideas and develop a design brief and criteria for a solution.

This criterion focuses on how well students explore possibilities, use creativity and decision-making, and plan their design through a clear brief and success criteria.

“

Great ideas come from exploring possibilities and planning with purpose.

”



FOCUS

Exploring a wide range of ideas, making decisions and planning a clear path forward.



KEY SKILLS

- Generating a range of feasible ideas
- Exploring and developing ideas
- Creating a design brief
- Developing clear and measurable success criteria
- Using decision-making skills to refine ideas

ACHIEVEMENT LEVELS

LEVEL	0	1–2	3–4	5–6	7–8
DESCRIPTION	The student does not reach a standard described by the descriptors below.	The student generates few ideas with limited development.	The student generates some relevant ideas with basic development.	The student generates a range of relevant ideas with good development.	The student generates a wide range of feasible ideas with strong development.
WHAT IT LOOKS LIKE	• Very few or no ideas • Ideas are unclear or not relevant • No design brief or criteria	• Few ideas • Limited exploration • Simple brief • Criteria are vague or missing	• Some ideas • Basic exploration • Clear brief • Basic criteria identified	• Many ideas • Good exploration • Clear and focused brief • Relevant and measurable criteria	• Wide range of ideas • Thorough and creative exploration • Well-defined brief • Clear, relevant and measurable criteria
KEY INDICATORS	• No evidence of idea generation • No brief or criteria	• Limited idea generation • Brief or criteria incomplete	• Some relevant ideas • Brief and basic criteria present	• Relevant and feasible ideas • Well-written brief • Clear criteria	• Innovative and feasible ideas • Excellent brief • Thorough criteria



TEACHING TIPS

- Encourage brainstorming and the use of creative techniques.
- Challenge students to think broadly before choosing ideas.
- Guide students in writing clear design briefs and measurable criteria.
- Promote peer feedback to refine and strengthen ideas.

“

Exploring ideas is the bridge between imagination and innovation.

”



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CRITERION B

DEVELOPING

IDEAS

EXAMPLES

These examples show what achievement looks like at different levels.

Use these examples to guide students in generating creative ideas, making decisions and planning with purpose.

“Good ideas begin with imagination, develop through exploration and grow with purpose.”

EXAMPLES OF STUDENT WORK AT DIFFERENT LEVELS

LEVEL 0	LEVEL 1–2	LEVEL 3–4	LEVEL 5–6	LEVEL 7–8
 Very Limited Ideas The student generates very few ideas that are unclear or not relevant. Example: Student thinks of one idea only and it does not address the problem or user needs. No design brief or criteria are evident.	 Limited Ideas The student generates a few ideas with limited exploration and simple development. Example: Student creates 2–3 ideas with basic sketches. Ideas are similar and show limited creativity. Design brief and criteria are vague or incomplete.	 Some Relevant Ideas The student generates several ideas with basic exploration and a clear design brief and criteria. Example: Student develops 3–4 ideas with different approaches. Ideas show some creativity and relevance. Basic success criteria are identified.	 Good Ideas The student generates a range of relevant ideas with good development and well-considered criteria. Example: Student develops 4–6 ideas with clear exploration. Ideas are relevant and creative. Success criteria are clear and measurable.	 Wide Range of Ideas The student generates a wide range of innovative ideas with strong development and thorough criteria. Example: Student develops many innovative ideas using different techniques. Ideas are highly relevant and original. Success criteria are detailed, measurable and realistic.

WHAT TO INCLUDE IN YOUR WORK


Generate a wide range of ideas.


Explore ideas using sketches, models or mind maps.


Create a clear design brief.


Develop success criteria to guide your design.


Evaluate and refine ideas to choose the best options.

CRITERION C

CREATING THE SOLUTION

Students plan, produce and refine a design solution that is fit for purpose.

This criterion focuses on how well students apply their design ideas, use resources and techniques, and refine their solution to ensure it works effectively.

“

A great solution is carefully planned, skillfully made and continually improved.

”



FOCUS

Applying practical skills, using resources responsibly and refining the design to create a functional and high-quality solution.



KEY SKILLS

- Planning the production process
- Using tools, materials and techniques safely
- Making the solution with accuracy and care
- Testing and refining the solution
- Working efficiently and managing time

ACHIEVEMENT LEVELS

LEVEL	0	1–2	3–4	5–6	7–8
 DESCRIPTION	The student does not reach a standard described by the descriptors below.	The student produces a limited solution.	The student produces a solution that meets some requirements.	The student produces a good quality solution that meets most requirements.	The student produces a high quality solution that fully meets the requirements.
 WHAT IT LOOKS LIKE	• Little or no attempt to create a solution • Poor use of materials • Solution is incomplete	• Basic production • Limited skills and accuracy • Some parts missing or weak	• Adequate production • Some accuracy and care • Solution works with some flaws	• Good production and accuracy • Effective use of materials • Solution works as intended	• High quality production • Excellent use of materials and skills • Solution works exceptionally well
 KEY INDICATORS	• No evidence of production • Unsafe or inappropriate use of resources	• Limited evidence of planning • Limited skills • Minimal testing or refinement	• Some evidence of planning • Basic skills used • Some testing and refinement	• Clear evidence of planning • Good skills used • Effective testing and refinement	• Excellent planning and organization • Advanced skills used • Thorough testing and refinement



TEACHING TIPS

- Model safe and effective use of tools and materials.
- Encourage planning and peer feedback during production.
- Build in time for testing and refining the solution.
- Promote reflection to improve the final outcome.

