Scheme of Work

Cambridge O Level
Global Perspectives

2069
For examination from 2018

Contents

Introduction

The aim of this scheme of work is to give teachers of Cambridge IGCSE/O Level Global Perspectives ideas for developing the skills of their learners in lessons. It is intended that any of the global topics listed in the syllabus can be used for developing these skills. These skills, which match to the skills within the syllabus, are those that candidates will be assessed on in the examined components. The scheme of work should be used together with the Global Perspectives Resource List, Teacher Guide and the relevant syllabus for IGCSE Global Perspectives (0457) or O Level Global Perspectives (2069).

Topics
The topics are divided according to component, in the syllabus. The skills can be developed using any of the topics in the syllabus.

Use of the scheme of work
Teachers can use the ideas in this scheme of work as they are, adding their own resources or ones from the resource list, formative assessment methods and notes. They can adapt the teaching and learning activities or add their own. Some activities can also be repeated using a different global topic area or resource.

The skills matrix below matches the skills with the Assessment Objectives (AO) from the syllabus. The main AO is highlighted (using an '**X**'), but the skill is also identifiable within other AOs as indicated (using an 'x').

'**f**' denotes how the activity might be formatively assessed.

Schedule – a suggested long-term plan
As this is a skills-based rather than content-based course, it is suggested that when planning their course, teachers start to develop learners' skills leading up to a mini Individual Report at the end of the first term of learning. They then develop skills which would lead to a practice Team Project at the end of the second term in the first year of study. Teachers can then focus on developing learners' skills to complete a practice Written Examination at the end of the first year of study. The scheme of work gives suggestions for developing the skills at a higher level during the second year of study (skills activities are suffixed with either a '(1)' or '(2)' to indicate whether they are lower or higher level respectively). It is recommended that the Team Project be completed by learners by the end of Term 1 in Year 2 and the Individual Report by the end of Term 2 so that preparation for the Written Examination at the end of the course can be done in Term 3 of Year 2.

Skills matrix
An 'x' denotes a link between a skill and one of the Assessment Objectives.
An '**X**' denotes a link between a skill and the main Assessment Objective to which it is related.

	Cambridge IGCSE/O Level Global Perspectives Assessment Objectives						
	Global Perspectives skills	Research	Analysis	Evaluation	Reflection (Metacognition)	Communication	Collaboration
1	Critical thinking – reasoning	x	**X**	x		x	x
2	Critical thinking – questioning	x	**X**		x	x	x
3	Critical thinking –problem solving	x	**X**			x	x
4	Critical thinking – claims	x	**X**	x		x	
5	Critical thinking – arguments/data	x	**X**	x		x	x
6	Critical thinking – conclusions		**X**	x		x	x
7	Critical thinking – empathy		**X**	x	x	x	x
8	Information – reading	x	x	x	x	**X**	x
9	Information – perspectives	**X**	x			x	x
10	Information – bias	**X**	x	x		x	
11	Information – research	**X**	x	x	x	x	
12	Information –synthesis	**X**	x	x		x	x
13	Communication – writing	x	x	x	x	**X**	
14	Communication – listening	x	x	x		**X**	x
15	Communication – speaking	x	x	x	x	**X**	x
16	Imagination and creativity	x		x	**X**	x	x
17	Planning	**X**			x	x	x
18	Teamwork	x			x	x	**X**
19	Decision making		x	**X**		x	x
20	Independent learning	x	x		**X**	x	
21	Reflection	x		x	**X**	x	x
22	Memory			**X**	x	x	
23	Goal setting	x					**X**
24	Brainstorming or Thought Showers	x				x	**X**

Year 1 – Developing skills for the Individual Project

Skill focus
Critical thinking – reasoning (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to justify ideas.	Teacher gives out a worksheet with statements connected to one of the global topics for the Individual Report. Learners decide the order of importance in pairs. They justify their choice of the most important statement to the rest of the class. Whole class identifies the statement with the most convincing justification. Individually, learners write whether they agree with the class decision and why, or why not. They share this with their partner who decides whether their reasoning is convincing. 'f' Peer feedback justifying the statements	Worksheet with statements on (see Notes)	Use resource list to make statements, e.g. from the universal declaration of human rights: http://www.un.org/en/documents/udhr/index.shtml

Skill focus			
Critical thinking –questioning (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to formulate questions to gain specific information.	Teacher explains that an expert is outside the classroom. This should be an expert connected to one of the topic areas. The expert has a busy schedule so only has 10 minutes to answer questions. Learners work in groups to formulate questions, knowing that they will have to carefully choose the type of questions they ask to maximise information gathering. Teacher gathers all the questions on the board and learners decide which questions would give them the best opportunity for gathering information. When the expert is in the room, learners ask their questions and note down the answers. When the expert has left, class discusses which questions elicited the most information and which elicited the most relevant information and the difference between the two **'f'** Observation of learners formulating questions		Teacher could take the role of the expert or could invite an actual expert to the class, e.g. local businessman.

Skill focus			
Information –perspectives (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To understand different perspectives on the same thing.	Teacher writes a word on the board, e.g. OCEAN. Learners close their eyes and imagine – see it, hear it, smell it, feel it. Learners work individually to write down/draw the words and phrases/images to express their senses. They share in their groups to see the different images and discuss why they think they have different images. Teacher could show a video to highlight another perspective. Learners think of other words/phrases and share them with their partner. Their partner writes/draws what it means to them and partners compare their images to highlight different	Video (see resource list for video websites) Words/phrases	Words/phrases can come from any of the topics for the Individual Report in the syllabus: family, beliefs, aid, digital world, etc.

	perspectives on the same thing. **'f'** Peer feedback		

Skill focus			
Reflection (1)			

Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to reflect on own learning and perspective(s).	Ask learners to work independently to research different viewpoints about their religion, if they have one, or a religion of their choosing, e.g. Buddhism, Sikhism, Catholicism. Learners make notes on the beliefs of this religion according to the viewpoints. They then summarise what the beliefs are according to the viewpoints. They think about these viewpoints and their own, and decide whether their own viewpoint has changed, and if so, how and why. They also consider which medium of information they found most convincing (text they read, viewed or listened to). They make notes in their journals, referencing the sources they used in case they want to refer to them later for an Individual Report. They then discuss in pairs the sources they found, and which they thought was the best and why. **'f'** Peer feedback discussions on perspectives, sources, etc.	Websites if needed (see resource list) Learner journals (learners should keep one through the course to note their learning and development of skills)	Teacher should encourage learners to look for different sources and viewpoints. The main purpose of the activity is for learners to consider whether their viewpoint has changed as a result of what they have read, and why. The sources do not have to be in written text – they could be podcasts that learners listen to or a video clip. Encourage learners to keep a journal for their reflections. This can be split into two: one side for their individual reflections and learning as they go through the course, and the other side for when they work in teams so that they can log their thoughts about teamwork, benefits and challenges and their own role in different teams, etc. This activity can be done with any topic. It is particularly useful for reflection on their own perspectives and how they have changed using evidence from research for the Individual Report. You can also give learners a list of the skills (see skills matrix) as a checklist to identify which skills

			they are developing and the level they are at: / Beginner Λ Developing Δ Established

Skill focus			
Critical thinking –problem solving (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To use problem-solving strategies.	Present learners with a problem or problems, and ask them for their ideas about how they would go about solving them. Then give learners basic problem-solving strategies as follows: • Define a problem as clearly as you can. Check to see if the problem can be broken down into smaller pieces. If so, prioritise the order in which you will tackle them. • Decide what else you need to find out to arrive at a solution. • Look at the problem in different ways and from different perspectives. • See the problem as positive (a challenge) rather than negative (something that limits or frustrates you). • Understand that you will solve the problem. • Begin to think about the strategies you are going to use and stages you are going to go through to solve the problem. • If still unsure, use metaphors and symbols to look at the problem (see notes). Give learners some problems and ask them to use the strategies above to try to solve them. As a class, discuss how learners applied the strategies to the problems, and how useful they found them. **'f'** They share their ideas and give feedback in pairs	Problem scenarios for learners to solve. These can come from the global topics, for example, 'A family of five people live in a house that is too small for them. They cannot afford to move. They are starting to get angry with each other.'	Examples of metaphors and symbols: • If the problem was a national flag, what would it look like? • If the problem was a person, what conversation would I now have with her? • If the problem was a recipe, how would the dish be cooked?

