

# GLL as Your MYP Interdisciplinary Unit

*A practical guide for IB coordinators and MYP teams*

## Why This Guide Exists

MYP schools are required to complete at least one interdisciplinary unit per year. Designing one from scratch is time-consuming — coordinating two or three subject teachers, aligning Global Contexts and Key Concepts, building a cross-disciplinary assessment. Global Learning Live provides a ready-made, inquiry-driven, cross-cultural core that satisfies the IDU requirement while adding authentic international exchange your team could not produce internally.

## What Counts as an IDU

Per MYP guidance, an interdisciplinary unit integrates at least two subject groups around a shared inquiry, develops ATL skills across those groups, and produces student work that demonstrates transfer of understanding. Every GLL unit engages Language & Literature, Individuals & Societies, and Arts — three subject groups, not two — with a common driving question, shared global context, and unified student artifact.

## How GLL Maps to IDU Requirements

IDU requirement	How GLL meets it
Integrates $\geq 2$ subject groups	Every unit integrates L&L, I&S, and Arts around one driving question and one creative product.
Shared Global Context	All units anchor in Personal & Cultural Expression, with a secondary context (e.g., Identities & Relationships).
Shared Key Concepts	Identity, Culture, Creativity, Communication — consistent across the unit sequence.
Developed ATL skills	Communication, Social, Self-management, and Thinking skills are built into session structure and student artifacts.

## A Concrete Example — Festivals

Consider an IDU built around the question “How do communities celebrate who they are?” Three teachers contribute to the unit, each from a different subject group:

- Language & Literature — students write narrative reflections on the story behind their festival concept; partner-school pitches are used as texts for analysis of voice and audience.
- Individuals & Societies — students investigate how festivals encode shared values, then compare their own design with a partner school’s design across two cultural contexts.
- Arts — students design visual identity for their festival (name, symbol, main event, environment), reviewed against peer work and rendered as AI visualizations in Week 3.

The GLL facilitator runs the live sessions. Your three subject teachers assess the same student artifacts against their own criteria — no triple-planning required.

## How the Planning Load Actually Splits

Banyan provides	Your team provides
Facilitator for all live sessions; scripts, slide decks, Padlet boards, student-facing portal, AI visualization generation, partner-school coordination.	Classroom space for the weekly 45-minute session. One lead teacher per class.
Teacher onboarding, a Q&A call, weekly prep emails, and a pre-written parent/admin introduction.	Optional: integration of GLL student artifacts into your existing MYP assessment tasks.
End-of-unit reflection instruments and survey data you can reuse in your own programme evaluation.	Optional: pairing the unit with a short pre- or post-unit activity in each of the involved subject classrooms.

## Assessment Integration

Student artifacts produced during the unit align with the following MYP criteria:

- L&L Criterion A (Analysing) & C (Producing text) — narrative reflections and pitch video scripts.
- I&S Criterion A (Knowing and understanding) & D (Thinking critically) — comparative analysis of festival designs across partner classrooms.
- Arts Criterion B (Developing skills) & C (Thinking creatively) — festival design document and AI visualization process.

## A 4-Week Planning Calendar

Week	Session focus	What your teachers do
Week 1 — Discover	Driving question + partner intro videos	Host the session; observe; note student prior knowledge for later assessment.
Week 2 — Design	Rapid design rounds; questions for partner schools	Host the session; collect design documents for L&L and Arts review.
Week 3 — Exchange	Partner reveal, AI visualization, pitch video	Host the session; record pitch videos as assessable artifacts.
Week 4 — Celebrate	Pitch showcase, peer responses, reflection	Host the session; collect peer response videos and final reflections.

## Common Questions We Hear

**“Can we use GLL as our whole IDU?”**

Yes. GLL provides the core integrated inquiry and the student artifacts. Your subject teachers assess. Some schools add a brief pre- or post-unit activity in each subject classroom to deepen disciplinary content; others run GLL as the IDU in its entirety.

**“Do all three teachers have to be in the room?”**

No. One teacher hosts the 45-minute weekly session. The other subject teachers assess the artifacts afterwards on their own schedule.

**“How do we handle the interdisciplinary reflection MYP requires?”**

GLL builds a structured reflection into Week 4 with prompts that directly target interdisciplinary transfer. Teachers can capture this as a written or recorded artifact.

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