



Global Perspectives - Intent

About the Cambridge Lower Secondary Global Perspectives curriculum framework INTENT

Unlike many curriculum frameworks that focus on a body of knowledge and associated skills, the Cambridge Lower Secondary Global Perspectives curriculum framework is primarily focused on the development of six skills – research, evaluation, analysis, collaboration, communication and reflection. These skills cannot be developed in a vacuum, however, and so the curriculum framework offers a range of Challenges for learners to explore, and through which each of these skills is highlighted for development.

Learners progress through the course, building on the skills they have learnt and increasingly combining their skills to become more sophisticated learners, adept at matching skills to the specific tasks that the project demands.

What this resource contains

This resource is designed to support the Challenges for Cambridge Lower Secondary Global Perspectives from Cambridge Assessment International Education. Each Challenge focuses on one of the six skill areas that make up the course, and develops that skill through activities exploring an issue that is relevant to the learner.

This resource is designed to supplement the Cambridge International materials with a range of resources to support classroom practice. All the files for the bundle are editable. Editing the files to add in local examples is encouraged, as it will best address the needs of your learners with examples that you wish to be the focus of their interest. The materials have been developed to take account of the issues explored from global, personal and local perspectives. Adding specific local perspectives will enhance your learners' understanding of the issues explored, and will keep your classroom delivery focused on the issues that are relevant to your situation.

IMPLEMENTATION

Each bundle of resources consists of activities to supplement each Challenge, made up of the following.

Starter activity

- A PowerPoint presentation is used to introduce the Challenge and to help encourage learners to move from their experience of the local, to thinking about those from

other locations.

- This can be used to help learners consider what they already know of the subject matter of the Challenge, and to start to see the issue from a broader perspective.

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 1

Teacher's notes

How to use this resource

Activities worksheets

The activity worksheets offer an approach to the Challenge with resources that can be used both in the classroom and as homework activity. The worksheets:

- can be used during and at the end of the Challenge to enable learners to demonstrate that they have reflected on their learning and are able to talk about the skills that they have explored in the Challenge
 - will help learners to develop skills that can be transferred from one Challenge to the next
 - will help learners to conceptualise the skills of research, analysis, evaluation, reflection, collaboration and communication as they are learning
 - will help learners develop the communication and language skills they need to express their ideas and will be directly related to the vocabulary the Challenge demands
 - include a skills check activity that asks learners to consider their skills progress in each challenge.
- Some of the worksheets focus on the development of communication skills and language development (including vocabulary) and will particularly support learners for whom English is an additional language.

Teacher's notes, guidance and support

The teacher's notes provide:

- contextual information for the Challenge, and some thoughts about how these issues can be explored in the classroom.
- specific answers to questions posed on the activity sheets, where appropriate
- suggestions for activities to introduce the worksheets, and classroom activities to follow.

Activities

Skills focus

These have been provided to offer additional resources to support the learning of the Cambridge International materials. They are designed to stimulate the learners' ability to articulate their skill development and enable them to consolidate their skills learning from one Challenge to the next.

Language focus

Some of the activities in each set have a language focus. You may wish to offer just some of the activities, or add your own vocabulary to the examples provided. There may, of course, be some materials that do not match the needs of your learners, so being selective about what you offer your learners is an important part of the value of this subject.

Skills development

The course helps learners to be able to consider an issue from a range of different

perspectives through the explicit development of the skills of research, analysis, evaluation, reflection, collaboration and communication.

Research shows that the earlier that learners start to develop and practise their skills, the greater the impact on their learning. This course and programme teaches learners different approaches to learning skills, and how to articulate their understanding and experience of the

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 2

Teacher's notes

How to use this resource

skills. This is a different focus from much of their school learning experience, where the content of the subject is usually what the learners focus on and describe themselves as having learned. The experience of learning to learn through this course is likely to have an impact on how learners approach their learning in other areas of their school experience.

Each Challenge focuses on a particular skill, but in reality, there are often references to other skills that are needed to complete the tasks required. The resources provided here focus on the main skill being addressed within each Challenge. A table is provided for each of the skill areas so that it is clear how the learners' skills are expected to develop through the three years of the course. This will help to differentiate the responses that learners are making to the teaching and will help you identify the appropriate behaviours that are expected of learners at each stage.

