

Learning plan

Cambridge IGCSE® Global Perspectives



Contents

Overview	3
Global Perspectives Framework Diagram	5
Questions/Issues for Investigation	6
Unit 1: Belief Systems	7
Unit 2: Conflict and Peace	11
Unit 3: Disease and Health	19
Unit 4: Education for All	24
Unit 5: Family and Demographic Change	32
Unit 6: Language and Communication	37
Unit 7: Law and Criminality	42
Unit 8: Water, Food and Agriculture	45

Overview

This scheme of work provides the construct for Mr Johnson's Cambridge IGCSE Global Perspectives course. The syllabus has been broken down into units with teaching and learning activities and resources for use in the classroom, or as supplements for homework or other assignments. This course has been personalized to fit the context of Busan International Foreign School to ensure that students are given plenty chances to develop and apply the skills required throughout this course. This course encourages you to be aware of global issues and offers opportunities to explore possible solutions through research, cooperation and collaboration. It promotes an open-minded approach to the complexities of the world and human existence.

Recommended prior knowledge

Students will bring their own experiences and opinions about many global issues to this course. They should have an awareness of different sources of information that will be useful for this course and also an understanding of the differences between global, national, local and personal perspectives on a global issue and how they are interconnected. The course emphasizes the development and acquisition of skills with topics acting as a vehicle to develop these skills.

Outline

The 20 possible unit choices from within IGCSE Global Perspectives are:

- **Belief Systems**
- **Biodiversity and Ecosystem Loss**
- **Climate Change**
- **Conflict and Peace**
- **Disease and Health**
- **Education for All**
- **Employment**
- **Family and Demographic Change**
- **Fuel and Energy**
- **Humans and Other Species**
- **Language and Communication**
- **Law and Criminality**
- **Poverty and Inequality**
- **Sport and Recreation**
- **Technology and the Economic Divide**
- **Trade and Aid**
- **Tradition, Culture and Identify**
- **Transport and Infrastructure**
- **Urbanization**
- **Water, Food and Agriculture**

Within the units, teaching activities focus on Whole class (**W**), Group work (**G**) and Individual work (**I**). The activities are introduced with **Focus questions** which are examples of the sort of questions that will be used to prompt prior knowledge, start discussions and build upon your course portfolio.

Within the units **Group Project** activities the opportunity to work collaboratively with classmates and students from other schools. **Individual Research** activities are focused task to better help students apply research skills individually. And, **Extension** activities challenge students to dig deeper into a particular topic. These give students ideas and experience of the type of work required for the Group/Individual Research in Grade 10.

Online resources

Each unit has a comprehensive list of online resources. Below is a list of some general websites that may be useful. NOTE: this is a research-oriented course, so a variety of **reliable** resources and knowledge were to retrieve information is vital.

www.bbc.co.uk BBC news

www.cafod.org.uk CAFOD

www.cbd.int Convention on Biological Diversity

www.cia.gov/library/publications/the-world-factbook/index.html Information about countries world-wide.

www.cites.org CITES Convention on International Trade in Endangered Species of Wild Fauna and Flora

www.cnn.com/ US news channel

www.conservation.org Conservation International

www.epa.gov USA Environmental Protection Agency

www.foei.org Friends of the Earth

www.fsc.org Forestry Stewardship Council

www.gapminder.org Data and maps on a range of global issues

www.geographypages.co.uk Provides links to many websites comparing countries

www.globaleducation.edu.au/redirection.html Global education website

www.greenpeace.org/international Greenpeace

www.icrc.org International Red Cross and Red Crescent

www.ipcc.ch/ The Intergovernmental Panel on Climate Change

www.iucn.org World Conservation Union

www.makepovertyhistory.org/takeaction/ Make Poverty History campaign

www.newint.org/ New Internationalist

<http://uk.oneworld.net/guides> Guides to global issues, including conflict and peace

www.oxfam.org.uk Oxfam

<http://stats.oecd.org/oecdfactbook/> Interactive mapping and statistical information