Skill focus
Imagination and creativity (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To develop ideas for consequences and solutions.	Start the activity with a fantastical statement, e.g. 'What if all colours changed once a year without warning?' Then add the three following questions: 1. What might the world be like? 2. What problems could we have? 3. How will we solve these problems? Ask learners to work in pairs to answer the three questions for this statement, then share the answers as a class. Divide the class into small groups, and give a different statement to each group. Groups discuss the answers to the questions and present to the rest of the class. The class decide on the best creative ideas as they listen to each other. Individuals then choose one of the topics for the Individual Report and come up with a 'What if' statement and answers to the three questions. They share their 'What if' statement and answers in pairs and give each other feedback on whether the responses are logical given the statement. Another way of focusing discussion after a 'What if 'statement is to use a 'What If' star: • Teacher chooses five topic areas (these can come from the Individual Report topics). • Learners work in groups and draw a five- pointed star on a large sheet of paper. They put one of the topic headings at each point. • They write 'What if' in the middle of the star. • Learners individually write notes about the questions they would ask and the solutions they can think of, for each topic. • As a group, they discuss their ideas for questions and answers, and write on the star, the ones they think best. **'f'** Peer feedback about the quality of the 'What if' statement and the answers to the three questions	'What if' statements (see Notes) Large sheets of paper	The 'What If' activity encourages prediction, speculation, creativity and the asking of open questions. Encourage learners to use topics from the Individual Report list. Examples of 'What If' statements: • What if gravity switched off unexpectedly for ten minutes each day? • What if petrol stations were all shut on Saturdays and Sundays? • What if there was a non-human species that had evolved on Earth with ten times our intelligence? • What if animals could talk? • What if children could choose what they learn at school? • What if wealth was redistributed evenly so that nobody owned more than anyone else, and everyone was paid a standard wage regardless of what job they did?

Skill focus			
Information –reading (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To understand some reading strategies.	Divide learners into about five groups (A, B, C, D, E) and give each group part of a text. Learners first individually read their group's text part. They then work as a group to become 'experts' on their text part by identifying: • the theme or main idea of the text • any issues • the cause(s) of issues • any consequences • the perspectives/viewpoints held within the text. Next rearrange learners into groups of five, so that each group contains one 'expert' from each of the groups A–E. Each member of the group explains their part of the text to the other members of the group, using their answers to the five bullet points above. Class discussion on how useful they found the five points for directing how they read, and gathered information from, the text. Give learners the complete text and ask them to summarise it in their own words, covering the five points, and using a maximum of 100 words. **'f'** Self-assessment against success criteria defined by class checking that the five points have been covered in the 100-word summary	Text, divided into parts (see resource list)	Texts can come from any global topic.

Skill focus			
Memory (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to memorise information and regurgitate it.	To introduce learners to memory skills it is good to start with talking about all the things they already remember. For example you could: •find out who knows most about particular subjects (maybe global issues, but these could more generally about interests such as		Learners will discover that they already have huge numbers of memories and information and that by beginning to think about how they have stored and remembered this information, they can begin to

	sport, technology, fashion etc.) – learners could write down list of information they know about a particular subject •ask learners to discuss their earliest memories, recite poems and plays, recall trivia and describe their favourite adverts etc. As a particular exercise, learners should practise turning lists of words, names or facts into stories, where each item links to the next. A good example might be a shopping list. Ask learners to turn it into a story (an exciting and often surreal one) they can use to mentally memorise the shopping list. They can then compete to recite the complete shopping list.		think about how they can develop their memory skills.

Year 1 – Developing skills for the Team Project

Skill focus
Planning (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To understand the importance of planning.	Learners work in small groups. Using sheets of paper, drinking straws and sticky tape, (and no other materials) they build the tallest free-standing structure they can in fifteen minutes. After fifteen minutes, review the structures. Discuss: • who planned out their structure • who ran out of time • what was learnt • what could be done differently next time. Give learners a scenario (see Notes). Ask them to work as a team to work out a plan of what they need to do in order to be successful in achieving the aim in the scenario. **'f'** Each team shares its planning with another team for feedback about any missing steps	Drinking straws Sticky tape Sheets of paper	Teacher could give each team a different scenario or the same for all the teams. Example scenarios: • You have been asked to raise money for a local charity – how are you going to do this? • Teacher gives an outcome, e.g. a poster about healthy eating, and asks learners to explain the steps they would take to create this outcome as a team.

Skill focus
Communication – listening (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to listen actively to work collaboratively.	Teacher introduces the importance of listening for collaboration, as well as listening strategies (see Notes). Learners work in groups of three, swapping roles in the different exercises. 1. One learner talks about something of their choice connected to a global topic for two minutes, the second learner listens, and the third learner observes. The observer identifies how the listener showed that they were		Teacher should point out that effective collaboration can only take place if learners listen to each other. Strategies to show listening include: • look at the person, and stop doing any other things that you are doing • listen to the content as well as the words

listening.

2. Two learners talk simultaneously for one minute and the third learner observes.
Discuss: How did the people talking feel during the activity?

As a class, discuss how might the experience of listening in 1) and 2) be improved?

3. One learner talks about something of their choice (from global topics) for two minutes, the second learner listens, and the third learner observes. The listener should be prepared to report back on the key points they hear.
Discuss: How did the listener show that they were listening? How did the speaker feel during the activity? What do you think are the most effective strategies for listening?

Learners feed back to the class their conclusions on active listening.

'**f**' Discussion about how learners felt, how the listening experience could be improved and why listening is important

- be sincerely interested in what the other person is talking about
- restate what the person said
- ask clarification questions
- be aware of your own feelings and strong opinions
- if you have to state your views, state them after you have listened.

Skill focus			
Teamwork (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To understand how to collaborate as a team.	Learners work in small groups. Present them with the challenge scenario on a worksheet (see Learning resources).

Set a time frame (e.g. 20 minutes) and teacher circulates to encourage learners and assess how learners are working together as a team. Remind groups that there is no set solution to the problem, and that each choice to include an item means another will be left out. Encourage the groups to give each member of the team a chance to speak, to listen to each other's views and reasoning, and to consider the team's choices carefully. Remind them | Worksheet as follows:

Instructions: You are in charge of putting together a team of explorers to ski to the Magnetic North Pole. From the list provided, decide which items you will take and which you will leave behind. You can only choose ten items. You will need reasons for your choices, and you will all need to agree in the choices you make. After all, if you can't agree in the classroom, you | This is a good activity to get learners to start to think about working collaboratively as a team. Teacher can also see the dynamics within the teams and consider these when organising teams for the Team Project.

When reflecting at the end of the activity, it's important to keep the focus on the process of working as a team and collaborating rather than the content of the activity itself. |

that they need to all agree on the choices made.

When they have agreed their choices as a team, learners swap with another team to see if they have made the same choices. More importantly, they should judge how well the team has justified inclusion of the item.

Hold a class discussion after the teamwork activity to reflect on what they have learnt about teamwork. The following questions will prompt discussion:

- What did you notice in your team?
- Were there any disagreements and how were these dealt with?
- Did anyone dominate the discussion and how did that feel?
- Did you feel that you personally contributed as well as you could? Why/why not?
- What do you feel the challenges and benefits of working as a team are?
- From a teamwork and communication point of view, are there any improvements you would make next time?

'f' Peer assessment

will really struggle on the ice!

Equipment list:
1. good-quality climbing rope (25 m)
2. cheap rope (50 m)
3. a box of assorted climbing gear
4. a lightweight summer tent
5. a bag of heavy-duty ice pegs to hold down a winter tent
6. a bag with the heavy-duty tent and tent poles
7. a box of summer tops and jumpers
8. a compass
9. a global positioning system (GPS)
10. a torch
11. a cooking stove and fuel
12. waterproof matches
13. a first aid kit
14. a climbing headlamp on a helmet
15. a rescue stretcher
16. a rescue sled
17. a pair of skis
18. an umbrella
19. a non-waterproof torch
20. a radio to talk to base
21. an atlas
22. thermal clothing
23. a ground sheet
24. a pedometer to measure footsteps
25. a heart monitor to measure

		heart rate 26. a thermometer to measure temperature	

Skill focus

Reflection (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes

To be able to reflect on own learning and how investigating different cultural perspective(s) has influenced learning.	Learners work in small groups. They choose an issue from the global topics for the Team Project. They come up with an aim for a team project, for example, to promote equality in the distribution and use of water.
	