Research

These learning objectives are reproduced from the Cambridge Lower Secondary Global Perspectives curriculum framework (1129) from 2018. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Stages 7 and 8	Constructing research questions Construct relevant research questions. Information skills Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions. Conducting research Select an appropriate method and conduct research to test predictions and begin to answer a research question. Recording findings Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods.
----------------	--

Stage 9	Constructing research questions Construct a range of relevant research questions and identify the most appropriate one to follow up. Information skills Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions. Conducting research Select the most suitable methods and conduct research to test predictions and answer a research question. Recording findings Select, organise and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen.
---------	--

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 3

Teacher's notes

How to use this resource

Fundamental student abilities required for the envisaged research processes

include:

- the ability to find out information

- the ability to generate questions, research them and identify those that will be productive
- the ability to choose methods to conduct their own research
- the ability to choose appropriate methods throughout to record the results of research.

Using books and libraries will be central to these tasks, as will carrying out research using the internet. Learners are encouraged to question the sources of information that are available to them, recognising that some information may be incorrect, or express bias. Some internet addresses are provided to support specific activities, but there is an expectation in these resources that learners will have received training in safe internet use.

As learners move up through the school, they will be expected to draw on their own research with others, either in school or in the community. In the activities provided, there is a significant focus on the development of good questionnaires and interview techniques.

A number of different ways of recording research outcomes are offered through the activities, and these can add to the approaches that the learners can confidently choose.

Analysis

These learning objectives are reproduced from the Cambridge Lower Secondary Global Perspectives curriculum framework (1129) from 2018. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Stages 7 and 8	Identifying perspectives Identify ideas and evidence from different perspectives within different sources, on a given topic. Interpreting data Explain how graphical or numerical data supports an argument. Making connections Explain causes of a local or global issue and consequences on others. Solving problems Suggest and justify different actions to make a positive difference to a national or global issue.
Stage 9	Identifying perspectives Identify perspectives and synthesise arguments and evidence from a range of sources on a given topic. Interpreting data Identify patterns and trends in graphical or numerical data in order to support an argument. Making connections Make some links between causes and consequences of an issue at personal, local and global levels. Solving problems Recommend an appropriate course of action and explain possible consequences for a national or global issue.

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 4

Teacher's notes

How to use this resource

Fundamental to the development of the skills of analysis are recognising

that:

- there are different viewpoints about any issue

- there are a range of ways of expressing information and interpreting the information is essential
- the causative connections between factors illustrated by the data need to be considered
- actions can be proposed to resolve the new understanding of a national or global issue.

Many of the activities provided that support the development of analytical skills ask learners to analyse and consider and then often to compare with data they can capture from their local context.

Later stages ask more of learners in terms of mathematical skills, and also offer a variety of charts, tables and diagrams that present information. These can act as models for learners to consider when presenting their own data too.

A number of the activities that address analysis encourage learners to find ways of implementing changes to their behaviour as a result of their new understanding of an issue or to propose solutions to problems more widely.

Evaluation

These learning objectives are reproduced from the Cambridge Lower Secondary Global Perspectives curriculum framework (1129) from 2018. This Cambridge International

copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Stages 7 and 8	Evaluating sources Evaluate sources, considering the author and purpose, recognising that some sources may be biased. Evaluating arguments Discuss the effectiveness of a source, making explicit reference to its development of an argument.
Stage 9	Evaluating sources Evaluate a range of sources, considering the author and purpose and how well they are supported by other sources, explaining why some may be biased. Evaluating arguments Evaluate the reasoning of an argument in a source, considering the structure and techniques used.

Within the Challenges, evaluation focuses on:

- the evaluation of sources
- the evaluation of arguments.

Learners will need to choose their own resources wisely and consider the origins of the materials they are reading. This is an essential skill for learners to develop, and it is important for learners to be critical of the resources they rely on to support their arguments. Learners are also given opportunities to develop their understanding of the ways in which data and

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 5

Teacher's notes

How to use this resource

information can be used to support an argument and to consider the strengths of their argument when compared with others.