“

Good design is built with skill, tested with care and refined for success.

”



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CRITERION D

EVALUATING THE SOLUTION

Students test and evaluate their solution against the design brief and success criteria, and reflect on its impact.

This criterion focuses on how well students test their solution, consider feedback, and reflect on how their design could be improved.



“
Reflection turns experience
into learning and progress.
”



FOCUS

Testing the solution, gathering and analysing feedback, and reflecting on its effectiveness and impact to make improvements.



KEY SKILLS

- Testing and evaluating the solution
- Analysing results and feedback
- Considering the impact of the solution
- Identifying strengths and areas for improvement
- Reflecting on learning to inform future design

ACHIEVEMENT LEVELS

LEVEL	0	1–2	3–4	5–6	7–8
 DESCRIPTION	The student does not reach a standard described by the descriptors below.	The student evaluates the solution with limited testing and reflection.	The student evaluates the solution with some testing and reflection.	The student evaluates the solution with relevant testing and thoughtful reflection.	The student evaluates the solution thoroughly and reflects critically and insightfully.
 WHAT IT LOOKS LIKE	• No testing or evaluation • No analysis of results • No reflection or improvement	• Limited testing • Simple results or feedback • Little reflection • Few improvements	• Some testing • Basic analysis of results • Some reflection • Some improvements identified	• Relevant testing • Clear analysis of results • Thoughtful reflection • Improvements suggested	• Thorough testing • Insightful analysis of results and feedback • Critical reflection • Strong, justified improvements
 KEY INDICATORS	• No evidence of evaluation • No reflection • No consideration of impact	• Limited evidence of testing • Simple or unclear feedback • Minimal reflection	• Some evidence of testing • Basic feedback or results • Some reflection on impact	• Clear evidence of testing • Relevant feedback analysed • Thoughtful reflection on impact	• Comprehensive evidence of testing • Insightful analysis and feedback • Deep reflection on impact and learning



TEACHING TIPS

- Encourage students to test realistically and safely.
- Guide students to collect meaningful feedback.
- Promote honest reflection and self-assessment.
- Link reflection to future design improvements.

“
Evaluation and reflection today lead to better solutions tomorrow.
”



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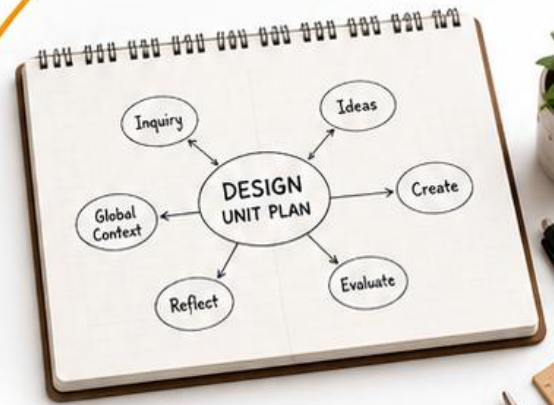


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MYP DESIGN UNIT PLANNERS

Unit planners help teachers design purposeful, inquiry-based learning experiences aligned with the MYP Design framework.

Use this template to plan cohesive units that guide students through the design cycle and build ATL skills.



“Effective planning leads to meaningful learning and successful outcomes.”

UNIT PLANNER TEMPLATE

	UNIT TITLE	Enter unit title
	YEAR GROUP	Enter year group
	DURATION	e.g. 6–8 weeks
	GLOBAL CONTEXT	Select the most relevant global context
	UNIT QUESTION	What is the key question driving this unit?
	DESIGN CHALLENGE	What is the authentic problem or need?
	SUMMATIVE ASSESSMENT	How will students demonstrate their learning?
	MYP CRITERIA FOCUS	A / B / C / D (Select focus for this unit)
	ATL SKILLS FOCUS	Which ATL skills will students develop?
	KEY CONCEPTS	List the key concepts explored in this unit