	Learners decide together what each member of the team is going to research. One member might look in depth at some websites, e.g. WaterAid, another might put together a questionnaire to ask children in a local school about their use of water and arrange to visit the school to give out and collect their questionnaire, another might produce some questions to ask local people, including farmers, hotels, one team member might contact a partner school in another country to ask questions of fellow students etc.
	
	When the research has been conducted, the team meet to produce an Explanation and their Outcome, for example, a cartoon with captions depicting different cultural perspectives on the use of water.
	
	When their Team Element is complete, each learner refers to their journal to complete a Reflective Paper. They can include as much detail as they like at this stage.
	
	'f' When the Reflective Paper is complete, learners peer assess according to the headings in the assessment criteria to see if they have included everything. Self-assessment includes reducing the word count to below 1000 words but still making sure they have included information for each heading.
		See resource list for websites	Any of the global topics can be used, but as this is a mini Team Project, it might be useful to focus it on one of the Team Project topic areas.
			
			Teacher should encourage learners to keep notes in their journal. Headings can be:
			• Project outcome
			  – strengths and limitations
			• My work processes
			  – strengths and limitations
			• Improvements needed
			  – project outcome
			  – my work processes
			• Teamwork
			  – benefits and challenges of working as a team
			  – strengths and weaknesses of own performance as a team member
			  – what I have learnt about different cultural perspectives
			  – overall personal learning from the project.

Skill focus
Communication – speaking (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To communicate orally to give an opinion, ask a question, etc.	The teacher poses a question/statement to the class. Learners decide when to stand up and give a response. This response could either be to give their own opinion, challenge another opinion or to ask a related question. If more than one learner stands up at the same time, then learners must decide who will speak first. To provide additional structure the teacher can impose rules, for example: every learner must make a contribution; learners can give a maximum of two contributions. Half-way through the activity, discuss as a class which contributions were most effective – e.g. speaking clearly, keeping to the point, following a logical argument. Learners then see if they can improve the way they make their contributions. As an additional activity, learners can then work in pairs to prepare a presentation of their ideas on the question/statement (e.g. using a poster with key words/phrases) and present to another pair. 'f' Observation of learners as they stand up and communicate Pair feedback on the highlights of the presentation and how they might improve their presentation	Statements from global topics	This activity also promotes independent learning as learners are given control of their own feedback rather than relying on 'hands up' and teacher choice. Teacher can make up statements from the global topic areas, or ask learners to do so in pairs before the activity. Teacher could give success criteria for the presentation.

Skill focus
Information –research (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To understand how to conduct research.	Learners conduct some small-scale research into books (or types/genres) liked by different learners across the school, using a quantitative questionnaire (either paper-based or online such as using Google Forms). They compile the results and find the 'top ten'. Learners could also carry out some qualitative research, for example, interviews or focus groups with a range of learners – spanning gender and age – on what their feelings are about a particular book in this list.	Recording equipment for interviews	The example given here is books, but the area for research could come from any global topic: food, animals, languages, technological gadgets, etc.

Learners work in pairs: one who likes a particular book, with one who doesn't. Using a book review template, each learner writes their respective book reviews. They could first collect what they consider to be successful examples of book reviews from newspapers, magazines, or online. Learners' written reviews are evaluated against success criteria.

Learners investigate national bestselling book charts. They then carry out research in pairs, asking 40 people, e.g. learners, neighbour and family, whether they have read any of these books.

They then present the results orally, for example, 'The focus of our investigation was to... First of all we asked... There were some difficulties experienced because... However, once the results were collated, we found out that... This shows... If we had a bigger sample, and more time, we would ...'

Skill focus
Independent learning (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to summarise texts.	Use a short text related to a global topic. Different texts can be given to different learners. Learners read their text and are given the following instructions: 1. Create a title for the passage related to the main idea. 2. Highlight or underline key ideas in each passage. 3. Accurately summarise the text in your own words. 4. Your summary must describe all key ideas from the text. 5. Do **not** include opinions or personal information in your summary. When learners have self-assessed against the checklist (below), they can swap their text and summary with a partner for their partner to peer assess. **'f'** Self-assessment using a checklist of the five points:	Texts from global topics to use for summaries (see resource list)	See resource list for activities to develop summarising skills. Teacher can differentiate the texts given, according to level of language and ideas, and ask learners with similar-level texts to peer assess each other's summary.

1. Is the title relevant to the main idea of the text?
2. Have I described all the key ideas?
3. Is the summary in my own words?
4. Is my summary accurate?
5. Have I included opinions or personal information?

Skill focus			
Goal setting (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to set effective and achievable goals	As learners to think about a project or process they want to complete (it could be related to a global perspective topic or otherwise). Get them to write down the goal of the project or process first, then ask them to write down what they think would be the short-term goals that will help them achieve the long-term goal. A good way to help learners visualise and layout this is to ask them to draw a stairway with landings that correspond with the short-term goals. The top of the stairway is the long-term goal. Steps could even be used to represent more processes and information within each short-term goal. Asking the learners to share their 'stairways' with each other for discussion and revision is a good way of adding focus to this activity and helping to ensure positive outcomes.		Achieving the long-term goal requires the learner to determine and achieve short-term goals. Breaking down a project or process into the short-term goals should help the learner plan and manage their project effectively

Skill focus			
Brainstorming or Thought Showers (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To support the development of large numbers of ideas	Present learners with a simple item such as a paperclip, paper or plastic cup, piece of paper etc. Give the learners a minute to write down ideas about how the item could be used in a different way than for what it was originally designed. When the minute is up the learners read out an idea one by one, going around and around the class until all ideas have been read		Creativity idea generation can also be improved through practice. Regular use of brainstorming/thought showers tends to result in improving output from learners over time. Think of it partly as a state of mind, but also like training an athlete, if learners are asked to conduct creative tasks

	out (and duplicates eliminated). A prize could be handed out to the most original or novel idea. This could be an activity that is used each time the class meets.		regularly, they will tend to reflect this in their behaviour, but training the creative mind also helps the learner make their creative output more efficient. If you want to know more about the theory of creativity you should look up the work of Theresa Amabile as a leading academic thinker in the area. Note that in some contexts the use of the phrase 'brainstorming' can be received negatively because it is also used to describe particular types of epileptic episodes, thus this phrase is sometimes substituted with a phrased such as 'Thought showering'.

Year 1 – Developing skills for the Written Examination

Skill focus
Critical thinking – claims (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to identify author's position and evaluate claims.	Give each small group of learners a short text that contains the author's position and some claims, and a table to complete (see Learning resources). For example, give learners the following text from the 'Education for all' topic: *'I think the Head's decision to introduce a school uniform will hurt students more than help them. Even though school officials and parents argue that uniforms will help us focus more on our studies, this may not actually be the case. In a survey I did of one hundred students from all four grades, only five thought that wearing a uniform would help them get better grades.'* Ask learners to do the following: • Identify the author's position by highlighting the correct part of the argument and then state it in their own words in the table. • Identify a claim and write it in the table in own words and what reasons and evidence are used to support this claim. • Identify a further claim and write what reasons and evidence support this claim. Discuss in small groups and then swap text and completed table with another group for feedback. As a class, discuss how learners identified the author's position, claims and evidence (e.g. structuring of argument in the text, language used). **'f'** Peer assessment	For information texts see resource list or past resource booklets on Teacher Support. Table for identifying author's position and claims: | **Evaluating arguments**	
Author's position	
Claim 1	
Evidence	
Claim 2	
Evidence			Teacher can differentiate by giving different levels of text from different global topics or give all groups the same text. The author's position is the main idea the author is trying to convince readers to agree with – in this case, to be against the Head's decision to introduce a school uniform.