Reflection

These learning objectives are reproduced from the Cambridge Lower Secondary Global Perspectives curriculum framework (1129) from 2018. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Stages 7 and 8	Personal contribution Explain personal contribution to teamwork and identify targets for improvement. Teamwork Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome. Personal viewpoints Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives. Personal learning Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement.
Stage 9	Personal contribution Explain personal contribution to teamwork and relate to own strengths and areas for improvement. Teamwork Relate benefits and challenges of teamwork to personal experience of working together to achieve a shared outcome and identify targets for improvement. Personal viewpoints Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives. Personal learning Identify skills learned or improved during an activity and consider strategies for further development.

Within the Challenges, reflection focuses on:

- the personal contribution a learner made to the Challenge
- how the team worked together
- the learner's personal viewpoint and a recognition that that might have changed for older learners
- what the learner has learned through the Challenge and how those new skills might impact on subsequent work.

Learners are given opportunities to write about their reflections of how they have contributed to the team and how the team has impacted on their understanding of the topic. These activities relate directly to the Challenge, but it may be useful to use a reflection chart

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 6

Teacher's notes

How to use this resource

more widely than just in the Challenges where reflection is a particular focus, and a generalised template is offered later in this document (see pages 20–21) that could be edited to suit the needs of your classroom.

Of all the skills addressed by Global Perspectives, this might be the most challenging for

some learners. Many classrooms rarely give learners the opportunity to reflect on learning in this way. It requires an ability to use language in a sophisticated way, and also to recognise the processes that have impacted on the learner's individual perception and how they have behaved in the group context. There are considerable benefits for learners who develop these skills in particular, and carrying this sort of self-awareness into other curriculum areas might lead to a high reward.

See also the Teaching strategies section (page 10) on Grouping learners in the classroom.

Collaboration

These learning objectives are reproduced from the Cambridge Lower Secondary Global Perspectives curriculum framework (1129) from 2018. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Stages 7 and 8	Cooperation and interdependence The team assigns roles and divides tasks fairly, considering skills of team members and time available, and works together to achieve a shared outcome. Engaging in teamwork The team member introduces useful ideas to help achieve a shared outcome and works positively to resolve conflict, solve problems and encourage other team members to participate, when required.
Stage 9	Cooperation and interdependence The team assigns roles and tasks with an appropriate rationale and responds flexibly when required to help each other achieve a shared outcome. Engaging in teamwork The team member introduces useful ideas to help achieve a shared outcome, and works positively and sensitively to resolve conflict and solve problems, supporting and encouraging other team members to participate, when required.

All of the Challenges can be delivered by learners working in teams or groups, but the activities where collaboration is a specific focus are specifically looking to create something with a shared output. Learners will be expected to show:

- cooperation balanced with independence
- an active engagement in teamwork.

Some learners are much better at working alone than with others, and some learners like to hide in a group and let others get on with the work! The collaboration-focused activities are designed to encourage groups to come to a consensus about how the activity might be run

and developed, and also to encourage learners to think positively about their role in the project. These activities provide some structured processes so that learners can work together through a series of questions or tasks to come to a solution at the end. The tasks also encourage learners to value the contribution of all team members, and recognise that successful outcomes depend on all the roles delivering successfully, not just the most publicly visible ones.

See also the Teaching strategies section (page 10) on Grouping learners in the

classroom. **Communication**

These learning objectives are reproduced from the Cambridge Lower Secondary Global Perspectives curriculum framework (1129) from 2018. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Stages 7 and 8	Communicating information Present information and arguments clearly with some reasoning, referencing sources where appropriate. Listening and responding Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue.
Stage 9	Communicating information Present coherent, well-reasoned and clearly structured arguments with detailed referencing of sources where appropriate. Listening and responding Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue.

The communication skills focused on are:

- communicating information
- listening and responding.

Communication is a clear component of all the Activities in one way or another, but the Activities that focus specifically on Communication look at how to present information to others and help to utilise techniques such as persuasive writing, using slogans, giving a presentation and the importance of pictures and diagrams in communication.