ALIGNMENT WITH DESIGN CYCLE



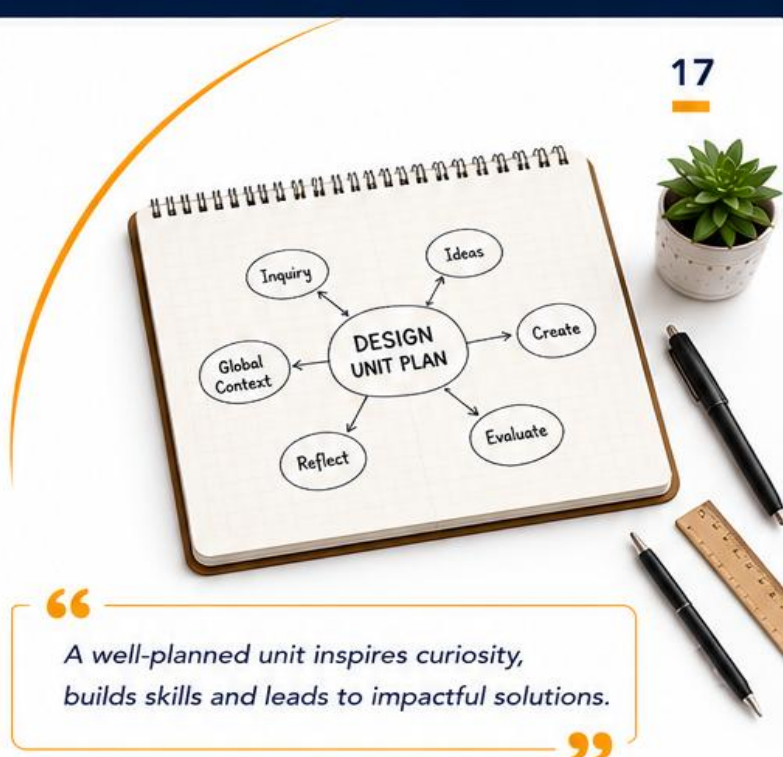
TEACHER TIPS

- Start with the big question and design challenge.
- Align activities with the design cycle stages.
- Build in opportunities for feedback and reflection.
- Differentiate to meet student needs.

MYP DESIGN SAMPLE UNIT PLANNER

This sample unit planner shows how all key elements work together to create a meaningful, inquiry-based Design unit.

Use this as a guide to create your own unit plans that support student learning and achievement.



“A well-planned unit inspires curiosity, builds skills and leads to impactful solutions.”

SAMPLE UNIT PLAN

	UNIT TITLE	Sustainable Classroom Solution
	YEAR GROUP	Year 3
	DURATION	7 weeks
	GLOBAL CONTEXT	Globalization and Sustainability
	UNIT QUESTION	How can we design a sustainable solution to improve our classroom environment?
	DESIGN CHALLENGE	Design and create a sustainable product or system that reduces waste or improves energy use in our classroom.
	SUMMATIVE ASSESSMENT	Students present their solution and evaluate its effectiveness against the design brief and success criteria.
	MYP CRITERIA FOCUS	A / B / C / D (All criteria)
	ATL SKILLS FOCUS	Research skills, Thinking skills, Communication skills, Self-management skills
	KEY CONCEPTS	Function, Sustainability, Innovation, Systems

ALIGNMENT WITH DESIGN CYCLE



	TEACHER TIPS	• Adapt the unit to suit student interests and community needs.	• Use real-world problems to make learning authentic.	• Plan opportunities for feedback, testing and reflection.	• Ensure ATL skills are explicitly taught and practised.

MYP DESIGN LESSON PLAN TEMPLATES

These lesson plan templates help teachers deliver engaging, inquiry-based lessons that support the MYP Design objectives and criteria.

Use and adapt these templates to plan lessons that build knowledge, skills and understanding.



“Great lessons inspire thinking, build skills and drive meaningful design learning.”

LESSON PLAN TEMPLATE

LESSON TITLE	Enter lesson title	YEAR GROUP	Enter year group
DESIGN CYCLE STAGE	e.g. Inquire / Develop Ideas / Create / Evaluate / Reflect	DURATION	e.g. 60 minutes
GLOBAL CONTEXT	Select the most relevant global context	ATL FOCUS	e.g. Research skills, Thinking skills, Communication skills
LESSON OBJECTIVES	- What will students know? - What will students understand? - What will students be able to do?	SUCCESS CRITERIA	How will success be measured? List key criteria.
KEY CONCEPTS	List the key concepts explored in this lesson	KEY VOCABULARY	List important vocabulary students will use
RESOURCES & MATERIALS	List resources, tools and materials needed	LEARNING EXPERIENCES	Outline the activities and teaching strategies
DIFFERENTIATION	How will you support all learners?	FORMATIVE ASSESSMENT	How will you check student understanding?
REFLECTION	How will students reflect on their learning?	NEXT STEPS / EXTENSION	Ideas for extension or next lesson

ALIGNED WITH THE DESIGN CYCLE

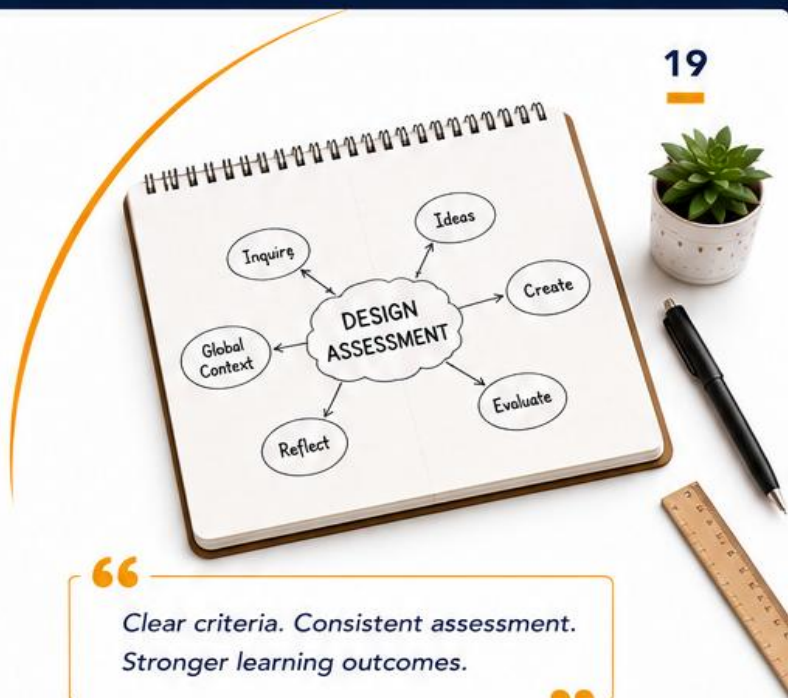


TEACHER TIPS	Start with a clear objective and success criteria.	Use inquiry questions to spark curiosity.	Include hands-on and collaborative activities.	Build in time for reflection and feedback.	Differentiate to support all learners and extend thinking.
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MYP DESIGN ASSESSMENT RUBRICS

Rubrics make expectations clear and assessments fair, consistent and transparent.

