

Scheme of Work

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Cambridge O Level
Global Perspectives 2069

For examination from 2025



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Introduction

The aim of this scheme of work is to give teachers ideas for developing the skills of their learners in lessons. Learners will be assessed on these skills in the written examination and coursework components. The topics listed in the syllabus can be explored for any of the three components. The skills can be developed using any of the topics. You can choose what approach to take according to the nature of your institution and the abilities of your learners. What follows is one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are included. Throughout the scheme of work we have included reference to the Sustainability Development Goals (SDGs 1–17), if and where they are relevant and applicable.

Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher. Timings for activities and feedback are left to the judgment of the teacher. The timings of activities will vary according to the skills levels of your learners and how you decide to use the activities. Some activities can be incorporated into longer lessons; others may need more than one lesson and can include independent work outside class time.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours of classroom time. The number of hours may vary depending on local practice and your learners' previous experience of the subject.

You may decide to miss some sections/activities out or carry out the components/activities in a different order. Activities may be adapted for different purposes or to support different areas of the syllabus. Please note that skills are provided at a lower level (**1**) and then at a higher level (**2**) for each component, allowing you the option to teach level 1 skills first for each component, if you choose.

| Component | Skills focus (Level 1) | Skills focus (Level 2) |
|--|---|--|
| Component 1 – Written Exam | <ul style="list-style-type: none"> • Analysis • Communication – Writing • Analysis – Conclusions • Evaluation • Information skills – Synthesis • Empathy | <ul style="list-style-type: none"> • Analysis • Evaluation • Research • Research / Analysis – Decision making • Analysis / Evaluation – Conclusions • Analysis / Communication – Synthesis |
| Component 2 – Independent Project | <ul style="list-style-type: none"> • Reasoning • Questioning • Reflection • Problem solving • Reflection / Creative thinking • Information – Reading • Communication | <ul style="list-style-type: none"> • Information – Research • Reflection – Perspectives • Questioning • Reasoning • Reading • Communication – Writing • Research |

| Component | Skills focus (Level 1) | Skills focus (Level 2) |
|-----------------------------------|--|---|
| Component 3 – Team Project | <ul style="list-style-type: none"> • Collaboration • Goal setting • Planning • Listening • Communication – Speaking • Information – Research • Teamwork • Reflection | <ul style="list-style-type: none"> • Teamwork • Communication – Listening • Communication – Speaking • Problem solving • Decision making • Goal setting |

Resources

Endorsed resources are available on the Published resources tab of the syllabus page on our [public website](#)

Endorsed textbooks have been written to be closely aligned to the syllabus and have been through a detailed quality assurance process. All endorsed textbooks are the ideal resource to be used alongside this scheme of work. Teachers should also refer to both the syllabus and specimen assessment materials.

Suggested resources are listed on the [School Support Hub](#). These have not been through the Cambridge quality process but have been found suitable for use with various parts of the syllabus by teachers. This list includes links providing direct access to internet resources.

School Support Hub

The [School Support Hub](#) is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word. If you are unable to use Microsoft Word you can download Open Office from www.openoffice.org

Websites

This scheme of work and the suggested resources list include website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages were selected when the scheme of work / resource list was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

This scheme of work provides some ideas and suggestions of how to cover the content of the syllabus. The following features help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

| Assessment objectives | Learning objectives | Suggested teaching activities |
|---------------------------------------|--------------------------------------|--|
| AO1 Research, analysis and evaluation | to understand how decisions are made | Give pairs of learners an example of different pairs. |
| AO3 Communication and collaboration | to make a group decision | Learners work in pairs to follow the process for the example you give them. They share their ideas with pair with a different example. Discuss the answers learners had at each step of the decision-making process. Peer feedback on whether process has been followed and how well. (F) |
| | | Extension activity: learners consider the following scenario and reach a decision about the priority: Learners should work as a team, but some independent research might be needed to complete this task. Peer feedback. (F) |
| | | Learners 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?' (I) |
| | | SDGs 7, 11 and 12 |
| Past and specimen papers | | |

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Past papers, specimen papers and mark schemes are available for you to download from the [School Support Hub](#)