The Activities throughout this resource are focused on creating some sort of written output, but, of course, the importance of listening to others, taking part in discussions and presenting ideas verbally are central to this element of the course in particular. Some of the teaching strategies discussed in the Teaching Strategies section are particularly relevant here.

See also the Teaching strategies section (page 10) on Grouping learners in the classroom.

Global, local and personal

It is challenging for all of us to look at the world from a perspective other than our own. The examples that have been chosen throughout the activities give a range of perspectives from a number of different countries about the issue being explored in the Challenge. Encourage learners to see that while the information provided may reflect something that is very different from their local experience, it is not 'wrong', it is just how other people do things or live. The physical nature of the world is incredibly varied and the activities offer opportunities to think about living in a different climate, with different foods or different family expectations.

The activities also try to help learners see that everyone has common issues to deal with – sources of water and energy, finding a mixture of foods, using resources wisely and so on. Most of the issues and problems facing people are the same wherever they live, it is the solutions that they find which are different.

Most of us spend much of our lives living with 'people like us', and so an understanding of alternative experiences might arise if learners look at different parts of their own country or community. While we all have preferences about how we live, it is important to help learners accept that different choices and ways of life are valid and appropriate and will exist in their own country as well as internationally. Some of the activities encourage learners to make a difference within their local community – saving water, recycling more, getting more exercise and so on. Some learners might find this a daunting prospect, while others will be really empowered by the opportunities.

At a personal level, the activities are intended to help learners reflect on their learning, the ways in which they learn best and understand what they have achieved. They also give opportunities for learners to try to make changes to their own habits, using water more sparingly, eating differently, recycling more and so on. Giving learners the opportunity to discuss how their behaviour has changed a time after the Challenge has finished might help to cement good changes in behaviour too.

Teaching strategies & Implementation

Grouping learners in the classroom

Many of us have had experiences of working in teams that have worked well, and also those that have been less effective. The outcomes of the activities and the learning that will happen will be directly influenced by the individuals who make up the teams of learners working together.

Pairing learners

Some of the activities call for pairs of learners, and for Lower Secondary learners this may be based on friendship groupings. Sometimes pairing learners who have different levels of skill or different views on issues might result in more insightful learning experiences, and this should be considered for some of the activities. This can offer a real learning benefit for each of the learners.

Groups of four or six

You may need to put groups of four or six learners together, and ensuring that there are learners with a mixture of skills in each group would be very beneficial. For example, in tasks leading to a final presentation, it helps to make sure that there are learners who will plan effectively, be good with words, will want to talk and so on. A group that is full of learners who want to talk but are not good at planning will probably not have a good outcome.

The best groups will have learners with a range of skills – some organisers, some good communicators, some hard workers, and some creative thinkers. This choice will make a difference to the successful outcome of the project.

Differentiating expectations

Learners might be very good at recognising the skills of others. Activities will work well if you help teams assign roles so that they play to members' strengths. Sometimes, however, it can be really liberating to specifically encourage learners to try something they feel that

they are less good at. This would need to be discussed openly with the group, as it might be that the outcome will be less satisfactory. Remind learners that Global Perspectives is focused on the skills they are learning, not just the outcome of the learning process, and that everyone needs to be given opportunities to try out new skills.

Planning their work

One of the characteristics of Global Perspectives is that learners are expected to plan out their work, and different learners within the group will have the opportunity to do specific but different tasks. It is almost inevitable that there will be gaps in the natural skills and interests of the team members, and it is an important learning point for a learner to discover that there are things that they can do if no one else steps into that role. Some groups may have learners with very different views about how something should be done. If the group does not have a natural mediator in that situation, then you might need to step in to help the team resolve issues.

IMPACT & Monitoring progress

It is important that the project plan is not seen as an end in itself, but is actually followed by the team once they have created it. Some modification of the plan may arise as the result of research or experience, but if teams are allowed to endlessly modify their plan, then the project will not be completed in the time you allow. This demands an awareness of how each team is getting on, so you will need to carefully monitor groups to make sure that all team members are on task and contributing.