Use these rubrics to assess student achievement for each criterion of the MYP Design cycle.



“Clear criteria. Consistent assessment.
Stronger learning outcomes.”

MYP DESIGN CRITERIA RUBRIC (Example Overview)

CRITERIA	0	1–2	3–4	5–6	7–8
 A Inquiring and Analysing 8 points	The student does not reach a standard described by the descriptors below.	The student demonstrates limited inquiry and analysis.	The student demonstrates adequate inquiry and analysis.	The student demonstrates competent inquiry and analysis.	The student demonstrates thorough inquiry and analysis.
 B Developing Ideas 8 points	The student does not reach a standard described by the descriptors below.	The student develops limited ideas with little detail.	The student develops some ideas with basic detail.	The student develops good ideas with clear detail.	The student develops excellent ideas with detailed rationale.
 C Creating the Solution 8 points	The student does not reach a standard described by the descriptors below.	The student creates a solution with limited application of skills.	The student creates a solution with adequate application of skills.	The student creates a good solution with effective application of skills.	The student creates a high-quality solution with excellent application of skills.
 D Evaluating the Solution 8 points	The student does not reach a standard described by the descriptors below.	The student evaluates with limited testing and reflection.	The student evaluates with some testing and reflection.	The student evaluates with effective testing and reflection.	The student evaluates thoroughly with insightful reflection.
TOTAL POINTS	0	1–8	9–16	17–24	25–32

USING RUBRICS EFFECTIVELY



SHARE

Share rubrics with students before starting the project.



GUIDE

Use rubrics to guide teaching and learning.



ASSESS

Assess work consistently using the rubric.



IMPROVE

Provide feedback and help students improve.



RUBRIC BENEFITS

- Promotes fairness and transparency

- Clarifies expectations for students

- Supports consistent assessment

- Encourages reflection and growth

“Good rubrics do more than assess – they teach, guide and inspire.”



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MYP DESIGN STUDENT REFLECTION

Reflection helps you think about your learning, celebrate your progress, and identify what you can improve.

Use this reflection to review your experience through the MYP Design cycle.



“Reflection turns experience into deeper understanding and future growth.”

STUDENT NAME:

DATE:

UNIT / PROJECT:

Think about your learning journey. Be honest, thoughtful and specific in your answers.

1	 INQUIRE Understanding the problem	- What was the problem or need we explored? - What did I learn during the inquiry phase?	
2	 DEVELOP IDEAS Generating solutions	- What ideas did I come up with? - How did I choose my best idea?	
3	 CREATE Making the solution	- What did I enjoy most about creating? - What challenges did I face and how did I overcome them?	
4	 EVALUATE Testing and improving	- How did I test my solution? - What feedback did I receive and how did I use it?	
5	 REFLECT Thinking about my learning	- What did I learn about myself as a designer? - What would I do differently next time?	
6	 IMPACT Looking ahead	- How does my solution make a difference? - How can I continue to improve my designs?	

REFLECTION TIPS



BE HONEST

Share your real thoughts and feelings.



BE SPECIFIC

Use clear examples from your project.



FOCUS ON GROWTH

Think about what you learned and improved.



LOOK FORWARD

Set goals for your next project.



WHY IT MATTERS

- Deepens your understanding

- Builds ATL skills and independence

- Helps improve future designs

- Shows your growth as a learner

“Every reflection is a step forward in your learning journey.”

MYP DESIGN TEACHER GUIDANCE

Your teaching shapes meaningful Design experiences.
Use these strategies to support inquiry, creativity,
collaboration and growth in every student.



“Great teaching empowers students to think deeply, take risks and create solutions that matter.”

YOUR ROLE IN MYP DESIGN



FACILITATOR

Guide students through the design cycle and inquiry process.



INSPIRER

Spark curiosity and encourage creative thinking.



SUPPORTER

Provide scaffolding, resources and individual support.



CHALLENGER

Pose meaningful questions and push thinking further.



ASSESSOR

Use rubrics and feedback to monitor growth and mastery.



REFLECTIVE PRACTITIONER

Reflect on lessons and adjust to meet student needs.