Skill focus			
Communication – writing (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to plan to write coherently and logically.	Get learners to start writing by giving them a global topic and tell them to write whatever they want for five minutes. Learners write without stopping or making any correction for this length of time. Once the time is up, learners read what they have written to their partner who gives feedback about whether the piece makes sense and they can follow it. Teacher suggests that learners should always plan before they start writing. This will generally result in a more coherent and focused piece of writing that includes all the necessary and relevant points. Give learners a title to plan a piece of writing for, and guide them through each of the stages (see Notes). For example, 'Should all schools have school uniforms?' or 'Should all cars be electric?' **'f'** Peer feedback on plan		Rather than the global topic, teachers could use a piece of music/a poem or a listening extract from one of the topic areas. Writing strategy to share with learners: • Identify the audience. • Identify the purpose. • Identify the information readers want to know. (At the planning stage the information does not need to be in any particular order. It is more important that all the relevant information is identified.) • Organise the information into a possible outline. (At this stage learners should reflect on all the information that they gathered during the previous stage and decide on the best order to communicate that information. When writing a non-narrative text learners should identify a logical pattern to their information, making clear links between their points when appropriate.) • Expand the information. (For each piece of information that was identified, learners should expand their plan by identifying what they will say about that piece of information.)

Skill focus			
Information – bias (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To understand how to analyse given information and spot bias.	Give learners a text from one of the global topic areas. Ask them to work in pairs to discuss answers to the following questions: • How recent is the information? • What is the source of the information? • Are there other sources that help verify what we are being told? • How is the information presented (inform, entertain, persuade, describe)? • What's the purpose of this form of presentation? • How does the presentation of the information contribute to our understanding? • Is the author presenting a point of view? If so, how do they use information to support it? • Does the author present different/opposing viewpoints? • Is the author biased? • Do the ideas follow on logically? • Does the author support generalisations? • Do I understand the information? • What questions can I ask to increase my understanding? Discussion in pairs and then as a whole class. **'f'** Peer or self-assessment	Text (see resource list)	This can be done for any text from the global topic areas. Learners work in pairs to discuss the text. They can write their answers to the questions and either peer or self-assess after the teacher holds the class discussion about the text.

Skill focus			
Critical thinking – conclusions (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to draw conclusions.	Give learners a series of pictures related to one of the global topics, for example, the consequences of globalisation. Learners work in small groups to draw conclusions based on what is happening in the pictures. They might draw	Pictures from topic areas (see resource list)	Sometimes giving a different medium to text is a good way of introducing a new concept and starting to develop a new skill. A series of pictures will get learners discussing what's in them and inferring what they are about so that they are also able to draw conclusions especially after you give the topic area,

conclusions about the setting the pictures take place in, the relationships of the people in the pictures, the emotions that each person in the picture feels, etc.

Make connections to reading a story. Explain that reading a story is like seeing a snapshot in time, and that drawing conclusions about the observations the author presents us with in the story can help us to better understand the story, just like drawing conclusions about the pictures helped us better understand what was happening in the picture.

'f' Peer feedback

which does not need to be given at the start of the activity.

Each group could have a different set of pictures and write a summary of their conclusions to pass on to another group, who look at the pictures and draw their own conclusions before reading the summary of the other group. They can decide whether they agree or disagree with the conclusions made.

Skill focus
Critical thinking – arguments/data (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to evaluate arguments/data.	Give learners a flawed argument and ask them questions (these can be on a worksheet or as a class discussion). Example argument: 'I should not have to turn the water off while I brush my teeth. First, I hate having to brush my teeth. Plus, it's annoying to have to turn the water off when I'm brushing my teeth. Everyone else in my family turns the water off when they brush their teeth, so it shouldn't matter if I do or not, since I'm only one person. How much water can I really waste?' Teacher asks learners to work in pairs to discuss and answer the questions: • What is the claim? • What reasons does the author give for the claim? • What's the problem with these reasons?/Does he give solid evidence for his reasons?/What are his reasons based on? • What is wrong with this argument? • Does the argument make sense? • Is the reasoning sound or unsound?	Arguments from global topic areas (see resource list)	The argument can be on a PowerPoint slide or on a worksheet with the questions. Explain that the proper use of reasons in an argument is called the argument's *reasoning*. If an argument makes sense, it is considered *sound*. If an argument does not have solid reasons and evidence to support the claim, or if it uses reasons and evidence that do not make sense, it has *unsound* reasoning. Practise this skill using some of the arguments in the resource booklets from past IGCSE papers available on Teacher Support as well as from learning resources in the resource list.

- Does this argument provide any evidence?

'f' Self-assessment as teacher asks learners for their thoughts during discussion after pairs have discussed and answered the questions about the argument

Once you have looked at a flawed argument, show learners another argument that is stronger and compare it with the first argument, for example:

'You really need to start turning the tap off when you brush your teeth. First, leaving the water running is pointless, because as you're brushing your teeth, you're not using the water. Also, by turning the water off, you could save up to eight gallons of water a day, because the average tap uses two gallons of water a minute. If you turned the water off while you brushed your teeth, you would help conserve water in our town, which needs it, because it rains so little here.'

Teacher asks learners to work in pairs to discuss and answer the same questions as previously. You can replace some of the questions:
- Does the author give specific evidence to support reasons?
- What relevant evidence is there?/What does relevant evidence mean?

Again, when pairs have discussed and answered, teacher can discuss with the class the merits of this argument in comparison with the previous one.

'f' Peer feedback

Skill focus
Information skills – synthesis (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To understand what synthesis is and how to synthesise.	Teacher explains to learners what synthesis is using a journey analogy: 'Synthesising is a reader's final destination. On their journey, readers pass familiar places, and as they travel on uncharted roads, they get new perspectives, create a new line of thinking, discover original ideas, and achieve insight. As they reach the end of their journey, they realise that their new strategy for learning and thinking will take them to all the places they could ever want to go.' After modelling use of the T-chart with learners, teacher asks learners to work in groups. Each group is given a T-chart with 'Notes' and 'Thinking' on it and a text to do with the global topic, in this instance, migration. Each group can be given the same text, or different texts can be given to different groups by way of differentiation. Learners work together to complete the 'Thinking' column and then read the text together, adding notes as they read. They can take it in turns to read short sections of the text or can read it all and then discuss their ideas. As a follow-up activity, each member of the group writes a short summary to explain what they have learnt from the text in their own words. Summaries are compared within the group to see if the same information was recorded and discussions can be about why someone included a certain piece of information that another team member didn't. This identifies that all group members learnt different things from this activity. **'f'** Peer feedback	Texts or articles on global topic (see resource list) **Example** Notes/thinking T-chart: | Notes	Thinking
---	---
Migration	Migration
			Explain that the purpose of the Notes/thinking T-chart is to help learners organise their thinking, to connect what they already know with what they are learning. Teacher can model use of the chart before they have a go at using it themselves. Tell the class that you will be keeping track of your background knowledge, questions, connections, and new information obtained as you demonstrate how to use the chart. Introduce the reading material (article or text from global topic 'migration'). Tell learners first what you, the teacher, notice from the photographs, illustrations, captions, etc., in the text and what information you may already know about the subject matter. Write your observations, reflections and questions in the 'Thinking' column of the T-chart on flipchart paper or a PowerPoint slide to demonstrate the process. Next read aloud a short passage from the text, and demonstrate how to paraphrase details/facts/gist/main idea and record them in the 'Notes' column of the T-chart. Reflect on your notes to see if all questions have been answered and to discover any unanswered questions that might be answered as reading continues. As the final step, model writing a summary of information from the T-chart on another PowerPoint slide.

