

Skills from Rubric	Break Down	Activities
<p>Sustained focus on knowledge questions:</p> <ul style="list-style-type: none"> • Connected to prescribed title • Developed 	<p>Forming knowledge questions</p> <ul style="list-style-type: none"> • Creating open-ended questions • Making questions general (not connected to any one subject, AOK, etc.) • 'Forming questions about knowledge' <p>Responding to knowledge questions</p>	<ul style="list-style-type: none"> • As the AOKs are being explored in the course, students should practice writing and responding to knowledge questions based on the AOKs. • Just a Minute game: Students will be given a knowledge question to respond to orally. They will have to talk for a minute in response without hesitating or repeating what they said. The other students will listen and raise a card if they do. The student who raises the card first will take over for the student to complete the minute. Whoever is still speaking when the minute is up wins a point. • A game similar to 2 truths and a lie. Students have to write 2 knowledge questions and one other type of question. They then have to identify which of the other students' questions is and isn't a knowledge question.
Different Perspectives	<ul style="list-style-type: none"> • Comparing and contrasting • Understanding 	<ul style="list-style-type: none"> • I have students debate a question, but they have to argue from a particular theoretical framework or perspective assigned to them. In TOK the question would be a

		<p>knowledge question. I have used this in MYP and Global Politics as well. At the end of the debate they have to develop a synthesis and final conclusion based on a compromise.</p>
Links to WOKs and AOKs	<ul style="list-style-type: none"> • Knowing and understanding the knowledge frameworks • Knowing and understanding the WOKs and related concepts. • Being able to connect big ideas about knowledge to the WOKs and AOKs 	<ul style="list-style-type: none"> • Have students connect what they are doing in other classes to the knowledge frameworks. How does what they are learning represent the AOK? How does it connect to how knowledge is developed? How was this knowledge originally developed? How did different WOKs interconnect to produce this knowledge? Students can keep a journal of their TOK thoughts based on their other DP courses.
Clear arguments	<ul style="list-style-type: none"> • Constructing logical arguments • Identifying fallacies • Outlining arguments 	<p>Some fun with syllogisms for teaching students how to make basic arguments:</p> <p>https://www.youtube.com/watch?v=6OF4GtXubA</p> <p>Identifying logical fallacies: I give students a list of logical fallacies and have them identify them when they are used in their daily lives. This could be when they use them or when someone they know use them. Usually all they have to do is listen to a politician's speech and they can identify several.</p> <p>Have students outline the</p>

		argument of a successful TOK essay. The exemplars on MyIB can be used. This allows them see how a successful student structured their argument.
Arguments are supported by real-life examples	<ul style="list-style-type: none"> Choosing real-life examples that support the argument Developing conclusions based on the examples 	<ul style="list-style-type: none"> Give students examples and have them develop conclusions about knowledge based on these examples. This should be done while exploring the AOKs.
Arguments are evaluated (“Make an appraisal by weighing up the strengths and limitations.” from IB definitions)		<ul style="list-style-type: none"> Give students arguments and opinion articles. Have them practice evaluating these arguments. See “Prove Me Wrong” below.
Counterclaims	<ul style="list-style-type: none"> Recognizing contrasting arguments Being able to defend contrasting arguments (I find some students struggle to defend a position they disagree with.) 	<ul style="list-style-type: none"> This should be reinforced in every class discussion. Every time the teacher or a student makes a claim, someone should develop a counterclaim. This can be turned into a game, with students recognizing claims and earning points for being the first to develop a successful counterclaim. These points can be tallied at the end of the course. Prove Me Wrong! A prove me wrong is where the teacher presents an answer to a question (for TOK a knowledge question). Students then have to prove the teacher wrong by presenting and

		arguing for a contrasting claim. They can also practice evaluation by looking at the strengths and limitations of the teacher's argument and theirs. Other students can be evaluating their classmates' arguments as they present.
Implications		<ul style="list-style-type: none"> Right now I have no clear idea on how to approach teaching implications. I find this an area where my students struggle. Part of it is modeling and having them practice (see general below) and reinforcing it with every discussion and activity in class. I can't think of any other activities to develop this skill. Anyone else have good activities for this?
<p>General</p> <p>Modeling is a key to success in any skill. I find it important to model the skill for the class and verbally express my entire thought process when doing it. Then we work together as a class. Finally, the students complete it on their own.</p>		