TEACHING STRATEGIES FOR SUCCESS



BUILD INQUIRY

- Start with a real-world problem
- Encourage student questions
- Connect learning to real contexts



ENCOURAGE THINKING

- Use open-ended questions
- Promote analysis and evaluation
- Value different perspectives



SUPPORT COLLABORATION

- Design opportunities for teamwork
- Teach communication skills
- Celebrate group achievements



PROVIDE CHOICE

- Offer choice in process
- Allow for creative solutions
- Respect individual strengths



GIVE MEANINGFUL FEEDBACK

- Use rubrics and success criteria
- Provide feedback during the process
- Encourage peer and self-assessment



FOSTER GROWTH MINDSET

- Praise effort and improvement
- Encourage risk-taking
- Help students learn from mistakes

CHECKLIST FOR EFFECTIVE DESIGN TEACHING

- ✓ Align lessons with the design cycle and global contexts
- ✓ Use ATL skills intentionally
- ✓ Differentiate and scaffold learning
- ✓ Use rubrics and assessment criteria clearly
- ✓ Provide regular feedback and reflection opportunities
- ✓ Celebrate creativity, effort and progress
- ✓ Reflect on practice and seek improvement

USEFUL REMINDERS

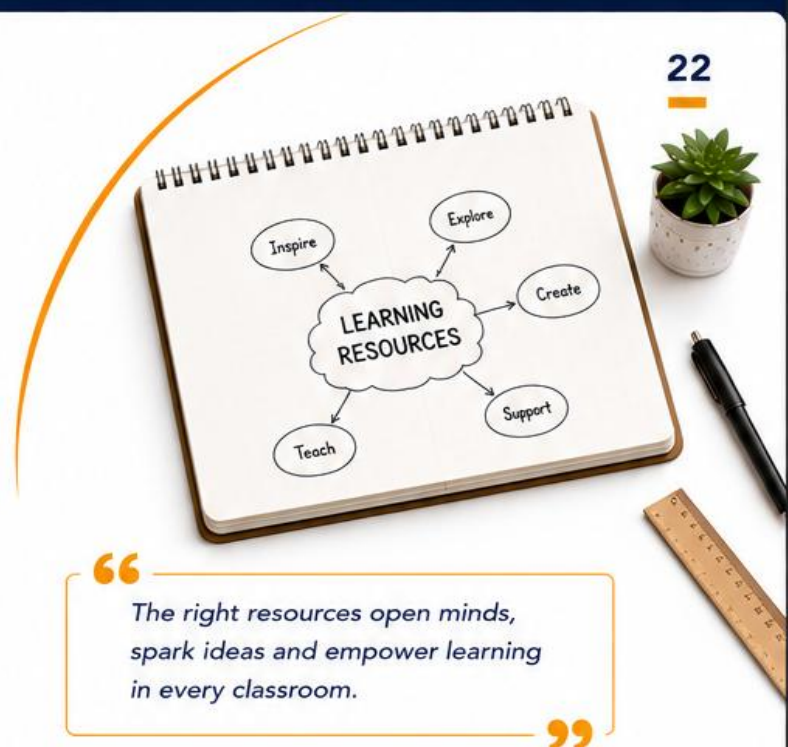
- 🔍 Ask powerful questions that make students think.
- 📖 Model the design process and thinking strategies.
- 👥 Build a classroom culture of trust, respect and curiosity.
- 📈 Connect learning to real life and future possibilities.
- 💖 Inspire confidence – every student can be a designer.

“When teachers guide with purpose and passion, students design with confidence and create with meaning.”

MYP DESIGN RESOURCES

Quality resources inspire learning, support inquiry and help students become confident designers and problem solvers.

Explore these curated resources to enhance your teaching and enrich student learning.



“The right resources open minds, spark ideas and empower learning in every classroom.”

RESOURCE CATEGORIES



CURRICULUM & FRAMEWORKS

- Official MYP Design guides and subject reports
- Standards and assessment criteria
- Unit and lesson frameworks

Examples: IB MYP Design Guide, Subject Reports, Concept-based Curriculum



DIGITAL TOOLS & PLATFORMS

- 3D modelling and prototyping tools
- Collaboration and presentation tools
- Mind mapping and planning tools

Examples: Tinkercad, Canva, Padlet, Miro, Google Workspace, Lucidchart



TEACHING & LEARNING MATERIALS

- Lesson activities and worksheets
- Project ideas and case studies
- Teaching strategies and differentiation resources

Examples: Design Thinking activities, Project prompts, Teaching toolkits



RESEARCH & INSPIRATION

- Real-world design examples
- Student design showcases
- Innovation and sustainability case studies

Examples: Dezeen (Design Inspiration), Core77, National Geographic Education



ASSESSMENT & EVALUATION

- Rubrics and success criteria
- Peer and self-assessment tools
- Feedback and reflection templates

Examples: MYP Design rubrics, Reflection templates, Feedback sentence starters



PROFESSIONAL LEARNING

- Teacher training courses
- Webinars and workshops
- Communities and learning networks

Examples: IB Professional Development, Edutopia, Design Education Association (DEA)

TIPS FOR USING RESOURCES EFFECTIVELY



Choose resources that align with your learning goals.



Evaluate resources for relevance, quality and accuracy.



Adapt resources to suit your students' needs and context.