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

1. Developing skills for Component 1: Written Exam

| Assessment objectives | Learning objectives | Suggested teaching activities | | | | | | | | | | | | |
|---------------------------------------|--|---|----------------------|--|-------------------|--|---------|--|----------|--|---------|--|----------|--|
| Skills focus: Analysis (1) | | | | | | | | | | | | | | |
| AO1 Research, analysis and evaluation | to identify the author's position and begin to evaluate claims | <p>Give groups of learners a short text that contains the author's position and some claims and a table to complete.</p> <table border="1"> <thead> <tr> <th colspan="2">Evaluating arguments</th> </tr> </thead> <tbody> <tr> <td>Author's position</td> <td></td> </tr> <tr> <td>Claim 1</td> <td></td> </tr> <tr> <td>Evidence</td> <td></td> </tr> <tr> <td>Claim 2</td> <td></td> </tr> <tr> <td>Evidence</td> <td></td> </tr> </tbody> </table> <p>For example, give learners the following text from the 'Education for all' topic:</p> <p><i>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.</i></p> <p>Learners complete the following:</p> <ul style="list-style-type: none"> • 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 using their own words and stating what reasons and evidence are used to support this claim. • Identify a further claim and write what reasons and evidence support this claim. <p>Notes: differentiate the task by giving different levels of text from different global topics.</p> <p>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.</p> <p>Learners discuss in small groups and then swap the text and completed table with another group for</p> | Evaluating arguments | | Author's position | | Claim 1 | | Evidence | | Claim 2 | | Evidence | |
| Evaluating arguments | | | | | | | | | | | | | | |
| Author's position | | | | | | | | | | | | | | |
| Claim 1 | | | | | | | | | | | | | | |
| Evidence | | | | | | | | | | | | | | |
| Claim 2 | | | | | | | | | | | | | | |
| Evidence | | | | | | | | | | | | | | |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>feedback.</p> <p>As a class, discuss how learners identified the author's position, claims and evidence (e.g. structuring of argument in the text, language used).</p> <p>Peer assessment. (F)</p> |
| Skills focus: Communication – Writing (1) | | |
| AO3 Communication and collaboration | to plan to write coherently and logically | <p>Learners discuss in pairs or small groups, whether planning is a useful activity or not. Learners consider what could happen if things were not planned. Give the example of air travel. What would happen if no-one planned flights? Learners think of other systems that are planned and think of the effects of lack of planning. They may be as outlandish as possible.</p> <p>Learners write for five minutes, any ideas that come into their mind about anything they have just discussed. They should write as much and as quickly as possible.</p> <p>Once the five minutes has passed, learners read what they have written to their partner. Their partner gives feedback about whether the piece makes sense, and whether they can follow it easily. Class feedback.</p> <p>Suggest that learners should always plan before they start writing, explaining that this will generally result in a more coherent and focused piece of writing that includes all the necessary and relevant points.</p> <p>Give learners a title to plan a piece of writing for, e.g. 'Should all schools have school uniforms?' or 'Should all cars be electric?' and guide them through the following stages:</p> <ul style="list-style-type: none"> • 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 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 identified, learners expand their plan by identifying what they will say about that piece of information. <p>Notes: learners do not need to actually write anything beyond the plan at this stage. Learners write the piece up for homework or as an extension activity or ask them to exchange plans and try to write using their</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>partner's plan.</p> <p>Peer feedback on plan. (F)</p> |
| Skills focus: Analysis (1) | | |
| AO1 Research, analysis and evaluation | to begin to analyse given information | <p>Give learners a text from one of the global topic areas in the syllabus. Learners work in pairs to discuss answers to the following questions:</p> <ul style="list-style-type: none"> • How recent is the information? • What is the source of the information? • Are there other sources presented to corroborate what we are being told? • What is the purpose of the text? Does it inform, entertain, persuade, describe? • Is the text easy to follow and understand? Why? Why not? • Is the author presenting a point of view? If so, how do they use the information to support their own view? • Does the author present different/opposing viewpoints? • If the text is presenting an argument, is it convincing? Why? Why not? Discussion in pairs and then as a class. <p>Learners work in pairs to discuss the text. They can write their answers to the questions and either peer or self-assess after the class discussion. (F)</p> <p>Extension activity: simplify questions for some learners and provide more complex or challenging questions for others. Present one set of questions and ask different learners to answer different questions and then exchange findings, to make the activity more collaborative and allow learners to learn from each other.</p> |
| Skills focus: Analysis – Conclusions (1) | | |
| AO1 Research, analysis and evaluation | to draw conclusions | <p>Give learners a series of pictures related to one of the global topics, for example, 'Law and criminality'.</p> <p>Learners work in groups to draw conclusions based on what is happening in the pictures. They might draw 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.</p> <p>Help learners 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</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>to better understand the story, just like drawing conclusions about the pictures helped us better understand what was happening in the picture.</p> <p>Peer feedback. (F)</p> <p>Notes: using pictures can be a good way of introducing a new concept and starting to develop a new skill. A series of pictures will get learners discussing what is in them and inferring what they are about so that they are also able to draw conclusions especially after they are given the topic area, which does not need to be given at the start of the activity.</p> <p>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 then decide whether they agree or disagree with the conclusions made.</p> |
| Skills focus: Evaluation (1) | | |
| AO1 Research, analysis and evaluation | to begin to evaluate arguments/data | <p>Give learners a flawed argument and ask them questions about it (these can be on a worksheet or as a class discussion). Example argument:</p> <p><i>Everyone knows that technology is the answer to all our problems. With robots to work for us, we do not have to do difficult and dangerous work.</i></p> <p><i>I would prefer to relax at home and have robots doing all the work while I enjoy my life doing the things I enjoy, like watching Netflix and playing football.</i></p> <p><i>Businesses will make more money and be more successful using robots because they don't cost as much as paying people wages. Also, robots won't make the mistakes that people make, and they don't need to have time off for sickness, pregnancy, or holidays. Robots are much more sustainable for business and manufacturing. That is good for the economy. If businesses make more profits, we will all be wealthier.</i></p> <p>Learners work in pairs to discuss and answer the questions:</p> <ul style="list-style-type: none"> • What is the claim? • What reasons does the author give for the claim? • Does the author provide evidence to support the reasons? • Does the argument make sense? • Is the argument (reasoning) convincing? Why? Why not? <p>Ask learners for their thoughts and discuss the questions about the argument. (F)</p> <p>When you have looked at a flawed argument, show learners another argument that is stronger and compare it</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>with the first argument, for example:</p> <p><i>Developments in science and technology are already affecting patterns of employment throughout the world. Some workers are being replaced by robots and computers, while other jobs are created.</i></p> <p><i>Factories started being automated during the twentieth century. Production lines were introduced in many factories to help skilled workers to work more efficiently. In sectors such as car-manufacturing, new machines and tools were developed for the workers to use. Less time was needed to build a car and the quality improved. This improved the working conditions of the skilled workers in the factory. It also meant that the factory needed fewer workers to complete the work and that more cars could be produced more quickly and efficiently.</i></p> <p><i>Nowadays, automation is even more developed. Production lines use computer-controlled machines and robots to do most of the work. The number of people needed in factories is getting smaller. But these days more people are finding work as computer programmers and in developing and applying digital technologies. There is still plenty of work, but some jobs have changed.</i></p> <p>Learners work in pairs to discuss and answer the same questions as previously. Replace some of the questions, if needed:</p> <ul style="list-style-type: none"> • Does the author give specific evidence to support reasons? • What relevant evidence is there? • What does relevant evidence mean? <p>Next, discuss as a class the merits of this argument in comparison with the previous one.</p> <p>Peer feedback. (F)</p> <p>Notes: arguments should come from global topic areas – those provided are examples; select longer arguments on different topics as alternatives. Amend to weaken or strengthen them. The argument can be on a PowerPoint slide or on a worksheet with the questions.</p> <p>Extension activity: give more probing questions to those learners who need more challenge.</p> <p>SDGs 8 and 9</p> |
| Skills focus: Information skills – Synthesis (1) | | |
| AO1 Research, analysis and evaluation AO3 Communication and | to understand what synthesis is to begin to | Explain to learners what synthesis is. Give some examples. Model the use of a T-chart (if your learners will cope without a demonstration, provide them with instructions and let them get on with the task themselves.) The T-chart for this activity should have two columns, headed |