Skill focus
Critical thinking – empathy (1)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To define and understand empathy.	Write the word 'empathy' on the board and ask learners to spend some time in groups discussing and coming up with a definition. After discussion, write on the board the definition: 'Empathy: the ability to understand and share the feelings of another person.' Ask learners to think of a time when someone showed them empathy, or when they showed someone else empathy. List responses on the board. Note which responses are similar. Introduce the five skills to develop empathy: Step 1 Watch and listen – What is happening, what is the other person saying, what do they feel and how can you tell, and what is their body language? Does what they say match their body language? Step 2 Remember – When did you feel the same way? Step 3 Imagine – Imagine how you might feel in that situation. (Validate the wide range of emotions that come up.) Step 4 Ask – Ask how the person is feeling. Step 5 Show you care – Let them know that you care through your words and actions. Show an emotional-stimulus picture from a magazine or newspaper or a video clip (from a global topic, e.g. a picture of poverty), and use the five skills to analyse the picture and practise developing empathy. In groups, ask learners to analyse and discuss their stimulus. 'f' After feedback, learners can write individually to show	Five cards listing the five skills to develop empathy in numerical order or a worksheet with them on Text/picture/video with strong emotion within it	Teacher might use A4 cards with the steps for empathy on them or might have the steps for empathy on the board or on a worksheet (learners can keep them if they are on a worksheet). Teacher could give each group a different stimulus to analyse and each group shares their stimulus and analysis with another group for feedback. 1. Watch and listen: Discuss strategies to work out the stimulus, such as asking: 'What do their words say?' 'What does their body language say?' 'Does what they say match their body language?' 2. Ask 'When did something like this happen to you?' 3. Ask the class for examples of what it might feel like, and how they might act. 4. Have learners provide examples of what they could say to someone, such as 'Are you OK?' 'What happened to you?' 'How do you feel?' 'How are you doing?' 5. Ask learners how to show someone that you care, and list answers on the board. Some examples: Listen with all your attention; spend time with them; stay with them (don't leave); say, 'I'm sorry you're feeling this way'. Encourage them: 'Let's get help', 'How can I help?', 'I'm here for you'.

	empathy with the situation in the stimulus and have this peer assessed to see if their partner agrees that the piece of writing shows empathy		

Year 2 – Developing skills for the Individual Report

Skill focus
Information – perspectives (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To identify how personal perspectives can change.	Teacher divides learners into groups of five. Teacher gives each group five or six cut up 'Perception' cards which have words on them to do with the topic. The group chooses three of the words to define. For example, 'family' is the first word. Each learner writes their definition of the word. When they have finished, each learner says what they have written. Learners can ask each other questions to clarify their understanding of the definitions. They do the same with the next word. Each round takes about 10 minutes. At the end of the activity, teacher asks whether individual thoughts about the words changed after they had been discussed and draws attention to different perspectives. **'f'** Peer feedback on their understanding of what it means to have different perspectives on an issue	Cards with words connected to the chosen topic on them (five or six per group)	Teacher can share with learners that the point of understanding perspectives and undertaking a learning journey is not about trying to win an argument, but about coming to the best possible reasoned resolution of a particular question or problem.

Skill focus
Critical thinking –questioning (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To formulate effective questions.	Teacher gives out a short text relating to one of the topic areas. Pairs read the text together helping each other understand the content. Each pair predicts three questions that could be asked about the text. Teacher asks for a volunteer to sit on a chair at	Short text from one of the global topics	Questions can be collated beforehand and different learners can be chosen for the hot-seat.

	the front of the class (the 'hot-seat'). Learners take turns to ask questions. Teacher encourages different types of question (what, when, where, who, how, why). As a follow-up activity, learners can summarise the text. **'f'** Peer feedback to identify answers to the questions (what, when, where, who, how and why) in the summary		

Skill focus
Critical thinking – reasoning (2)

Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To identify issues and justify choices.	Teacher asks: 'If you could choose one thing that costs money and make it free for everyone, what would you choose and why?' Learners first work on their own to make their choice, and justify it using sound reasoning (logical argument, facts, examples). They then share their choice and reasoning in pairs, choose one, and discuss and improve their argument. Learners then work in groups to discuss which of the pairs' choices is most important and why. The group must agree and justify their choice using as good an argument as possible. They create a one slide presentation to convince others in the class of their choice. Each group presents and the rest of the class makes notes. After all presentations, the class decides which argument was the most convincing and why. Individuals summarise whether they agree with the class choice and share their summary with a partner for comment. **'f'** Peer feedback on use of reasoning and argument in presentations		Give a list of things that could be free to learners from the global topics in the syllabus, e.g. food, education, healthcare, accommodation, computer.

Skill focus			
Information – reading (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To understand some reading strategies.	Give learners the title (only) of a text from one of the global topics. Ask them to work in pairs to predict the content. Give out the full text and ask the learners to highlight what content predictions were correct and which they did not predict. Learners discuss why their predictions might have differed from what actually appeared in the text. Give guidance about how to read for specific information and for thorough understanding (see notes). Ask learners to find and list the following: • the theme or main idea of the text • one issue • the cause(s) of this issue • any consequences • the perspectives/viewpoints held within the text • whether the argument is logical (one idea follows on from another) • whether the argument is convincing and why/why not. Learners work in pairs and then discuss their findings with another pair. They then construct a pictorial representation of their text using a flow chart or concept map. **'f'** Peer feedback on whether the pictorial representation represents the text	Text (see resource list) Flow chart template (see resource list)	When reading for specific information, learners should ask themselves: Have I obtained the information I was looking for? When reading for thorough understanding (intensive reading), learners need to ask themselves: Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, learners might stop at the end of each section to review and check their predictions, restate the main idea and summarise the section.

Skill focus			
Communication – Writing (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to edit written work.	Using a piece of written work already completed, teacher guides learners through the peer editing process. This can also be used for self-editing. The first rule of peer editing assessment is to be positive. The editing process is intended to support another person to improve		In addition to improving their written communication skills, peer editing will also develop learners' skills of paraphrasing, asking for clarification, providing relevant and responsive feedback, and clarity

their work, therefore all feedback needs to be constructive.

Step 1: Compliments

Begin by telling the writer what you think they did well, using phrases such as:
- You have used a lot of good details, especially…
- The use of the word… was particularly effective because…
- You really engage the reader because…

Step 2: Suggestions

When you have identified the positives, you need to give specific ideas about how to improve the piece of writing. The suggestions for improvement should always reflect the focus of the writing and the agreed success criteria.
Remember, stay positive and be specific.

Step 3: Corrections
'Corrections' means checking your partner's writing for spelling errors, grammar errors, missing punctuation, incomplete sentences, etc.

'f' Peer editing of each other's written work

and precision during communication. In addition, learners are encouraged to demonstrate sincere interest in their partner and their work, which in turn will develop their confidence.

Skill focus			
Information – research (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To work independently to select and present information.	Give learners four minutes to identify the benefits of research. They brainstorm in small groups and discuss the ideas they come up with as a whole class. Teacher can then use the following with any of the global topics, as a starting point for researching and presenting information: **1. Defining the task:** What do I do? What do I already know? What do I need to find out? How will I present my work? **2. Locating the information:** Where do I go to find the		Teacher should guide learners once they have planned their Individual Report. A practice mini Individual Report that includes just one perspective is a good starting point before learners are expected to put together 2000 words. The task could be limited to 500 words. Suggested questions might be: • How has family structure

information? Who can help me?

3. Selecting appropriate resources: Is this information useful? What do I keep? What do I leave out? How trustworthy are the sources?

4. Organising information: Can I take notes in my own words? How will I organise them? Have I noted where the information came from? Have I got enough information?

5. Presenting ideas: How have I been asked to present my work? How should I set it out? Who will I be presenting work to? Am I communicating?

6. Evaluating the final product: Did I miss anything? Does my work make sense? Have I checked spelling and grammar? Would I feel proud for someone to see my work? What have I learnt?

Give a task that involves learners researching information. This could be in the form of a mini Individual Report that focuses on one perspective. Teacher might give a choice of a selection of questions. Learners use the guidelines above to self-assess their work.

 'f' Self-assessment.

			changed?
			• Why is sustainable living important?
			• How has the internet changed society?

Skill focus
Independent learning (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to organise information and make notes.	Learners use an editable note-taking template and a word processing program to fill out the template. (Or teacher can print the template for learners to write on.) This note-taking template helps learners collect and organise information related to a research topic. Note: For the purposes of this activity the topic 'Belief systems' is used, but teachers can use any global topic. Introduce learners to the research topic. Learners might complete a KWL chart:	Graphic organiser Research Notes Chart template (see the IGCSE/O Level Resource List).	The spaces on the graphic organiser Research Notes Chart template are particularly small. This should encourage learners to write *notes* (using key phrases and words) rather than entire sentences; that way, when they use their notes to write their reports they will have plenty of content *and* be more likely to write in their own words.