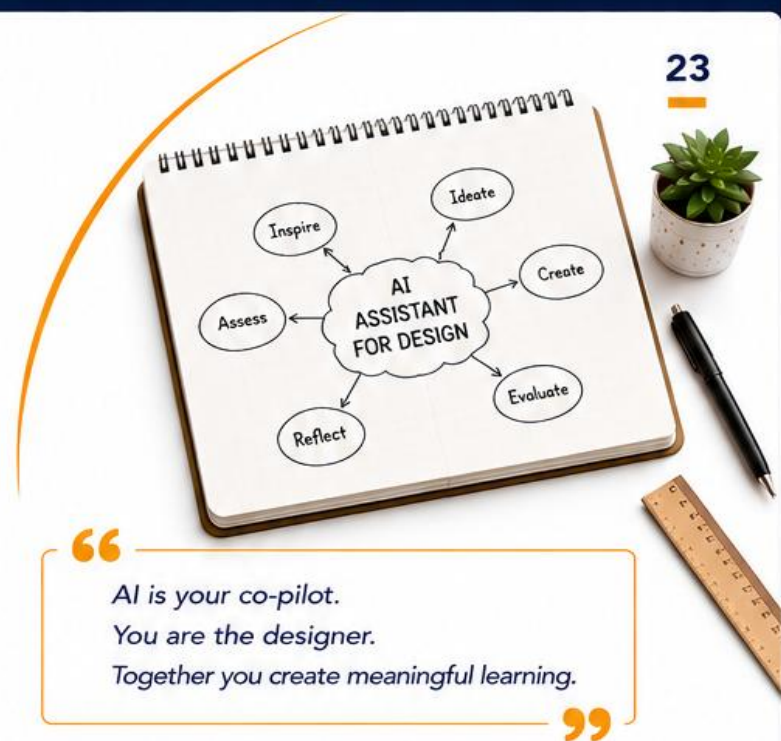
Share and collaborate with colleagues to expand your toolkit.

“Great teaching is supported by great resources.”

MYP DESIGN AI PROMPTS FOR MYP DESIGN

Use AI tools to save time, spark ideas and create high-quality resources that enhance teaching and learning.

These prompts are designed for teachers to generate lesson ideas, activities, assessments and resources aligned with the MYP Design cycle and criteria.



“
AI is your co-pilot.
You are the designer.
Together you create meaningful learning.”

PROMPTS BY PURPOSE



1. IDEA GENERATION

Generate creative project ideas and real-world problems.

Example Prompt:

“Give me 5 engaging MYP Design project ideas for Year 8 students that address a real-world problem.”

Useful for:

Unit planning, project start



2. LESSON PLANNING

Create lesson plans, activities and learning experiences.

Example Prompt:

“Create a lesson plan for the ‘Develop Ideas’ stage of the MYP Design cycle for Year 9 students.”

Useful for:

Lesson plans, daily teaching



3. ASSESSMENT HELP

Develop rubrics, criteria explanations and assessment tasks.

Example Prompt:

“Write assessment criteria for Criterion C: Creating the Solution with level descriptors 0–8.”

Useful for:

Rubrics, criteria, tasks



4. RESOURCE CREATION

Generate worksheets, handouts, slides and visual resources.

Example Prompt:

“Create a worksheet to help students brainstorm and evaluate ideas for their design project.”

Useful for:

Worksheets, handouts, slides



5. DIFFERENTIATION

Adapt content for different abilities and learning needs.

Example Prompt:

“Suggest ways to adapt a design activity for mixed-ability Year 7 students.”

Useful for:

Inclusive teaching, scaffolding



6. FEEDBACK & REFLECTION

Create feedback comments and reflection questions.

Example Prompt:

“Give me constructive feedback comments for a student prototype based on Criterion D.”

Useful for:

Feedback, reflections



7. REAL-WORLD CONNECTIONS

Find real-life examples, case studies and global contexts.

Example Prompt:

“Provide real-world examples of sustainable product design linked to the global context of Globalization.”

Useful for:

Context, case studies



8. EXTENSION & CHALLENGE

Create extension activities and challenge tasks.

Example Prompt:

“Suggest an extension challenge for students who finish their project early.”

Useful for:

Extension, enrichment

HOW TO USE AI PROMPTS EFFECTIVELY



Be specific about year group, stage, criteria or topic.



Add context like time, resources, or learning goals.



Refine the output by asking follow-up questions.

BEST AI TOOLS FOR EDUCATORS



ChatGPT



Gemini



Copilot



Claude



Canva AI



TEACHER REMINDER



Always review AI content for accuracy.



Protect student privacy.



Use AI to enhance teaching, not replace it.



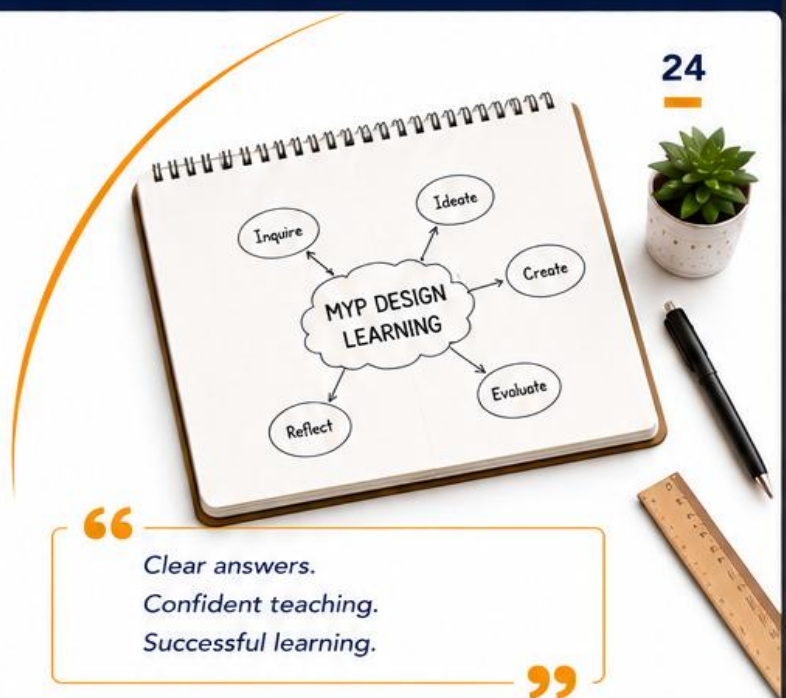
Model ethical and responsible AI use.