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| collaboration | synthesise | <p>'thoughts' and 'notes'.</p> <p>Notes: a T-chart is simply a table with two columns that can be used to compare two different aspects such as fact and opinion or in this case thoughts and notes, where learners will write their own thoughts in the thoughts column, prior to reading and then fill in the notes column with relevant details from the text.</p> <p>After modelling use of the T-chart, ask learners to work in groups.</p> <p>Each group is given (or draws) a large T-chart with 'Notes' and 'Thoughts' on it and a text on a global topic. 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 thoughts column first, discussing their own knowledge and thoughts. They 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.</p> <p>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.</p> <p>Summaries are then 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 did not. This identifies that all group members learnt different things from this activity.</p> <p>A variation could be a simpler T Chart with notes and questions as headings, where learners come up with a series of questions about things they are not sure about in the questions column and fill in the answers in the notes column.</p> <p>Peer feedback. (F)</p> <p>Notes: 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.</p> <p>Here is one approach to modelling:</p> <ul style="list-style-type: none"> • 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 your chosen global topic). Tell learners first what you 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 thoughts 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 as a class paraphrase details/facts and ideas and record them in the notes column of the T-chart. |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <ul style="list-style-type: none"> • Check to see if all questions have been answered. • As a class, write a short summary of the information from the T-chart on another PowerPoint slide. |
| Skills focus: Empathy (1) | | |
| <p>AO1 Research, analysis and evaluation</p> <p>AO2 Reflection</p> | <p>to define and understand empathy</p> | <p>Write on the board: 'Empathy: the ability to understand and share the feelings of another person.' Learners discuss how this compares to the word 'sympathy'. What is the difference, if any?</p> <p>Learners 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.</p> <p>Introduce the five skills to develop empathy:</p> <p>Step 1 Watch and listen – What is happening, what is the other person saying, what do they feel, how can you tell and what is their body language? Does what they say match their body language?</p> <p>Step 2 Remember – When did you feel the same way?</p> <p>Step 3 Imagine – Imagine how you might feel in that situation. (Validate the wide range of emotions that come up.)</p> <p>Step 4 Ask – Ask how the person is feeling.</p> <p>Step 5 Show you care – Let them know that you care through your words and actions.</p> <p>Show learners 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 practice developing empathy.</p> <p>In groups, learners analyse and discuss their stimulus.</p> <p>After feedback, learners produce a piece of writing to show 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. (I)</p> <p>Notes: before the activity, create five cards listing the five skills to develop empathy in numerical order or a worksheet with them on.</p> <p>Use A4 cards with the steps for empathy on them or have the steps for empathy on the board or on a worksheet (learners can keep them if they are on a worksheet). Give each group a different stimulus to analyse. Each group shares their stimulus and analysis with another group for feedback.</p> <ol style="list-style-type: none"> 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?' |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>3. Ask the class for examples of what it might feel like, and how they might act.</p> <p>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?'</p> <p>Ask learners how to show someone that you care and list answers on the board. Examples may be: listen with all your attention; spend time with them; stay with them (do not leave); say, 'I'm sorry you're feeling this way'. Encourage them: 'Let us get help', 'How can I help?', 'I'm here for you'.</p> |
| Skills focus: Analysis (2) | | |
| AO1 Research, analysis and evaluation | to recognise and understand bias | <p>Ensure that everyone is clear what bias means.</p> <p>In pairs, learners discuss the reasons people or sources might be biased.</p> <p>Give learners statements to practise analysing for bias. Learners work in pairs and consider the statements in light of the following:</p> <ul style="list-style-type: none"> • 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. <p>Learners find articles from different newspapers about the same issue or give learners articles and they analyse for bias using the bullet points above. Discuss findings in groups.</p> <p>Peer feedback. (F)</p> <p>Notes: spend some time exploring bias, what it means, why it matters and why people are biased. Simple familiar ideas such as parental bias might be a way into the concept.</p> <p>Examples of statements:</p> <ul style="list-style-type: none"> • <i>Technology has got us into this mess and technology will get us out of it.</i> • <i>Statistics show that more students are going into higher education than ever before.</i> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <ul style="list-style-type: none"> <i>In the last decade, the popularity of reality TV has coincided with the fall in intelligence of the population.</i> <p>Explain to learners that they should not believe everything they read as newspapers tend to be biased.</p> <p>Consider what other things are biased and ask for feedback from learners.</p> <p>Use a similar approach to explore other possible flaws.</p> |
| Skills focus: Analysis / Evaluation (2) | | |
| AO1 Research, analysis and evaluation | to evaluate claims and give evidence | <p>Learners work in small groups to discuss and answer the following questions:</p> <ol style="list-style-type: none"> How do we gather information about the world around us? What do observations and experimentation provide us with? (data) What can we do with data? (draw conclusions/make predictions) What is a claim? (a statement of something as a fact) <p>Discuss answers. Include some claims that are inaccurate. For example, here are some claims about Sustainability:</p> <ul style="list-style-type: none"> If everyone on earth ate like the average American, there would not be enough water in the world to sustain the global population. 70% of the world is covered by water, yet only 2.5% of it is fresh and only 1% of it is easily accessible for human use. The United States, Russia and Japan are the world's top polluters. Mpumalanga province in South Africa has the highest levels of air pollution in the world. 15% of global electricity is used in lighting. Switching to LEDs would use 90% less energy. Changing our diet could reduce agricultural emissions by 70% with a vegan diet and 63% with a vegetarian diet. Germany has the best recycling rate in the world. Recycled paper produces about 90% fewer total emissions than conventional paper. Recycling one ton of paper saves 17 trees. <p>Learners identify which claims they think are the most believable and which might not be accurate. They can</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>rank their top three most believable claims. Elicit why they think these are more believable (seen in the news, heard from friends, etc.) Each group can research one or two of the claims to establish whether they are actually true and accurate (what evidence there is). Give a time limit for this and ask groups to report back their findings to the whole class.</p> <p>Give the class the following options for why people believe claims and see which option is the most popular:</p> <ul style="list-style-type: none"> • it sounds believable • they trust the source • they hear the claim made from various sources • the claim is supported by experimental data (evidence). <p>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 the website or print off the data.</p> <p>Peer feedback as learners are finding data to make claims. (F)</p> <p>Learners identify that we get information from first-hand experiences, what people tell us, what we read, observation and experimentation.</p> <p>SDGs 1, 2, 3, 6, 7, 8, 9, 11 and 12</p> |
| Skills focus: Research / Analysis (2) | | |
| <p>AO1 Research, analysis and evaluation</p> <p>AO2 Reflection</p> <p>AO3 Communication and collaboration</p> | <p>to understand and express empathy</p> | <p>Learners work in pairs. In each pair, one learner plays the role of a talk-show host, the other plays the role of the guest on the show.</p> <p>Give possible scenarios for pairs:</p> <ul style="list-style-type: none"> • 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, but people laughed when they saw them. • You thought your best friend would invite you to their party, but they didn't. <p>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 learners switch roles and take up a new scenario. The</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>process is repeated: the new roles and topic are used within a one to two-minute time frame.</p> <p>Interview example</p> <p>Scenario: a student does not do well on a test.</p> <p>Host: How do you feel about your grade on the test? Guest: I am disappointed and mad at myself.</p> <p>Host: What grade did you hope to receive? Guest: At least a C.</p> <p>Host: How does it feel when you're mad? What happens inside you?</p> <p>Guest: I get tense and angry. Right now, I can't think about anything but that test.</p> <p>Host: Have you felt this way before?</p> <p>Guest: Yes – every time I get a bad grade.</p> <p>Host: What do you say to yourself or think about yourself?</p> <p>After both learners 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.</p> <p>Extension activity: show/play an interview with someone that is being discriminated against because of their race/gender (Social identity and inclusion / Poverty and inequality) Learners to listen out for whether the interviewer is empathetic to the person being interviewed and to give examples of what they say. Discuss findings as a class. Learners work in pairs to discuss how they might be more empathetic to the situation in the interview.</p> <p>Peer feedback. (F)</p> <p>Notes: give guidance and model a role play with another learner: The host is practising empathy by imagining himself or herself in the specific situation and trying to identify what it would feel like.</p> <p>The host should not give advice but should try to ask questions to explore the guest's feelings.</p> <p>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.</p> <p>When learners have role played empathy, 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.</p> |
| Skills focus: Research / Analysis – Decision making (2) | | |
| AO1 Research, analysis | to understand how | Give pairs of learners an example of decision making relevant to their own lives. Give different examples to |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| <p>and evaluation</p> <p>AO3 Communication and collaboration</p> | <p>decisions are made to make a group decision</p> | <p>different pairs.</p> <p>Learners follow this process:</p> <ul style="list-style-type: none"> • 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. • 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 and understand the reasons you decided on that option. <p>Learners work in pairs to follow the process for the example given. They share their ideas with another pair with a different example.</p> <p>Discuss the answers learners had at each step of the decision-making process.</p> <p>Peer feedback on whether the process has been followed and how well. (F)</p> <p>Extension activity: learners consider the following scenario and reach a decision about the priority:</p> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>business (factories, offices, etc.)</i> • <i>domestic (household appliances, lighting, etc.)</i> • <i>services (hospitals, schools, etc.)</i> • <i>transport (cars, trains, etc.)</i> • <i>State the highest and lowest priorities and give supported reasons for decisions.</i> <p>Learners work as a team, but some independent research might be needed to complete this task well.</p> <p>Peer feedback. (F)</p> <p>Decision-making examples relevant to learners (around four in total).</p> <p>For example:</p> <p><i>My friend is very ill in hospital, and I can only visit at weekends. Should I visit my friend in hospital this</i></p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p><i>weekend or go on the school trip?</i></p> <p><i>I haven't got enough time to go to the cinema with my friend and do all my homework. If I don't go, my friend can't go alone. Should I go to the cinema and do some of my homework, or stay home and do all of it?</i></p> <p>Learners 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?'</p> <p>SDGs 7, 11 and 12</p> |
| Skills focus: Analysis / Evaluation – Conclusions (2) | | |
| <p>AO1 Research, analysis and evaluation</p> <p>AO3 Communication and collaboration</p> | to draw conclusions | <p>Tell the class that you will be describing someone's bag and its contents. Read out the description or use a range of pictures of bags and their contents to make the activity clearer at first.</p> <p>Examples of bags:</p> <ul style="list-style-type: none"> • a tiny pink purse lined with sequins and feathers with a tube of lipstick and mirror in it. • a bulky gym bag with a sweatband and a set of hand weights • a rucksack filled with library books about global warming. <p>Explain that it will be their job to draw conclusions about the person based on what is in the person's bag. Give several examples. Learners note their answers and evidence they used and share conclusions and reasoning as a class.</p> <p>In groups, learners come up with their own descriptions of bags. Learners share descriptions with other groups and see whether groups have the same conclusions.</p> <p>Class discussion about 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.</p> <p>Divide the class into groups. Each group has a card with an emotion on it. Groups come up with 'hints' that would describe a person who is feeling that emotion, e.g. the group that has the emotion 'angry' might list 'red-faced' and 'fists clenched'. Groups share hints to see whether they can draw conclusions about how the person feels based on the given hints.</p> <p>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. Groups present to the class, highlighting where their conclusions agree or disagree with the original group which studied the text. They discuss why this might be.</p> <p>Peer assessment. (F)</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>Notes: before teaching, prepare:</p> <ul style="list-style-type: none"> • Index cards with emotions written on them (one set per group). • Short texts about global issues (from which to draw conclusions). <p>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.</p> |
| Skills focus: Evaluation (2) | | |
| AO1 Research, analysis and evaluation | <p>to analyse and present data in different forms</p> <p>to analyse data presented in different forms</p> | <p>Discuss the different types of representation of data and their uses.</p> <p>Provide a few exemplar questions that could be asked to elicit information graphs or charts. Work through an example as a class.</p> <p>Give learners some data (source some sets of data and some graphs and charts; these should relate to one of the global topics) and ask them to present it 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.</p> <p>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.</p> <p>Peer feedback. (F)</p> <p>Extension activity: data can be used from primary research already conducted by learners.</p> <p>Depending on your learners distribute different charts or graphs and different sets of information to different pairs. Select smaller samples and simpler graphs for those who need it and more complex material for those who already have skills in this area.</p> |
| Skills focus: Analysis / Communication – Synthesis (2) | | |
| AO1 Research, analysis and evaluation AO3 Communication and collaboration | to synthesise information for a purpose | <p>Choose one of the global topics and select some short video clips about the topic, for example: ‘Social identity and inclusion’.</p> <p>Before watching the clips, learners complete the ‘thinking’ part of their T-chart about what they already know about the topic 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’</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>part of their T-chart.</p> <p>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.</p> <p>As a follow-up activity, learners research any remaining questions or any new questions they have after watching the video clips.</p> <p>Peer feedback. (F)</p> <p>Notes: use this activity after learners have looked at a text or done other work on the topic area.</p> <p>When learners have completed their T-charts, see what questions learners still have to inform their planning of further activities.</p> <p>Learners produce a poster / leaflet / advert to inform others about the situation and persuade them to do something to help, e.g. donate money.</p> |
| Past and specimen papers | | |
| Past/specimen papers and mark schemes are available to download from the School Support Hub (F) | | |