Peer review

These activities will work best if learners can talk about how the project has gone from their point of view, and about their own abilities when working with others. This can require some sensitive and careful handling.

In the sessions where you are taking the lead, make comments such as, 'You are very good at listening to everyone in the group', 'You are very good at writing notes', or, 'You are good at explaining things clearly', to express to learners how the group is working. Commenting on these skills will help learners focus on how the group works so that they can begin to understand their part in it.

It is also important that learners learn to give feedback positively. For example, 'You never have any ideas', is not likely to encourage the recipient of that feedback, while, 'It would be good have an idea from you too', might prompt something. It is a sophisticated skill to give feedback in a positive way, and modelling from you as the teacher will help learners increase their repertoire of responses. Where feedback is given on something written or drawn, a policy of two positive comments and an 'even better if' comment can both provide developmental feedback and help learners to appreciate their strengths.

How each learner performed

As well as recognising their role in the group, learners need to be able to talk and write about it. A number of activities have this as a specific requirement, but there are opportunities within many of the activities to encourage learners to think and write about what they have been doing. Some learners will be very self-critical and are quick to say ‘I can’t ...’ or ‘I’m not good at ...’. They will need help being realistic about their abilities and also to value their contribution to the team. Others may have difficulty recognising that they could have done something better or put more effort into their work. This is a difficult but important message for some learners to hear, but the benefits of them understanding and addressing these issues is important for their learning overall.

Skills check

Each Challenge has a ‘skills check’ for each learner to complete, marking off each question according to their view of whether they needed help, can see their progress or can do the skill in question. Helping learners be realistic and honest is important, and sometimes setting up conversations with peers about this will also be helpful.

Learners are also asked to write down what they have learnt through the Challenge, what they would like to develop further, and what they think they still need to learn. One way of making good use of these charts would be to use a chart that focused on the same skill

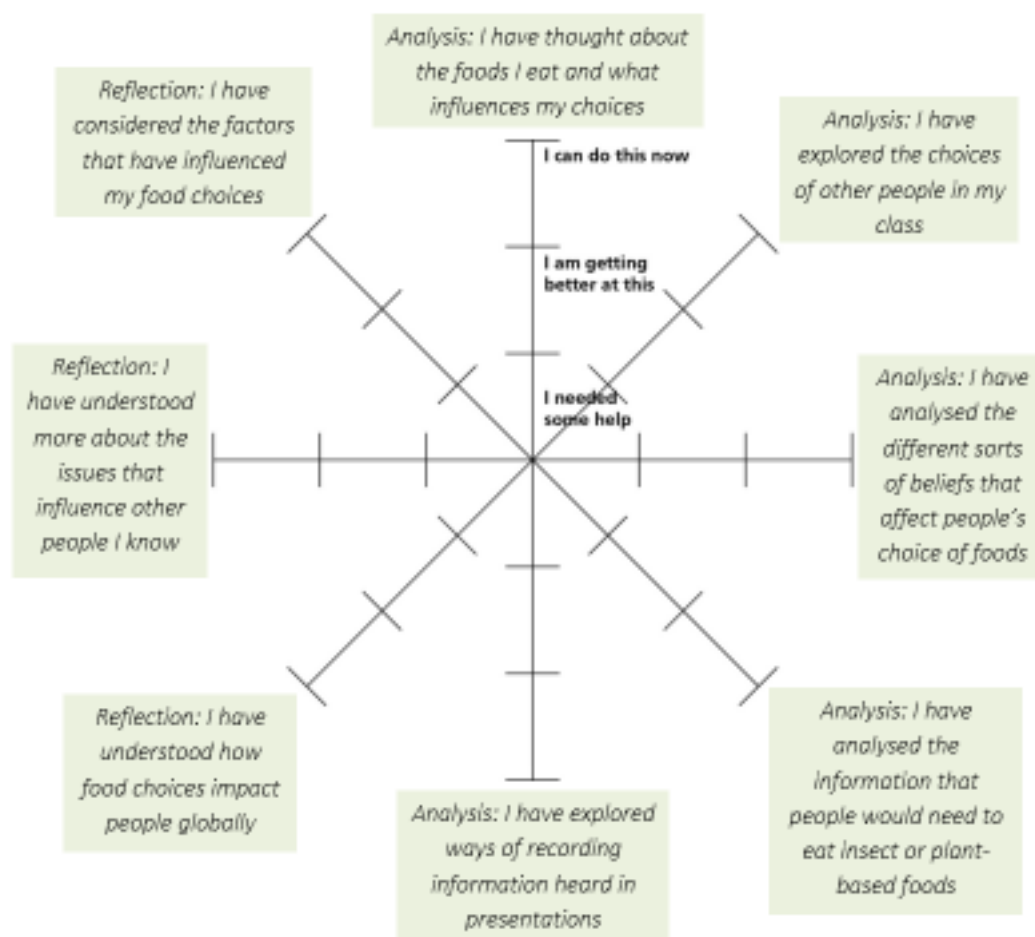
Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 **11**