K	W	L
What I Know	What I Want to Know	What I have Learnt

Learners brainstorm information they already *Know* about 'Belief systems' and list it in the K column. Brainstorm a list of questions learners *Want to know* about belief systems and write them in the W column. Save the KWL chart for use at the end of the activity.

The learner's list of questions might include some of the following:
- How many different belief systems are there?
- In what countries do different belief systems exist?
- How do people with different belief systems behave?
- What do different belief systems celebrate?
- Why do different belief systems exist?
- What do people from different belief systems wear and why?
- Why are different belief systems important?
- What can be done to protect different belief systems?

Learners can select from their brainstormed list the three questions they are most interested in learning about, or the teacher might assign one question to each learner (so at least one learner is researching each of the brainstormed questions) and let learners choose the other two questions. Learners then use a word processing program to type the three questions into the 'Research question' field on the note-taking template (see resource list).

Learners use library and/or internet resources (see resource list) to search for the information to answer the three questions on their template. They identify three 'Research sources' and write the answers they find in those sources in the appropriate columns in the note-taking template.

To follow this activity, learners use the information from their note-taking template to write a report that includes a summary paragraph or two about each of the questions they researched.

| | They then fill in the L column on their KWL chart with the information they have *Learned* about 'belief systems'.

'**f**' Self-assessment | | |

Skill focus
Memory (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to memorise information and regurgitate it.	Learners practice using the ancient 'memory journeys' system. They visualise a route they know or use, such as around the school, or a walk through a town or the countryside, then start putting their images of the information they want to remember in place around the route. To rediscover the information, they learner retraces their mental footsteps. The learner knows the route without thinking, so they can trust it to store all the image-clues in exactly the right order.		Each stopping-point on the journey can hold a lot of information, often much more than a single piece to be remembered.

Year 2 – Developing skills for the Team Project

Skill focus			
Teamwork (2)			

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To appreciate that team members have different strengths.	Divide learners into teams of four or five and instruct each learner to share with their team their individual strengths and the positive attributes they feel they would lend to the success of their team. Each member of the team writes these strengths and attributes down on a piece of paper. After their team discussion, give each team one large sheet of paper, writing paper, markers, and a pen. The teams then make the 'ultimate team member' by combining each team member's strengths and positive attributes into one imaginary person. This 'person' should get a name, have a picture drawn of them, and have their different attributes labelled. The team should also write a story about this person, highlighting all of the things their imaginary person can do with all of their amazing characteristics. At the end of the exercise, each team shares their person with the whole group and reads the accompanying story. **'f'** Peer feedback	Large sheets of paper, writing paper/notebooks, pens, and markers	This activity helps learners adapt to weaknesses they feel they or a team member may have by understanding that as a team, they are capable of having more strengths and positive attributes than they would have working independently.

Skill focus			
Communication – listening (2)			

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To understand the importance of listening for communication.	Tell learners that they will be listening to an interview, for example between a news reporter and the Minister for Health about how people can remain healthy in the twenty-first century. Individually, learners note what they might expect to hear (vocabulary as well as ideas). When they have written these notes,	Listening text from global topic areas	By asking learners to make notes, the teacher is not only developing the skill of note-making, but also listener-based strategies.

give them a table with headings to complete as they listen. Listen once and give time for learners to add to their table.

Main idea	Inferences	Facts	Opinions

Allow for some pair discussion after the first listening and then listen again for learners to add to their tables. Table could include statements of argument. Learners might also suggest whether the interview is coherent and logical, whether bias exists and why.

As a follow up, you could give a cut up version of the text to small groups to put in the correct order. Learners could write a summary of not more than 50 words. Alternatively, extract the interview questions and carry out a role play from another perspective, for example, that of a family with a low income and three teenagers.

'f' Peer discussion

The listener can use their background knowledge of the topic, the situation or context, the type of text and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Skill focus
Communication – speaking (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to communicate with others and justify opinions and viewpoints.	Divide the whole class in half for a class debate. Present a statement connected to a global topic, such as 'It is important that everyone learns to speak English' or 'Tradition and culture have no place in the twenty-first century'. Half the class will argue for the statement and half against it. You might give cards 'for' and 'against' so that learners might be arguing a view they disagree with. Split the halves into smaller groups and give 10 minutes for preparation. Tell learners that during this time, they should come up with reasons, evidence and examples to make their case.	'For' and 'against' cards Statements connected to global topics	Teacher can choose any of the global topics and come up with statements, or can ask learners to produce their own statements at the start of the activity.

Next, invite the learners who 'agree' with the statement to stand in a line. The learners who 'disagree' should stand opposite them, so that members of the opposing sides are paired. Give the learners who are 'for' the statement, one and a half minutes to argue their case while their partners listen and make notes. When the time is up, reverse the roles.

Finally, have a one-minute free-for-all in which both sides can argue. During this time, learners should show active listening skills and their points should follow on from their partner's.

As an extension to this activity in class, after the first debate/argument, ask half of the class to find a new partner with a different argument from a different group The activity can then run again with the new groups.

Repeat this one more time. Learners will have three arguments and three counter-arguments and could perhaps end with a piece of extended writing centred on the statement.

'f' observation of debate

Skill focus			
Critical thinking –problem solving (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**

To understand how to identify and solve problems.	Teacher explains that when there is a conflict, there is a problem. When trying to resolve conflicts, it helps to have a way to think about the problem and to attempt to solve it.
	
	Place the following steps on the board:
	
	    1. Define the problem.
	    2. Brainstorm solutions.
		Conflict role play text can be made up by the teacher or see resource list for ideas	Teacher can relate this to any problems that occur with collaboration, particularly in relation to working together on the Team Project. The activity also fits with the topic of conflict and peace in the syllabus.

	3. Choose a solution and act on it. Go over each step with the class. Point out that before the problem solving begins, the people in the conflict have to agree to work it out. In order for problem solving to work, they have to agree to really try to work it out, and to not yell or call names. Suggest that in step two they want to come up with as many possible solutions as they can. In step three they want to choose a solution(s) that is win-win. Encourage learners to define problems in a way that does not affix blame. After the teacher has discussed the steps with learners, they can act out a conflict role play. Learners work in small groups and each group comes up with a different solution which they act out. They can present these to the class. The class decides on the solution they think works best. When all of the role plays have been performed, conduct a class discussion using the following questions: • What makes the conflicts in the role plays escalate? • What words can people say to indicate that they want to stop the fight and try to solve the problem? • Have you ever had a conflict like this one? How did you resolve it? '**f**' Peer feedback		Groups of learners might perform their role plays to younger learners in a class assembly to highlight issues of conflict resolution. Make links to working collaboratively: things might not always go smoothly but that is to be expected as there are always different personalities in teams. Stress that effective teamwork resolves issues.

Skill focus	
Imagination and creativity (2)	

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To understand how imagination is used to solve problems in new ways.	Teacher chooses an inspirational quote. Ask learners to work in pairs to reflect on it and how it relates to their own experience. For example, from the topic of 'sport and recreation', Muhammad Ali: 'I hated every minute of training, but I said, "Don't quit. Suffer now and live the rest of your life as a champion." Learners work in groups to define 'imagination' in their own words and share their definitions. They then brainstorm anything they know that uses imagination – books they've read, movies they've watched, or	Inspirational quotes (see resource list)	When working on their ideas for a creative outcome, give broad parameters to start with, and then provide more specific details or even ideas to learners who need more structure. Think about how learners are grouped and prior knowledge of

games they've played. Learners might also mention conversations they've had with creative people, or spending time in places that trigger their imagination and inspire creativity. | learners, e.g. place more creative learners with those that lack creativity.

Challenge learners to use their imagination to solve a problem or create a solution related to a global topic area, e.g. create a visual representation of a global issue or a poem / song lyrics to raise an issue (e.g. a role play to highlight the importance of language/communication). Provide time in class for learners to complete their project.

Teacher could also have learners display their work in an 'Imagination fair'. This works like a gallery walk (groups take turns explaining their creations and walking around to see and hear about their peers' work). They could also showcase the work to other learners lower down the school.

Ask learners to reflect on how differing imaginations allowed them to approach the problem-solving process in a unique way. Hold a short class discussion and connect this with how teams will approach their Team Project.