2. Developing skills for Component 2: Individual Project

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| Skills focus: Reasoning (1) | | |
| AO1 Research, analysis and evaluation AO2 Reflection | to begin to justify ideas | <p>Give learners a worksheet with statements connected to one of the global topics from the syllabus for the Individual Report. These could include informative statements and statements of opinion about the topic.</p> <p>Learners decide the order of importance in pairs. They justify their choice of the most important statement to the rest of the class.</p> <p>The class identifies the statement with the most convincing justification.</p> <p>Learners write whether they agree with the class decision and why, or why not. (I)</p> <p>Learners share this with their partner who decides whether their reasoning is convincing.</p> <p>Peer feedback justifying the statements. (F)</p> <p>Notes: use a resource list to make statements for the worksheet, e.g. from the universal declaration of human rights: www.un.org/en/about-us/universal-declaration-of-human-rights</p> <p>Extension activity: for mixed ability levels, prepare more than one list with the level of demand varying – give simpler informative statements to one set of learners and more complex statements of opinion to the others.</p> |
| Skills focus: Questioning (1) | | |
| AO1 Research, analysis and evaluation | to formulate questions to gain specific information | <p>Explain to learners that an expert is outside the classroom. This should be an expert connected to one of the syllabus topic areas. The expert has a busy schedule so only has 10 minutes to answer questions.</p> <p>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. Collect the questions on the board and learners decide which questions would give them the best opportunity for gathering information.</p> <p>When the expert is in the room, learners ask their questions and note down the answers.</p> <p>When the expert has left, discuss which questions elicited the most information and which elicited the most relevant information and the difference between the two.</p> <p>Observe learners formulating questions. (F)</p> <p>Either take the role of the expert or invite an expert to the class, e.g. a local businessman.</p> |

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| | | <p>Extension activity: later in the course flip the activity so that one or two of your learners do the research and act as experts.</p> |
| Skills focus: Reflection (1) | | |
| <p>AO1 Research, analysis and evaluation AO2 Reflection</p> | <p>to understand different perspectives on the same thing</p> | <p>Write a word on the board, e.g. OCEAN. Learners close their eyes and imagine – see it, hear it, smell it, feel it.</p> <p>Learners write down/draw the words and phrases/images to express their senses. (I)</p> <p>Learners share in their groups, compare what they came up with and discuss why they think they have different images.</p> <p>Show a suitable video to highlight another perspective.</p> <p>Learners think of other related words/phrases and share them with their partner. Their partner writes/draws what the word/phrase means to them and partners compare their images to highlight different perspectives on the same thing.</p> <p>Peer feedback. (F)</p> <p>Words/phrases can come from any of the list of topics in the syllabus: arts in society, values and beliefs, development, trade and aid, transport, travel and tourism, health and wellbeing, etc.</p> <p>If needed this activity can be differentiated, some learners can be given word and image cards to help them formulate their thoughts.</p> |
| <p>AO2 Reflection</p> | <p>to begin to reflect on own learning and perspective(s)</p> | <p>Learners research different viewpoints about values and beliefs. They can research viewpoints about their own religion, if they have one, or a different religion, e.g. Buddhism, Sikhism, Catholicism. (I)</p> <p>Learners make notes on the beliefs of this religion according to the viewpoints they find. They then summarise what the beliefs are according to the viewpoints.</p> <p>Learners think about these viewpoints and their own and decide whether their own viewpoint has changed and if so: how and why. (I)</p> <p>Learners also consider which medium of information they found most convincing (text they read, viewed, or listened to). (I)</p> <p>Learners could keep a journal throughout the course to note their learning and development of skills.</p> <p>Learners make notes in their journals, referencing the sources they used in case they want to refer to them later for an Individual Report. (I)</p> |