Teacher’s notes

How to use this resource

before you start the next one, so learners can see what they thought last time about their developing abilities.

As well as Challenge specific skills checks, there is a general, two-page reflection table sheet available at the end of this document (see pages 20–21) which you might also find helpful. As with all the materials provided, this can be edited to suit your specific purpose.



Questioning strategies in the classroom

There are a number of techniques that learners are asked to explore as they work through this curriculum framework. Context-specific templates are provided for conducting interviews, creating questions, demonstrating analysis of challenges and so on.

Fundamental to all of these issues is the way in which questions are used and developed in the classroom. Helping learners become adept at using open-ended questions effectively to shape their thinking is an important part of this course both in terms of appropriate questions to explore as topics for enquiry, but also in terms of the way questions are asked to elicit information, opinions, preferences, and to show understanding.

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 12

Teacher's notes

How to use this resource

Modelling questions

Modelling questions is an important way that this subject can be delivered. It is not about facts *per se*, and so often these questions have open-ended starting points, such as:

- 'What do you think ...?'
- 'How do you feel ...?'
- 'Where should we look for ...?'

- ‘Who might be able to help us ...?’
- ‘Do you think that this is ...?’

Questions that are open-ended will lead to a range of views, and encourage creative approaches to the learning.

Where Challenges are focused on analysis, questions such as, ‘What patterns can you see?’ and, ‘What assumptions are being made?’ will help learners deliver analytical responses. Evaluative Challenges will benefit from questions such as, ‘Which was the better strategy to use?’, or, ‘Which action is likely to have the greatest impact?’

Preparing learners with a range of questions will develop strategies for deeper thinking, which will impact significantly on their success in this course.

Turning a statement into a question

Another useful technique is turning a statement into a question. For example, ‘Rivers are a source of drinking water’ can be turned into, ‘Are all rivers a good source of drinking water?’ This makes learners think about how statements are generalised and when that happens, what is being taken for granted by that assumption.

Learners are very likely to present their opinions as facts in this way, for example: • ‘Football is the best game.’

- ‘Mangoes are the juiciest fruit.’
- ‘Education is something that everyone should have.’
- ‘Our country is the best place to grow up.’

Responding to these statements with, ‘Why do you think that?’, ‘What evidence do you have for that?’ or, ‘Is that always true?’ will lead to discussion and constructive argument.

Another important focus for learners should be on the author of the information they are using. Recognising authority, bias and careful editing of the choice of example are all strategies that learners need to be aware of, and there are opportunities through these activities for making that clear to learners.

Bouncing answers around

As teachers, we spend a lot of time asking questions to make sure learners know what we expect them to have learnt. Where questions are generally factual, bouncing the answer from one learner to the next can be a very effective way of making sure that the whole class is still involved. For example, a dialogue about research that learners have done about where their food comes from might go like this.

- Where does most of our food come from? *Most of our food we grow ourselves.*
- Do you think that too? *We don’t grow all the fruit we eat – we import some of that.*

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 **13**

Teacher’s notes

How to use this resource

- Do you think there is anything else we import? *Bananas.*
- Anything else? *Coffee and green beans.*

Opening up questions – ‘What/how do you think ...’ and not giving affirmation to any of the answers keeps the question going. This prevents learners from relaxing and thinking that someone else has dealt with the question, which means they are more likely to keep

on thinking.