'f' Groups share their creations with the class

Encourage learners to 'think outside the box', i.e. use their imagination to approach the topic in a different way.

Skill focus			
Planning (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to create a plan of action.	Revisit why it is important to plan, linking the idea to something personal to learners, like planning a birthday party or a holiday. Learners work in small groups to investigate some templates that they could use for planning. They evaluate them, i.e. consider their strengths and weakness for their purpose (to plan a Team Project). When working on a Team Project, learners need to put together a plan of action. In groups, they consider what needs to go in this plan and why. They put the ingredients of their plan onto an A3 sheet of paper and in a different colour or a post-it explain why they have included each item. Teacher can	See resource list for ideas for action plan templates Internet to research templates and gain ideas for what goes in a plan A3 paper, post-its/coloured pens	Although a plan is no longer part of the assessment requirement for the Team Project, it is still good practice for learners to work in teams and plan the Team Project. Teacher might like to ask learners to come up with things they need to include before giving them ideas (aim of outcome, rationale, type of outcome, tasks, including finding out about different cultural perspectives, deadlines, reasons for different

	circulate to give ideas if needed. All plans and explanations can be placed on the wall at the end of the activity for all learners to consider before they start to work on their Team Project. **'f'** Peer feedback		members' roles, etc.)

Skill focus			
Decision making (1)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to give reasons and resolve arguments to reach a decision.	Learners work in small groups. Tell learners that they are going to decide who should win the next Nobel Peace Prize. Each member of the group should decide who to do their individual research about first. The group decide which member of the group is researching which person so that different people are investigated. When each individual has done their research, they present their person to the rest of their group justifying why this person should be nominated for the Nobel Peace Prize. A decision is made in the group about the best choice and more reasons are given. Each group presents its findings to the rest of the class. The people are then placed in rank order starting with the most worthy, according to the reasons given. Individual group members can then summarise whether they agree with the rank order and why/why not and how they would change it and why. **'f'** Peer feedback judging the best nomination and why	Internet access and suggestions for possible nominees	This activity could be done with nominations for the person who would be most effective in leading the country, or what money should be spent on within a country (e.g. education, healthcare, employment opportunities). The main focus is that the groups reach a decision based on the arguments presented for each.

Skill focus			
Goal setting (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to set effective and achievable goals	Ask each group of learners to think about their Team project in terms of SMART objectives: • Specific – define the goal of the project and specify how		SMART is a commonly used model within businesses and organisations worldwide.

	this will be accomplished • Measurable – define how success will be measured and progress quantified • Assignable – indicate who will be responsible for each element of the project or process • Realistic – ensure that goals (short and long-term) are achievable, that resources, team skills and other constraints are considered • Timely – set out schedules for each goal leading to the project goal, ensuring that these are achievable, but not so long that they could result in lack of focus. Each group completes a SMART plan for their Team project in poster format.		There are many variations on the SMART acronym, but the one chosen here is one of the original versions and is applicable to both group and individual use. You might also want to consider the SMARTER acronym, which adds Evaluation and Review into the criteria.

Skill focus			
Brainstorming or Thought Showers (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To support the development of large numbers of ideas	Learners use the ideas tree format to put ideas they have about their Team project into a format that will allow them to organise and prioritise them. Learners conduct a brainstorming/Thought shower activity as on their project topic, writing down individual ideas on post-it notes. Five minutes should suffice for initial ideas. Once the ideas have been generated by the group of learners, using a wall or whiteboard on which to stick the post-it notes, the ideas are placed into groups of related ideas. It might be worth suggesting here that the project groups can only choose four or five relationships as this will make the next stage of this process easier. Do not give too much time to this stage so that the learners are forced to make decisions about idea relationships quickly and efficiently. Five minutes should suffice. Finally, taking a large sheet of paper, as the learners to draw a tree on the paper. The tree should display a trunk and branches developing off the trunk. The trunk represents the core ideas for the project, with those that are the most important nearest the bottom	Post-it notes or similar. Large format paper.	This is a simple three stage process: • Developing ideas • Grouping similar ideas • Organising ideas and groups It is a useful to start any new project and can be adapted as necessary.

	of the trunk. The branches represent the various relationships decided upon in the stage mentioned above. Those ideas placed nearest the trunk are the most key, with less important ideas placed toward the end of the branches. Lower level branches should represent relational groups that are deemed the most important, so that ideas placed towards the ends of the upper branches are considered the least important ideas. Learners can annotate their tree with further information as required. Learner groups then present their tree to the wider class to gather further support or different perspectives which they can use to adapt their tree. The groups can then use their tree as the basis for defining and planning their project.		

Year 2 – Developing skills for the Written Examination

Skill focus
Information – bias (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To understand how to analyse for bias.	Give learners statements to practise analysing for bias (see Notes). Ask learners to work in pairs and consider the statements in light of the following: • exaggeration and/or understatement • emotive words • generalisation • selection of specific examples to support a general outlook • opinion disguised as truth • lack of or inadequate evidence • lack of or inadequate reasoned argument and judgement. Share and discuss answers as a class. Ask learners to find articles from different newspapers about the same issue or give learners articles, and they analyse for bias using the bullet points above. They discuss their findings in groups. **'f'** Peer feedback		Examples of statements: • Technology has got us into this mess and technology will get us out of it. • Statistics show that more students are going into higher education than ever before. • In the last decade, the popularity of reality TV has coincided with the fall in intelligence of the population. Teacher points out that learners should not believe everything they read as newspapers tend to be biased. Consider what other things are biased and ask for feedback from learners.

Skill focus
Critical thinking – claims (2)

Aim of Activity	Teaching and learning activities	Learning resources		Notes
To be able to evaluate claims and give evidence.	Learners work in small groups to discuss and answer the following questions: 1. How do we gather information about the world around us? 2. What do observations and experimentation provide	**Claim**	**Evidence**	Learners identify that we get information from first-hand experiences, what people tell us, what we read, observation and experimentation. Teacher might tell the following anecdote by way of further explanation: 'A carpenter, a school teacher, and scientist were travelling by train

us with? (data)

3. What can we do with data? (draw conclusions/make predictions)
4. What is a claim? (a statement of something as a fact)

Discuss answers as a whole class.

Give learners some claims. For example:
In the United States…
- more than twice as many males die in motor vehicle crashes than females
- more fatal motor vehicle crashes occur during the night time
- more fatal motor vehicle crashes occur when it's raining than when it's snowing or sleeting
- a majority of fatal motor vehicle crashes occur when the weather is 'normal' outside
- fewer older people die in motor vehicle crashes than younger people.

Ask learners to identify which claims they think are the most believable. They can rank their top three. Elicit why they think these are more believable (seen in news, heard from friends, etc.) Each group can research one of the claims to establish whether it is actually true (what evidence there is). Give a time limit for this and ask groups to report back their findings to the whole class.

Give the whole class the following options for why people believe claims, and see which option is the most popular:
- it sounds believable
- they trust the source
- they hear the claim made from various sources
- the claim is supported by experimental data (evidence).

Learners then work in small groups and each group is given a different global topic. Their task is to find some data to make claims about. Each group should make five claims and state the evidence to support their claim – give

through Scotland when they saw a black sheep through the window of the train.

 "Aha," said the carpenter with a smile. "I see that Scottish sheep are black."

"Hmm," said the school teacher. "You mean that some Scottish sheep are black."