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| | | <p>They then discuss in pairs the sources they found and which they thought was the best and why.</p> <p>Peer feedback discussions on perspectives, sources, etc. (F)</p> <p>Notes: encourage learners to look for different sources and viewpoints. The aim is that learners consider whether their viewpoint has changed as a result of what they have read and why.</p> <p>Learners could keep a journal of 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.</p> <p>This activity can be completed with any topic, reflecting on their own perspectives and how they have changed using evidence from research for the Individual Report.</p> |
| Skills focus: Problem solving (1) | | |
| <p>AO1 Research, analysis and evaluation</p> <p>AO2 Reflection</p> | <p>to begin to use problem-solving strategies</p> | <p>Problem scenarios: These can come from the global topics, for example:</p> <p><i>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.</i></p> <p>Present learners with a problem, or problems and ask them for ideas about how they would go about solving them.</p> <p>Then give learners basic problem-solving strategies as follows:</p> <ul style="list-style-type: none"> • 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). <p>Give learners some problems and ask them to use the strategies above to try to solve them. (I)</p> |

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| | | <p>Discuss how learners applied the strategies, and how useful these strategies were. Learners share their ideas and give feedback in pairs. (F)</p> <p>Notes: select a range of different scenarios so that different groups are considering different problems.</p> <p>Ensure that you have elicited some strategies for problem-solving from the class before they start work.</p> |
| Skills focus: Reflection / Creative thinking (1) | | |
| <p>AO1 Research, analysis and evaluation</p> <p>AO2 Reflection</p> | <p>to develop ideas for consequences and solutions</p> | <p>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:</p> <ol style="list-style-type: none"> 1. What might the world be like? 2. What problems could we have? 3. How will we solve these problems? <p>Learners work in pairs to answer the three questions for this statement, then share the answers as a class.</p> <p>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.</p> <p>The class decide on the best creative ideas as they listen to each other.</p> <p>Learners choose one of the topics from the list in the syllabus and come up with a 'What if' statement and answers to the three questions. (I)</p> <p>Learners share their 'What if' statement and answers in pairs and give each other feedback on whether the responses are logical given the statement.</p> <p>The 'What If' activity encourages prediction, speculation, creativity and the asking of open questions. Encourage learners to use topics from the list in the syllabus.</p> <p>Examples of 'What If' statements:</p> <ul style="list-style-type: none"> • 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? |

| Assessment objectives. | Learning objectives | Suggested teaching activities |
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| | | <ul style="list-style-type: none"> • 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? <p>Another way of focusing discussion after a 'What if' statement is to use a 'What If' star:</p> <ul style="list-style-type: none"> • Choose five topic areas (these should come from the topics listed in the syllabus). • 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. • Learners write 'What if' in the middle of the star. • Learners write notes about the questions they would ask and the solutions they can think of, for each topic. • As a group, learners discuss their ideas for questions and answers and write on the star, the ones they think best. <p>Peer feedback about the quality of the 'What if' statement and the answers to the three questions. (F)</p> |
| Skills focus: Information – Reading (1) | | |
| AO1 Research, analysis and evaluation | to use some reading strategies | <p>Divide learners into groups and give each group part of a text. Texts can come from any of the global topics in the syllabus.</p> <p>Learners read their group's text part. (I)</p> <p>Learners work as a group to become 'experts' on their text part by identifying:</p> <ul style="list-style-type: none"> • the theme or main idea of the text • any issues • the cause(s) of issues • any consequences • the perspectives/viewpoints held within the text. <p>Rearrange learners into groups of five, so that each group contains one 'expert' from each of the groups. 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.</p> <p>Class discussion on how useful they found the five points for directing how they read, and gathered information from, the text.</p> |

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| | | <p>Self-assessment. (F)</p> <p>Extension activity: 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.</p> <p>Self-assessment against success criteria defined by class checking that the five points have been covered in the 100-word summary. (F)</p> |
| Skills focus: Communication (1) | | |
| <p>AO1 Research, analysis and evaluation</p> <p>AO3 Communication and collaboration</p> | to summarise a short text | <p>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:</p> <ol style="list-style-type: none"> 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. <p>When learners have self-assessed against the checklist (below), they swap their text and summary with a partner for peer assessment.</p> <p>Self-assessment using a checklist of the five points:</p> <ol style="list-style-type: none"> 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? (F) <p>Notes: 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.</p> |
| Skills focus: Information – Research (2) | | |
| AO1 Research, analysis and evaluation | to work independently to | Give learners four minutes to identify the benefits of research. Learners brainstorm in small groups and discuss the ideas they come up with as a class. |

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| | select and present information. (for a mini-IR) | <p>Use the following with any of the global topics, as a starting point for researching and presenting information:</p> <ol style="list-style-type: none"> 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? Locating the information: Where do I go to find the information? Who can help me? Selecting appropriate resources: Is this information useful? What do I keep? What do I leave out? How trustworthy are the sources? 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? 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? 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? <p>Guide learners once they have planned their Individual Report.</p> <p>Learners research any topic of interest and write up their findings outside class time. (I)</p> <p>Self-assessment. (F)</p> <p>A practice mini-Individual Report including just one perspective is a good starting point. The task could be limited to 500 words. Suggested questions might be:</p> <ul style="list-style-type: none"> • Is freedom of speech necessary? • Is sustainable living important? • Has the internet changed society? <p>Learners use the guidelines above to self-assess their work.</p> <p>SDGs 9, 11 and 12</p> |
| Skills focus: Reflection – Perspectives (2) | | |
| AO2 Reflection | to identify how personal perspectives can change | <p>Share with learners that the point of understanding others' perspectives is to come up with the best answer to a particular question or problem.</p> <p>Divide learners into groups of five. Give each group a topic card and five or six cut up 'Perception' cards which have words on them to do with the topic – cards with words connected to the chosen topic on them</p> |

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| | | <p>(five or six per group).</p> <p>Groups choose three of the words to define. For example, 'Inclusion' could be the topic word.</p> <p>Each learner writes their definition of the word. When they have finished, individual learners say what they have written.</p> <p>Learners ask each other questions to clarify their understanding of the definitions.</p> <p>Learners do the same with the next word. Each round takes about 10 minutes.</p> <p>At the end of the activity, ask learners whether they have individual thoughts about the words changed after they had been discussed and draw attention to different perspectives if this has not emerged naturally from the discussions.</p> <p>Peer feedback on their understanding of what it means to have different perspectives on an issue. (F)</p> <p>Extension activity: give each group a different topic card. Those needing more support have perception cards. Other learners can be challenged to produce their own perception cards.</p> |
| Skills focus: Questioning (2) | | |
| AO1 Research, analysis and evaluation | to formulate effective questions | <p>Give pairs of learners 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.</p> <p>Ask for a volunteer to sit on a chair at the front of the class (the 'hot seat'). Learners take turns to ask questions. Encourage different types of question (what, when, where, who, how, why).</p> <p>Discuss in pairs or groups which questions were easy to answer/easy to understand.</p> <p>Learners think about which questions caused difficulties and come up with some reasons why that might be.</p> <p>As a follow-up activity, learners summarise the text.</p> <p>Peer feedback to identify answers to the questions (what, when, where etc.) in the summary. (F)</p> <p>Extension activity: use the flipped classroom approach and select some learners to research a topic and prepare to be experts in the lesson. Experts say which questions are difficult for them to answer and why.</p> |
| Skills focus: Reasoning (2) | | |
| AO1 Research, analysis and evaluation | to identify issues and justify choices | <p>Ask learners: 'If you could choose one thing that costs money and make it free for everyone, what would you choose and why?'</p> <p>Give learners a list of things that could be free using the global topics in the syllabus, e.g. food, education,</p> |