Running a class in this way requires the teacher to be prepared with good questions beforehand, and some of these are provided in the Teacher's notes for each activity. Adding to these questions to suit your own situation will help your class run smoothly. It also allows you as the teacher to explore consensus and establish whether there is a common view among the learners, and to identify misapprehensions about some of the ideas and concepts being explored.

Teacher responses to classroom behaviours

As has already been discussed, the curriculum framework focus is on the development of skills for learning. Clear responses to desirable behaviours will help learners to focus on what it is you are trying to encourage them to do.

Make comments such as, 'You are very good at listening to everyone in the group', 'You are very good at writing notes', or, 'You are good at explaining things clearly', to express to learners how they are working within the group. Commenting on these skills will help learners focus on how the group works so that they can begin to understand their part in it. This will also help them give feedback to their peers, and lead to a positive atmosphere in the classroom.

Different sorts of activities that might be required A number of the activities introduce particular problem-solving skills to the learners. Where one of these is introduced, it has been chosen because it helps resolve a particular type of question or problem that the learners will need to use in order to complete the activity. None of these techniques are directly related to any of the concepts that the Challenges are exploring, and so the techniques can of course be transferred to other learning that is being undertaken, both in Global Perspectives and other subjects across the curriculum. When learners are able to identify opportunities to reuse these techniques, they will be demonstrating a significant level of personal learning awareness.

Mind maps

Mind maps are a regular tool for thinking, but in the activities they are particularly useful for structuring ideas around global, local and personal perspectives on an issue. The branching structure of a good mind map lends itself to considerations of linked ideas and subsets of information. For example, you can describe fresh water sources:

- at the global level – oceans, glaciers, ground water, ice caps
- at the local level – rivers, wells, aquifers, springs, reservoirs
- at the personal level – water tanks, bottled water, tap water.

In a mind map these three levels can be clearly seen, making them both memorable and helpful conceptually.

Brainstorm techniques

Brainstorm techniques are really useful for getting lots of ideas about a topic quickly and ideally from everyone in the group or class. There are three rules that need to be applied:

- Any idea that is given is accepted – you must not rule them out as the ideas are presented.
- Every idea should be written down.
- There should be a strict time limit on the process of getting the ideas. Ten minutes might be quite long enough.

When you have captured the ideas, discuss them calmly and encourage learners to not talk about them as ‘my idea’. The point of writing them down is to depersonalise them and give equal weight to all of the alternatives.

Planning strategies

Some of the activities are focused on helping learners to plan what has to be done. This requires that they see and articulate the steps in the process and define them as realistic pieces of work, that they agree who will carry out the tasks involved, and that the deadlines are set to meet the end date required. Someone will need to manage the process overall, but that person should also have an active role in the project, rather than just managing it. The resources that are provided for this have been tailored to the particular Challenge to some degree, but could be made more generic if required.

Questionnaire writing

A number of the activities require learners to conduct their own research by writing questionnaires that can be presented to a number of people. Help is given to enable learners to structure a questionnaire that will give easily interpreted data and, while it is provided in the context of a particular activity, much of the advice given can be tailored to other topics.

Preparing questions for an interview

Some learners may decide that rather than using a questionnaire to find out what other people think, they will interview people. A number of activities encourage learners to think about the sort of questions they ask people, and how to frame them so that they do not influence the answers that the responders will give.

Presentation skills

Presenting the findings of the research that teams have undertaken is an important task in a number of the Challenges. Activities encourage learners to think about the processes involved in preparing for the presentation and the different types of materials that they want to use in the presentation, such as the use of text, graphics and images.

Some thought is also given to the process of delivering a presentation and the skills of ‘public’ speaking. Again, these skills are presented in the context of a specific Challenge, but they could be adapted to be used more widely. It is also important to think about the role of the audience, and there is an activity considering active listening which can be used to develop the benefits of listening in many of the activities.