“Great teachers use great tools to create great learning.”

MYP DESIGN FAQs

FREQUENTLY ASKED QUESTIONS

Your quick guide to key questions about the MYP Design course, teaching, learning and assessment.



“

Clear answers.
Confident teaching.
Successful learning.

”

FREQUENTLY ASKED QUESTIONS

1		What is MYP Design?	MYP Design is a subject where students use creativity and problem-solving to design and make solutions for real needs and opportunities. It follows the design cycle and develops practical, critical and creative skills.
2		What are the main goals of MYP Design?	To encourage students to be creative, solve problems, think critically, work collaboratively and design solutions that have a positive impact on the world.
3		What is the Design Cycle?	The design cycle is: Inquiring and Analysis → Developing Ideas → Creating the Solution → Evaluating → Reflecting. It is a process that designers use to guide their work.
4		How are Global Contexts used in MYP Design?	Global contexts provide real-world situations for students to explore needs and opportunities. They help students connect their learning to the world around them.
5		What ATL skills do students develop?	Students develop Thinking, Communication, Social, Self-Management and Research skills through every stage of the design process.
6		How is MYP Design assessed?	Assessment is criterion-related and based on four criteria (A–D): Inquiring and Analysing, Developing Ideas, Creating the Solution, and Evaluating. Each criterion is marked out of 8, for a total of 32.
7		What do the criteria assess?	They assess the student's ability to research and analyse (A), develop ideas (B), create solutions (C) and test and evaluate their solution (D) with reflection.
8		How much time is needed for MYP Design?	Schools typically allocate 1–2 lessons per week. The time may vary depending on the project scope and school schedule.
9		Do students work individually or in teams?	Both. Students work individually on assessment tasks, but collaboration and teamwork are encouraged during research, ideation and testing.
10		What resources are available?	This handbook includes unit planners, lesson templates, rubrics, worksheets, reflection tools, and curated resources to support teaching and learning.
11		How can AI tools support MYP Design?	AI tools can help with idea generation, research, feedback, resource creation and prototyping support. See the AI Prompts section for classroom-ready examples.
12		How can I support students to succeed?	Guide inquiry, provide feedback, scaffold skills, encourage reflection and celebrate creativity. Focus on growth, not just the final product.

NEED MORE HELP?

Explore the other sections of this handbook or reach out to your MYP coordinator or Design team.



We are here to support your teaching journey.

QUICK REMINDERS



Follow the design cycle



Use global contexts



Develop ATL skills



Assess using criteria A–D



Reflect and improve

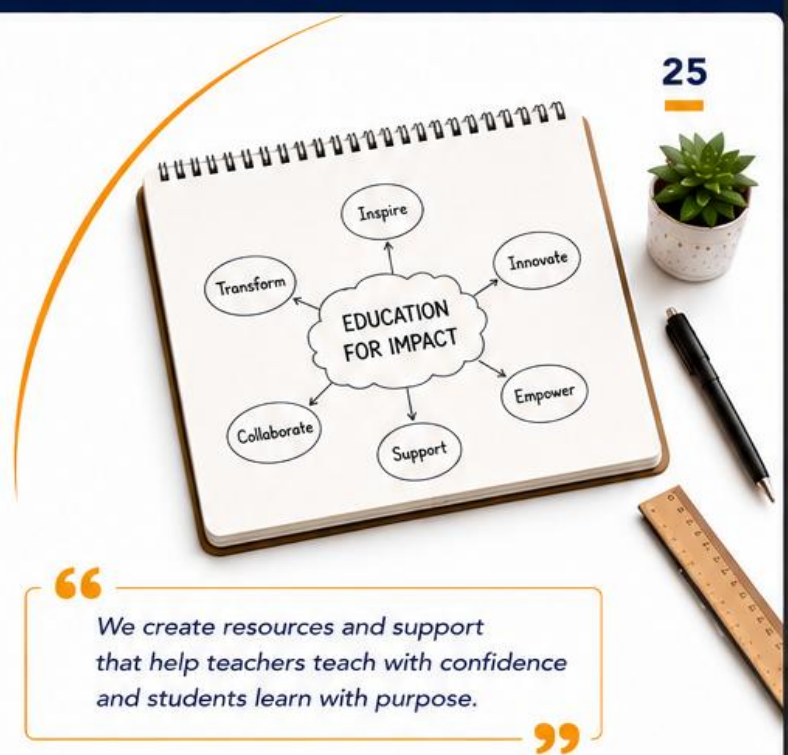
“

Questions lead to understanding. Understanding leads to great design.

”

ABOUT NT EDUCATION SOLUTIONS

Empowering educators. Inspiring learners.
Building better futures through quality
resources and practical support.



“We create resources and support
that help teachers teach with confidence
and students learn with purpose.”

WHO WE ARE

NT Education Solutions (NTES) is a dedicated educational service provider creating high-quality, practical and easy-to-use resources for international schools and educators.

We are passionate about supporting teaching excellence, promoting inquiry and creativity, and helping students develop the skills they need to succeed in a changing world.