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| | | <p>media, healthcare, sports, transport, accommodation, computer.</p> <p>Learners first work on their own to make their choice and justify it using sound reasoning (logical argument, facts, examples). (I)</p> <p>Learners then share their choice and reasoning in pairs, choose one and discuss and improve their argument.</p> <p>Learners 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.</p> <p>Each group presents while the rest of the class makes notes. After all presentations, the class decides which argument was the most convincing and why.</p> <p>Learners summarise whether they agree with the class choice and share their summary with a partner for comment. (I)</p> <p>Peer feedback on use of reasoning and argument in presentations. (F)</p> |
| Skills focus: Reading (2) | | |
| AO1 Research, analysis and evaluation | to use some reading strategies | <p>Give learners the title of a text from one of the global topics from the syllabus. Learners work in pairs to predict the content.</p> <p>Give learners the full text and ask them to highlight what X content predictions were correct and which they did not predict.</p> <p>Learners discuss why their predictions might have differed from what actually appeared in the text.</p> <p>Provide learners with guidance about how to read for specific information and for thorough understanding (see notes). Learners find and list the following:</p> <ul style="list-style-type: none"> • 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. |

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| | | <p>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.</p> <p>Peer feedback on whether the pictorial representation represents the text. (F)</p> <p>Notes: when reading for specific information, learners should ask themselves:</p> <ul style="list-style-type: none"> • Have I obtained the information I was looking for? <p>Differentiate the texts provided and possibly the challenge of the task – different learners may identify different aspects.</p> <p>When reading for thorough understanding (intensive reading), learners need to ask themselves:</p> <ul style="list-style-type: none"> • Do I understand each main idea and how the author supports it? • Does what I am reading agree with my predictions and, if not, how does it differ? <p>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.</p> |
| Skills focus: Communication – Writing (2) | | |
| AO3 Communication and collaboration | to edit written work | <p>Using a piece of written work already completed, guide 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 their work, therefore all feedback needs to be constructive.</p> <p>Step 1: Compliments</p> <p>Begin by telling the writer what you think they did well, using phrases such as:</p> <ul style="list-style-type: none"> • You have used a lot of good details, especially... • The use of the word ... was particularly effective because... • You really engage the reader because... <p>Step 2: Suggestions</p> <p>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.</p> <p>Remember, stay positive and be specific.</p> |

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| | | <p>Step 3: Corrections</p> <p>‘Corrections’ means checking your partner’s writing for spelling errors, grammar errors, missing punctuation, incomplete sentences, etc.</p> <p>Peer editing of each other’s written work. (F)</p> <p>Notes: 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 and precision during communication.</p> <p>In addition, learners are encouraged to demonstrate sincere interest in their partner and their work, which in turn will develop their own confidence.</p> | | | | | | | | | | | | |
| Skills focus: Research (2) | | | | | | | | | | | | | | |
| AO1 Research, analysis and evaluation | to organise information and make notes | <p>Introduce learners to the research topic. Learners might complete a Know/Want/Learnt (KWL) chart:</p> <table border="1" data-bbox="786 711 1715 970"> <thead> <tr> <th data-bbox="786 711 1093 775">K</th> <th data-bbox="1093 711 1404 775">W</th> <th data-bbox="1404 711 1715 775">L</th> </tr> </thead> <tbody> <tr> <td data-bbox="786 775 1093 839">What I know</td> <td data-bbox="1093 775 1404 839">What I want to know</td> <td data-bbox="1404 775 1715 839">What I have learnt</td> </tr> <tr> <td data-bbox="786 839 1093 903"></td> <td data-bbox="1093 839 1404 903"></td> <td data-bbox="1404 839 1715 903"></td> </tr> <tr> <td data-bbox="786 903 1093 967"></td> <td data-bbox="1093 903 1404 967"></td> <td data-bbox="1404 903 1715 967"></td> </tr> </tbody> </table> <p>Learners brainstorm information they already Know about, e.g. ‘Values and beliefs’ and list it in the K column. Brainstorm a list of questions learners Want to know about values and beliefs 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:</p> <ul data-bbox="831 1129 1697 1401" style="list-style-type: none"> • Do different values and belief systems exist in all countries? • Do people with different values/beliefs behave differently and how? • Are there core values and beliefs in your country? • Why do different values and beliefs exist? • Do people with different values and beliefs dress differently and why? • Why are values and beliefs important? | K | W | L | What I know | What I want to know | What I have learnt | | | | | | |
| K | W | L | | | | | | | | | | | | |
| What I know | What I want to know | What I have learnt | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
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| Assessment objectives. | Learning objectives | Suggested teaching activities | | | | | | | | |
|------------------------|---------------------|---|-------------------|------------------|----|--|----|--|----|--|
| | | <ul style="list-style-type: none"> • Should we accept and respect others' values and beliefs and why? • What can be done to protect different values and beliefs? <p>Learners select from their brainstormed list the three questions they are most interested in learning about or 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.</p> <p>Learners use an editable note-taking template and a word processing program. A note-taking template helps learners collect and organise information related to a research topic.</p> <table border="1" data-bbox="786 515 1404 774"> <thead> <tr> <th data-bbox="795 521 1095 579">Research question</th> <th data-bbox="1104 521 1395 579">Research sources</th> </tr> </thead> <tbody> <tr> <td data-bbox="795 585 1095 643">1.</td> <td data-bbox="1104 585 1395 643"></td> </tr> <tr> <td data-bbox="795 649 1095 707">2.</td> <td data-bbox="1104 649 1395 707"></td> </tr> <tr> <td data-bbox="795 713 1095 770">3.</td> <td data-bbox="1104 713 1395 770"></td> </tr> </tbody> </table> <p>Learners then type the three questions into the 'Research question' field on the note-taking template.</p> <p>Learners use the library or internet resources 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 column in the note-taking template.</p> <p>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'. When completing the graphic organiser encourage learners to write <i>notes</i> (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 <i>and</i> be more likely to write in their own words.</p> <p>Self-assessment. (F)</p> <p>Notes: for the purpose of this activity the topic 'Values and beliefs' is used, but any global topic can be used.</p> | Research question | Research sources | 1. | | 2. | | 3. | |
| Research question | Research sources | | | | | | | | | |
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |

3. Developing skills for Component 3: Team Project

| Assessment objectives | Learning objectives | Suggested teaching activities |
|--|---|---|
| Skills focus: Collaboration (1) | | |
| AO3 Communication and collaboration | to co-operate to develop a large numbers of ideas | <p>Present learners with a simple item such as a paperclip, paper or plastic cup, piece of paper etc.</p> <p>Give learners a couple of minutes to write down as many ideas as possible about how the item could be used – they should think of a range of uses, not including the original use it was designed for.</p> <p>When the minute is up learners read out their ideas to the class. Each learner reads one idea in turn, one by one, going around and around the class until all ideas have been read out.</p> <p>While learners are reading out their ideas keep a tally, or ask one of the learners to do so. At the end, count out the uses that were most frequently suggested. Take a class vote on whether those most frequent choices were the most innovative ideas. Give time for discussion.</p> <p>This activity could be used each time the class meets.</p> <p>Collaborative creative idea generation can also be improved through practice.</p> |
| Skills focus: Goal setting (1) | | |
| AO3 Communication and collaboration | to begin to set achievable goals | <p>Learners think about a project or process they want to complete, or something they want to achieve. It could be personal, general, or related to a global topic from the syllabus.</p> <p>Learners write their aim as a heading, then write down what they think would be the short-term goals that will help them achieve the long-term goal.</p> <p>A good way to help learners visualise this is to ask them to draw a stairway (or ladder) 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.</p> <p>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.</p> <p>Ask learners: 'Why is it helpful to think of the steps or short-term goals on the way to achieving an aim?'</p> <p>Lead a discussion around why achieving a long-term goal requires the learner to determine and achieve short-term goals and that breaking down a project or process into steps = short-term goals and helps learners to plan and manage their project effectively.</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| Skills focus: Planning (1) | | |
| AO3 Communication and collaboration | to plan simple guided teamwork | <p>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.</p> <p>After fifteen minutes, review the structures. Discuss:</p> <ul style="list-style-type: none"> • which group/s planned out their structure • which group/s ran out of time • what was learnt • what could be done differently next time. <p>Give learners a scenario (see Notes). Give different themes/topics to different teams. Learners work as a team to work out a plan of what they need to do to carry out the task.</p> <p>Each team shares its planning with another team for feedback about any missing steps. (F)</p> <p>Notes: give each team a different scenario to differentiate this task, or the same task for all the teams.</p> <p>Example scenarios:</p> <ul style="list-style-type: none"> • You have been asked to raise money for a local charity. Plan as a team. • Show a poster on a theme such as healthy eating, explaining that team used this to spread awareness about healthy eating. Learners plan how their team could create such a poster and how they could use it to spread awareness. <p>SDGs 1, 2 and 3</p> |
| Skills focus: Listening (1) | | |
| AO3 Communication and collaboration | to listen actively to work collaboratively | <p>Introduce the importance of listening for collaboration. Outline a range of listening strategies (see Notes).</p> <p>Learners work in groups of three, swapping roles in the different exercises.</p> <ol style="list-style-type: none"> 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 listening. 2. Two learners talk simultaneously for one minute and the third learner observes. 3. Discuss: How did the people talking feel during the activity? As a class, discuss how might the |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>experience of listening in 1) and 2) be improved?</p> <p>4. 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.</p> <p>Lead a class discussion around how the listener shows that they were listening:</p> <ul style="list-style-type: none"> • How did the speaker feel during the activity? • What do you think are the most effective strategies for listening? <p>Discussion about how learners felt, how the listening experience could be improved. (F)</p> <p>Point out that effective collaboration can only take place if learners listen to each other.</p> <p>Notes: strategies to show listening include:</p> <ul style="list-style-type: none"> • look at the person, and stop doing any other things that you are doing • listen to the content as well as the words • 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. |
| Skills focus: Communication – Speaking (1) | | |
| AO3 Communication and collaboration | to communicate orally to give an opinion, ask a question, etc. | <p>Ask a question or make a statement to the class. (Ask one or two more confident learners to do this)</p> <p>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. (I)</p> <p>Notes: to provide additional structure agree rules in advance, for example:</p> <ul style="list-style-type: none"> • every learner must contribute • learners can give a maximum of two contributions. <p>Half-way through the activity, discuss as a class which contributions were most effective, e.g. speaking</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>clearly, keeping to the point, following a logical argument. Learners then see if they can improve the way they make their contributions.</p> <p>Observe learners as they stand up and communicate. (F)</p> <p>Notes: make up statements/questions from the global topic areas or ask learners to do so in pairs before the activity.</p> <p>Extension activity: learners 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.</p> <p>Give success criteria for the presentation.</p> <p>Pair feedback on the highlights of the presentation and how they might improve their presentation. (F)</p> |
| Skills focus: Information – Research (1) | | |
| AO1 Research, analysis and evaluation | to begin to conduct research | <p>Learners conduct research into the most popular foods at their school – they find out which foods are liked best by learners in the school, using a quantitative questionnaire (paper or online, e.g. Google Forms). They compile the results and find the ‘top ten’.</p> <p>Learners carry out some qualitative research, e.g. interviews or focus groups with a range of learners – spanning gender and age – on what their feelings are about the quality/nutritional value/health of their favourite foods.</p> <p>In pairs learners discuss who likes a particular food and who does not.</p> <p>Learners look for national data on food consumption. They carry out research, asking 40 people, e.g. learners, neighbours and family, whether they eat/like the most popular foods indicated by the national data.</p> <p>Decide how you would like learners to present their findings: in writing, in a poster, verbally to the class or to a small group. Learners then present their results.</p> <p>The example given here is for food, but the area for research could come from any global topic: arts, politics, culture, languages, jobs, technological gadgets, etc.</p> <p>Notes: provide learners with guidance in the form of questions about their findings.</p> |
| Skills focus: Teamwork (1) | | |
| AO3 Communication and collaboration | to begin to collaborate as a team | <p>Learners work in groups. Present them with a challenge scenario on a worksheet:</p> <p>Set a time frame depending on the complexity of the task and circulate to encourage learners and assess how learners are working together as a team. Encourage groups to give each member of the team a chance</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>to speak, to listen to each other's views and to consider everyone's views carefully. They should note down at least one thought from each member of the team. Remind them that they need to all agree on the decisions made.</p> <p>When they have agreed how they will work as a team, learners carry out the task. Learners judge how well the team collaborated and whether they really included everyone in the decisions and the work.</p> <p>Hold a gallery walk or get each team to present what they did and their evidence of everyone's involvement.</p> <p>Hold a class discussion after the teamwork activity to reflect on what they have learnt about teamwork. The following questions will prompt discussion:</p> <ul style="list-style-type: none"> • 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? <p>Peer assessment. (F)</p> <p>The challenge could be based on the planning activity they did earlier, or an awareness-raising activity for any of the global topics, or a puzzle or a problem. They should have a finished product, or an answer to the puzzle or problem at the end and it must be complex enough to take time to do as a group.</p> <p>Either present the groups with their challenges or put the challenges on cards and ask them to choose one.</p> <p>Possible challenges could be:</p> <ul style="list-style-type: none"> • to raise awareness about bullying • to raise awareness about inclusion • to persuade people to recycle. <p>This is a good activity to get learners to start to think about working collaboratively as a team. Observe the dynamics within the teams and consider these when organising teams for the Team Project.</p> <p>When reflecting at the end of the activity, it is important to keep the focus on the process of working as a team and collaborating rather than the content of the activity itself.</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | SDGs 5, 10 and 13 |
| Skills focus: Reflection (1) | | |
| AO2 Reflection AO3 Communication and collaboration | to reflect on pros and cons of teamwork and suggest improvements. Includes work on Collaboration, research and communication. | <p>Download and display a poster of the Sustainable Development Goals (SDG) in your classroom, or on a screen, as an introduction to the range of goals. A downloadable poster is available here: www.un.org/sustainabledevelopment/news/communications-material</p> <p>Learners work in small groups and choose an issue from the global topics that has relevance to their local area. They decide on an aim for a team project, e.g. to promote equality in the distribution and use of water. Each member of the team should keep their own record – this could be in the form of a journal.</p> <p>Learners decide together what each member of the team is going to research. One member might look in depth at some websites, e.g. Water Aid, 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 learner 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.</p> <p>When the research has been conducted, the team meet to produce an Explanation of Research and Planning and to decide on their course of action and their Evidence of action e.g. a cartoon with captions depicting different cultural perspectives on the use of water or photographs of an event.</p> <p>When their Team Element is complete, each learner refers to their journal to complete a short version of the Reflective Paper. They should use their notes to write around 500 words.</p> <p>Learners should concentrate on evaluating the pros and cons of teamwork, explaining what went well and not so well and suggesting improvements for next time. (I)</p> <p>When the Reflective Paper is complete, learners peer-assess according to the headings in the assessment criteria to see if they have included everything and to discuss what else they would have to include in a full Reflective Paper. Ensure that learners understand that their future full Team Project will include all the possible headings. (F)</p> <p>Any of the global topics can be used, but as this is a mini-Team Project, it might be useful to limit the choice to a few topics from the syllabus.</p> <p>Notes: this series of activities will take several sessions, divide time according to your own professional judgement. Encourage learners to keep notes in their journal. Headings could be:</p> <p>Action</p> <ul style="list-style-type: none"> • How successful the action was? |