Separating out skills analysis from the contextual element of the challenge

Encouraging learners to talk about the skills they have gained rather than the knowledge

they have learned is central to the purpose of this course. Help learners to articulate their experience as, 'I've been learning to collaborate better by offering my ideas more clearly' rather than just 'collaboration'.

The Reflection template provided could be widely used throughout the activities and contribute significantly to learners' understanding of their developing skills. To be most effective, the completed chart needs to be discussed with an adult (not necessarily the teacher) as a shared understanding of each learner's skills, abilities and developing competencies.

Learning objectives and skills progression

These learning objectives are reproduced from the Cambridge Lower Secondary Global

Perspectives curriculum framework (1129) from 2018. This Cambridge International copyright material is reproduced under licence and remains the intellectual property of Cambridge Assessment International Education.

Skills:	Research	Analysis	Evaluation	Reflection	Collaboration
Stage 7	The best years of your life? What makes us human?	Global brands	Why work?	The right to asylum	
Stage 8	Making a difference	Beliefs about foods	A warm welcome Predicting the future – fact or fiction?	Who am I?	What events?
Stages 7 and 8	Constructing research questions • Construct relevant research questions. Information skills • Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions. Conducting research • Select an appropriate	Identifying perspectives • Identify ideas and evidence from different perspectives within different sources, on a given topic. Interpreting data • Explain how graphical or numerical data supports an argument. Making connections • Explain causes of a local or global issue	Evaluating sources • Evaluate sources, considering the author and purpose, recognising that some sources may be biased. Evaluating arguments • Discuss the effectiveness of a source, making explicit reference to its development of an argument.	Personal contribution • Explain personal contribution to teamwork and identify targets for improvement. Teamwork • Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome. Personal viewpoints	Cooperating and interacting interdependence • The team assigning and completing tasks considering of team members time and and working together achieving outcomes Engaging teamwork • The members introducing ideas achieving

Cambridge Global Perspectives for Lower Secondary © Anne Sparrowhawk and Robert Sulley 2021 17

Teacher's notes

How to use this resource

Skills:	Research	Analysis	Evaluation	Reflection	Collaboration
---------	----------	----------	------------	------------	---------------

	method and conduct research to test predictions and begin to answer a research question. Recording findings • Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods.	and consequences on others. Solving problems • Suggest and justify different actions to make a positive difference to a national or global issue.		• Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives. Personal learning • Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement.	outcomes work: to conflict problems encourage teamwork to positive requirements
Stage 9	Can disease be prevented?	Sport for all Enough food for everyone	Understanding each other	Scarce resources Feeling safe	
Stage 9	Constructing research questions • Construct a range of relevant research questions and identify the most appropriate one to follow up. Information skills • Identify and accurately	Identifying perspectives • Identify perspectives and synthesise arguments and evidence from a range of sources on a given topic. Interpreting data	Evaluating sources • Evaluate a range of sources, considering the author and purpose and how well they are supported by other sources, explaining why some may be biased.	Personal contribution • Explain personal contribution to teamwork and relate to own strengths and areas for improvement. Teamwork • Relate benefits and challenges of teamwork to	Cooperation interdependence • The roles with appropriate responsibility when help achieve outcomes

Teacher's notes

How to use this resource

Skills:	Research	Analysis	Evaluation	Reflection	Collaboration
---------	----------	----------	------------	------------	---------------

	reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions. Conducting research • Select most suitable methods and conduct research to test predictions and answer a research question. Recording findings • Select, organise and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen.	• Identify patterns and trends in graphical or numerical data in order to support an argument. Interpreting data • Make some links between causes and consequences of an issue at personal, local and global levels. Solving problems • Recommend an appropriate course of action and explain possible consequences for a national or global issue.	Evaluating arguments • Evaluate the reasoning of an argument in a source, considering the structure and techniques used.	personal experience of working together to achieve a shared outcome and identify targets for improvement. Personal viewpoints • Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives. Personal learning • Identify skills learned or improved during an activity and consider strategies for further development.	Engaging teamw • Th me introdu ideas achiev outco works and se resolv and s probl suppo encor other meml partic when requi
--	---	---	---	--	--