"No," said the scientist glumly. "All we know is that there is at least one sheep in Scotland, and that at least one side of that one sheep is black." '

	the website or print off the data. They can complete a table. (see Learning resources). 'f' Peer feedback as learners are finding data to make claims		

Skill focus			
Critical thinking – empathy (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To be able to express and understand empathy.	Learners work in pairs. In each pair, one plays the role of a talk-show host. The other plays the role of the guest on the show. Present each pair with a scenario that challenges the guest to demonstrate empathy for the scenario. The goal is for the host to elicit an empathetic response by drawing ideas from the guest about some of the experiences, feelings, and attitudes associated with that scenario. The host interviews the guest for one to two minutes. After the time expires, stop the activity, and ask learners to switch roles, and take up a new scenario. The process is repeated: the new roles and topic are used within a one- to two-minute time frame. After both learners in each pair have played both roles, give them a few minutes to reflect with each other about the activity: how easy/difficult they found it to empathise and why. 'f' Peer feedback Extend the activity by showing/playing an interview with someone that is being discriminated against because of their race/gender (global topic of Poverty and inequality). Ask learners to listen out for whether the interviewer is empathetic to the person being interviewed and to give examples of what they say.	See resource list for websites	Teacher gives possible scenarios for pairs: • A girl who heard some gossip appears upset. • A rumour about you is spreading around the school. • You were in a fight with your best friend at lunch today. • You liked your new shoes when you put them on this morning, but somebody made fun of them. • You thought your best friend would have invited you to their party, but they didn't. Teacher can give guidance and model a role play with another learner: It is the guest who is practicing empathy by imagining himself or herself in the specific situation and trying to identify what it would feel like. The host should not give advice, but should try to ask questions that assist the guest in getting in touch with what it might be like to be involved in the given scenario. Hosts can ask questions which probe the details of a feeling. Because this is a challenging line of questioning, in the beginning interviews are likely to be short, composed of perhaps four or five questions. As learners' skills develop, they will extend the questioning period. Encourage the hosts not to use 'why' questions

	Discuss findings as a class. Then ask learners to work in pairs to discuss how they might be more empathetic to the situation in the interview. **'f'** Peer feedback		during the interview process. Often when we ask others to explain why they feel a certain way, we are asking them to rationalise a non-rational experience. This can be confusing and may not advance the empathic experience. **Interview example** Scenario: a student does not do well on a test. Host: How do you feel about your grade on the test? Guest: I am disappointed and mad at myself. Host: What grade did you hope to receive? Guest: At least a C. Host: How does it feel when you're mad? What happens inside you? Guest: I get tense and angry. Right now, I can't think about anything but that test. Host: Have you felt this way before? Guest: Yes – every time I get a bad grade. Host: What do you say to yourself or think about yourself? When learners have role played empathy, the teacher can ask them to listen to an interview from one of the global topics and decide whether the interviewer was empathetic, or not, to the situation of the person being interviewed.

Skill focus			
Decision making (2)			
Aim of Activity	**Teaching and learning activities**	**Learning resources**	**Notes**
To understand how decisions are made.	Give learners in pairs an example of decision making relevant to their own lives (see Notes). Give different examples to different pairs. Ask them to follow this process: • Identify the decision to be made. • Decide whether the decision can be broken down into smaller and more easily managed parts. If so, prioritise the order in which the parts need to be dealt with.	Decision-making examples relevant to learners (around four in total)	For example, 'I have £1000 spare money. Should I go on holiday, decorate my house or buy a new larger TV?' You could ask learners to come up with examples of decisions they have made and/or give them examples from the global topic areas, e.g. 'You want to give money to charity, which charity are you going to give it to and why?'

| | List the advantages and disadvantages of the options to be decided on. Explore strategies for reaching a decision (prioritise in terms of usefulness, value, cost (time and money). Review the decisions made. Be sure you understand the reasons why you decided on that option. Learners work in pairs to follow the process for the example the teacher gives them. They share their ideas with another pair with a different example.

Discuss the answers learners came up with at each step of the decision-making process as a whole class.

'f' Peer feedback on whether process has been followed and how well

As a follow-up activity, learners consider the following scenario and reach a decision about the priority:

It is 2050 and the shortage of fossil fuels has become a crisis. To solve this crisis, you must decide which of the following uses of energy should have the highest priority and which should have the lowest:
business (factories, offices, etc.)
domestic (household appliances, lighting, etc.)
services (hospitals, schools, etc.)
transport (cars, trains, etc.)
State the highest and lowest priorities and give supported reasons for decisions.

Learners should work as a team but some independent research might be needed to complete this task well.

'f' Peer feedback | | |

Skill focus
Critical thinking – conclusions (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to draw conclusions.	Tell the class that you will be describing the contents of someone's bag, as well as what the bag looks like. Explain that it will be their job to draw conclusions about the person based on what you say is in the person's bag, basing their conclusions on the evidence given. Give them several examples. Learners note down their answers and the evidence they used, and share conclusions and reasoning as a class. Then let learners break into groups and come up with their own descriptions of bags. Encourage learners to swap their descriptions with other groups and see whether the other group draws the same conclusions that the first group had in mind. Discuss as a class whether any of their conclusions lacked enough support to be probable. Draw attention to the fact that we all draw conclusions based on the evidence we have. Divide the class into groups and give each group an index card with an emotion written on it. Instruct each group to come up with several 'hints' that would describe a person who is feeling that emotion. For example, the group that has the emotion 'angry' might list 'red-faced' and 'fists clenched' as two of the hints. Next, have groups pair up and swap hints to see whether they can draw conclusions about how the person feels based on the given hints. Give learners short texts about global issues and ask them to draw a conclusion from each text. Each group swaps their text and conclusion with another group for peer assessing. Each group presents to the class, highlighting where their conclusions agree or disagree with the original group which studied the text. They discuss why this might be.	Index cards with emotions written on them (one set per group) Short texts about global issues (from which to draw conclusions)	These activities relate drawing conclusions to real-life experiences so that learners can see more easily how they might draw conclusions from what they read, watch and listen to. Examples of bags: • a tiny pink purse lined with sequins and feathers with a tube of lipstick and a hand mirror in it • a bulky gym bag with a sweatband and a set of hand weights • a rucksack filled with library books about Barack Obama. Teacher might give a short text and a series of conclusions to choose from to start with as in the given example, or might give short texts and ask learners to draw their own conclusions, or a mixture of both depending on the groups. Groups could also find short texts for use in this activity and write their own multiple-choice questions to go with it and then swap their text and questions with another group. Example text for drawing conclusions: He had always wanted to serve his country, but this seemed like madness. He was supposed to fight a war in a foreign land, helping to protect people whom he didn't even know. John had a strong sense of patriotism, but he was worried about the bombs, death, and carnage that could await him in Iraq. He pondered whether he would ever see his family again. What conclusions can you draw about how John is feeling about going to war?

	'f' Peer assessment		1. He feels proud of his country.
			2. He is looking forward to the challenge of being in the military.
			3. He is afraid of going into battle.
			4. He regrets joining the military.

Skill focus
Critical thinking – evaluating arguments/data (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to analyse data given in different forms of representation.	Discuss as a class the different types of representation of statistics and whether some are more suitable than others and the types of question that can be asked to elicit information from a chart, etc. Work through an example as a class. Give learners some data and ask them to present it using technology in different ways (bar graph, table, line chart, pie chart, etc.) The data can come from any global topic area, for example, statistics about unemployment/ employment in a particular country. Learners work in pairs to present this data using three different methods. Once they have their charts, they write at least one question to elicit information from each chart. Learners pass their charts and questions to another pair. This pair answers the three questions and discusses whether the charts are an effective way of presenting the data used. They then continue to pass their charts to different pairs for further feedback. 'f' Peer feedback	See resource list for websites for data	Data can be used from primary research already conducted by learners.

Skill focus
Information skills – synthesis (2)

Aim of Activity	Teaching and learning activities	Learning resources	Notes
To be able to synthesise information for a purpose.	Choose one of the global topics and select some short video clips about the topic, for example, Education for all. Before watching the clips, learners complete the 'Thinking' part of their T-chart about what they already know about education globally and any questions/observations they have. They might already have been given a text or some pictures related to the video clips/topic. While watching the clips, learners complete the 'Notes' part of their T-chart. After watching the clips, learners reflect individually on what they have written and what questions they still have and want to know. They share their findings with their partner to gain further information and feedback. As a follow-up activity, learners can research any remaining questions, or any new questions they have after watching the video clips. **'f'** Peer feedback	See resource list for video clips T-chart template (see synthesis (1) activity)	Teacher might use this activity after learners have already looked at a text or done other work on the topic area and therefore have some prior knowledge. When the activity is over and learners have completed their T-charts, the teacher could collect them to see what questions learners still have to inform their planning of further activities. A further activity might be to ask learners to work in groups to produce a poster/leaflet/advertisement to inform others about the situation globally and persuade them to do something to help, for example to donate money. Learners will then have synthesised information and come up with their own action.