| Assessment objectives | Learning objectives | Suggested teaching activities |
|--|---|---|
| | | <p>Teamwork</p> <ul style="list-style-type: none"> • How successfully I worked with my team. • Benefits and challenges of teamwork. • How the teamwork could be improved. <p>My Learning</p> <ul style="list-style-type: none"> • What I learnt from research. • What I learnt about my own skills. • How I could improve. <p>My Research</p> <ul style="list-style-type: none"> • What I found out. <p>SDGs 1–17</p> |
| Skills focus: Teamwork (2) | | |
| AO3 Communication and collaboration | to recognise that different team members have different strengths | <p>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 bring to their team.</p> <p>Each member of the team writes these strengths and attributes down on a piece of paper.</p> <p>After their team discussion, give each team one large sheet of paper, writing paper, markers, and a pen.</p> <p>The teams then make the ‘ultimate team member’ by combining all team members’ strengths and positive attributes into one imaginary person. They give this ‘person’ a name, draw a picture of them and label their different strengths.</p> <p>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 class and reads the accompanying story.</p> <p>Peer feedback. (F)</p> <p>This activity helps learners accept any weaknesses from individual team members. Learners will understand that, as a team, they have more strengths and positive attributes than they have as individuals.</p> |
| Skills focus: Communication – Listening (2) | | |
| AO3 Communication and | to listen for | Give learners general information about the interview they will listen to, e.g. a news reporter interviews the |

| Assessment objectives | Learning objectives | Suggested teaching activities | | | | | | | | |
|---|--|--|------------|-------|----------|------------|--|--|--|--|
| collaboration | communication | <p>Minister for Health about how people can stay healthy.</p> <p>Before they listen, learners note what they might expect to hear (vocabulary as well as ideas). Give learners a table with headings to complete as they listen.</p> <table border="1" data-bbox="786 363 1762 459"> <thead> <tr> <th>Main idea</th> <th>Facts</th> <th>Opinions</th> <th>Vocabulary</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Allow pair discussion after the first listening. Then listen again and learners add to their tables. (The table could include other aspects.) Learners suggest whether the interview is coherent and logical and whether the interviewee is convincing.</p> <p>Extension activity: give a cut up version of the text to small groups to put in the right order. Learners write a summary (50 words). Or, use the interview questions for a role play with someone giving another perspective, e.g. a family with a low income and three teenagers.</p> <p>Peer discussion. (F)</p> <p>Notes: for this activity, source a relevant listening sample from the global topic areas and prepare a transcript.</p> <p>The listener can use their background knowledge of the topic, the situation or context, the type of text and the language. This background knowledge helps the listener to interpret what is heard and anticipate what will come next.</p> | Main idea | Facts | Opinions | Vocabulary | | | | |
| Main idea | Facts | Opinions | Vocabulary | | | | | | | |
| | | | | | | | | | | |
| Skills focus: Communication – Speaking (2) | | | | | | | | | | |
| AO3 Communication and collaboration | to communicate with others and justify opinions and viewpoints | <p>Divide the whole class in two for a class debate. Present a statement connected to a global topic, such as ‘Everyone should work’ or ‘Culture must adapt to the twenty-first century’. Half the class will argue for the statement and half against it. Choose the two sides by giving out ‘for’ and ‘against’ cards randomly. Point out that learners may have to argue a view they disagree with.</p> <p>Split the 2 halves into 3 groups name them Groups A – F 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.</p> <p>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.</p> <p>After the first debate/argument, ask half of the class to find a new partner with a different argument from a</p> | | | | | | | | |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| | | <p>different group. The activity can then run again with the new groups.</p> <p>Observation of debate. (F)</p> <p>Notes: choose any of the global topics and come up with ‘for’ and ‘against’ statements on cards or ask learners to produce their own statements at the start of the activity.</p> <p>If the class is large enough, 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.</p> |
| Skills focus: Problem solving (2) | | |
| AO1 Research, analysis and evaluation | to identify and solve problems | <p>Discuss ‘When trying to solve a problem that causes conflict, it can help to understand what is causing the problem and to try to fix the cause.’</p> <p>Place the following steps on the board:</p> <ol style="list-style-type: none"> 1. Define the problem and its cause. 2. Come up with as many solutions as you can think of. 3. Choose a solution and act on it. <p>Go over each step with the class.</p> <p>Learners work in small groups. Provide them with an issue that causes conflict and ask them to work out why there is a conflict about this issue.</p> <p>Learners identify the two sides and explain why they feel the way they do. Each group comes up with a solution that they think would satisfy both sides of the conflict. They prepare a role play to act out, showing the two sides in disagreement and explaining the solution and why it works for both sides.</p> <p>Learners 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 on problem-solving.</p> <p>Peer feedback. (F)</p> <p>Notes: 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.</p> <p>Groups of learners might perform their role plays to younger learners in a class assembly to highlight issues of conflict resolution.</p> <p>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.</p> |

| Assessment objectives | Learning objectives | Suggested teaching activities |
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| Skills focus: Decision making (2) | | |
| AO2 Reflection AO3 Communication and collaboration | to give reasons and consider others' views to reach a decision | <p>Learners work in small groups. Tell learners that they are going to decide who should win the next Nobel Peace Prize. Each group comes up with a list of possible candidates. Each member of the group agrees to research one person on the list. The group makes sure that everyone in their group researches a different candidate.</p> <p>When each individual has completed their research, they present their findings 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.</p> <p>The class puts all the candidates in order of who is most suitable and why. 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. Peer feedback judging the best nomination, and why. (F)</p> <p>Notes: this activity could be completed 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.</p> |
| Skills focus: Goal setting (2) | | |
| AO1 Research, analysis and evaluation | to set effective and achievable goals | <p>Groups of learners think about their Team project in terms of SMART objectives:</p> <ul style="list-style-type: none"> • Specific – define the goal of the project and specify how 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 schedule ensuring that all goals are achievable in the overall timeframe. <p>Each group completes a SMART plan for their Team Project in poster format.</p> <p>SMART is a commonly used model within businesses and organisations worldwide. 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.</p> <p>Consider the SMARTER acronym, which adds Evaluation and Review to the criteria.</p> |

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