OUR MISSION

To support educators with high-quality resources, training and guidance that make a real impact in the classroom.



OUR VISION

A world where every student is inspired to think creatively, solve problems and make a positive difference.



OUR VALUES

- Quality
- Integrity
- Innovation
- Collaboration
- Student-Centered



OUR APPROACH

Practical, relevant and easy-to-implement resources aligned with international standards and best practices.

WHAT WE PROVIDE



CURRICULUM RESOURCES

Unit planners, lesson templates, worksheets, rubrics and more.



TEACHING SUPPORT

Guides, strategies and professional support for educators.



ASSESSMENT TOOLS

Criterion-aligned rubrics, checklists and reflection templates.



INNOVATIVE IDEAS

Project ideas, real-world connections and creative learning experiences.



DIGITAL RESOURCES

Editable templates, presentations and digital tools.

WHY CHOOSE NTES?

- ✓ Created by experienced educators and leaders
- ✓ Aligned with MYP standards and global best practices
- ✓ Practical, time-saving and classroom-ready resources
- ✓ Designed to inspire inquiry, creativity and success
- ✓ Regularly updated and continuously improved

OUR COMMITMENT

We are committed to supporting teachers and schools with resources that are:



HIGH QUALITY



PRACTICAL



TIME-SAVING



IMPACTFUL

“

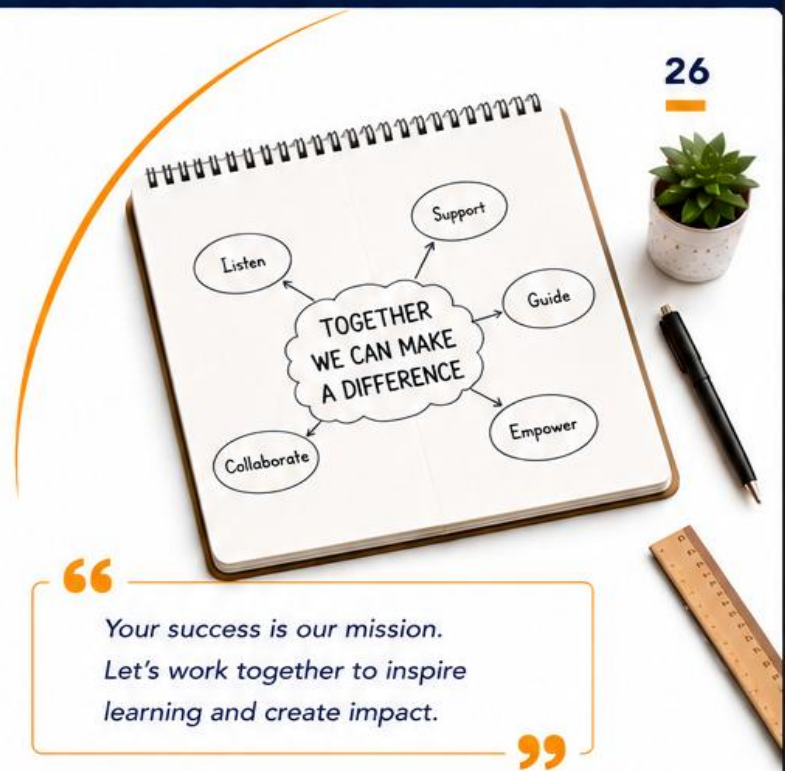
Together, we can create inspiring learning experiences that last a lifetime.

”

MYP DESIGN CONTACT US

We are here to support you!

Whether you have a question, need support, or want to collaborate, we would love to hear from you.



“

*Your success is our mission.
Let's work together to inspire
learning and create impact.*

”

GET IN TOUCH



EMAIL

info@nteducationsolutions.com
We aim to respond within 24 hours.



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WE CAN HELP WITH



Resource
Enquiries



Professional
Development



Curriculum
Support



Partnerships &
Collaborations



General
Questions

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Stay connected for updates, new resources
and teaching ideas.

OUR COMMITMENT TO YOU



QUALITY

High-quality, curriculum-
aligned resources and
support.



SUPPORT

We are committed to
supporting educators
every step of the way.



TRUST

We value your trust and
build long-term
relationships.



IMPACT

Together, we empower
learners to create a
better future.

“

We look forward to hearing from you and supporting your teaching journey.

”



NT Education Solutions

**EMPOWERING EDUCATORS.
INSPIRING LEARNERS.
BUILDING BETTER FUTURES.**

NT Education Solutions provides high-quality, practical resources and support for MYP Design. Our mission is to empower teachers, engage students and make a real impact in education.

“
Design the future.
Inspire change.
Make an impact.”



**COMPLETE
RESOURCE
HANDBOOK**

Everything you need to teach, assess and inspire with confidence.



**PRACTICAL
& READY
TO USE**

Designed for real classrooms and busy educators.



**ALIGNED WITH
MYP STANDARDS
& BEST PRACTICES**

Built to support inquiry, creativity, critical thinking and global learning.



**INSPIRING
GLOBAL
LEARNERS**

Encouraging students to design solutions that make an impact.



**SUPPORTING
TEACHER
SUCCESS**

Professional support and resources at every step.

“
Together, we can create inspiring learning experiences
that last a lifetime.”

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THANK YOU FOR BEING PART OF THE JOURNEY

★
EMPOWER. INSPIRE. TRANSFORM.

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