www.un.org UN main website

www.undp.org UN Development Program

www.unep.org UN Environment Program

www.unfoundation.org/ UN Foundation

www.unicef.org/index.php Information on countries

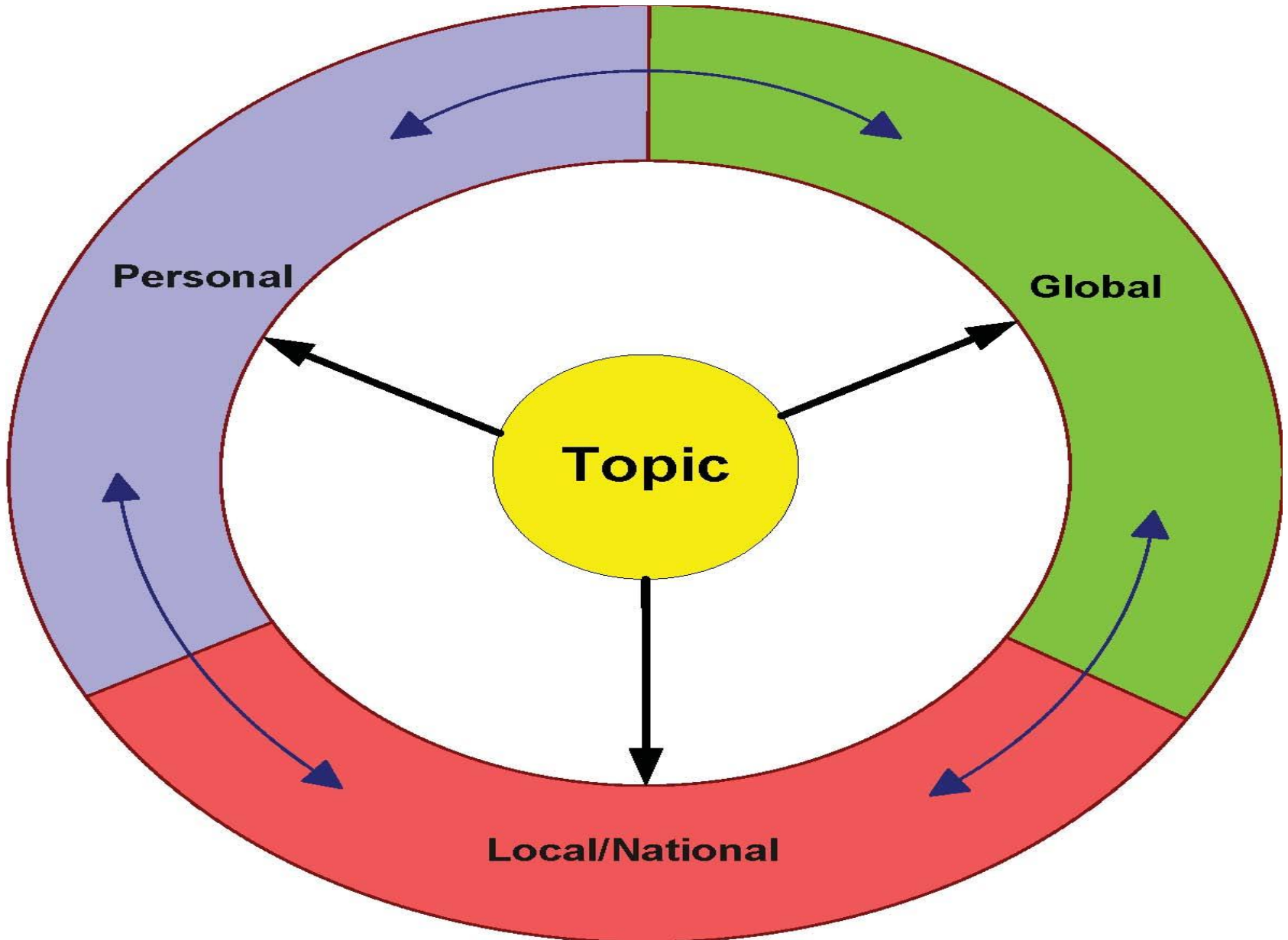
www.un.org/en/globalissues/index.shtml

www.un.org/millenniumgoals/ UN Millennium Development Goals

www.worldbank.org The World Bank

www.who.int World Health Organization

www.worldwildlife.org World Wildlife Fund



Questions/Issues for Investigation

Topic	Global/International Perspectives	Local/National Perspectives	Family/Personal Perspectives
Belief Systems	Why do people have different belief systems? What are some of the different belief systems held in different countries? How do belief systems affect a country's political system and culture?	What are the different belief systems in my country and in my community? How do these belief systems affect the nature of the local community? Is respect shown for other people's beliefs?	What differing beliefs do my friends and family have? How do these beliefs affect their behavior and how other people view them? Have my own beliefs changed over time?
Conflict and Peace	Why do wars and conflicts begin? Are wars an inevitable part of being human? Where is there conflict in the world today? What is the role of the UN in times of conflict?	Which groups seem to be in conflict within my own country or community? Is it their interests or ideas that are conflicting? What political/ ethical systems enable people to live with their differences?	What causes conflicts between me and my family or peers? How are these conflicts best resolved? How can this help me to understand conflict on a wider scale?
Disease and Health	How do infant mortality rates and expected life spans compare in different countries? What are the reasons for this? What are the major health problems facing the world today? Is access to good health care a right?	How good are my local health care and sports facilities? Are they equally available to everyone? Which people in my locality have the greatest health care needs? How well does my community cater for people with disabilities?	What can I do to keep myself healthy? Do I have a responsibility to keep myself healthy, and if so, why? Where should I go if I have a health worry or need advice about staying healthy?
Education for All	What is education for? What is the relationship between a country's wealth and its rate of literacy? What effect does illiteracy have on a person and on a country? Does everyone have the right to an education?	What types of education are available in my area? Who uses them? How is education funded? What are the educational options available for people with learning difficulties or physical disabilities?	How much do I value my own education? What do I most want to learn as I grow older? If I could change the education system, what changes would I make to the curriculum?
Family and Demographic Change	Why do some countries have a high proportion of children or elderly people? What difficulties can this cause? What is a 'family'? What responsibilities do family members have to one another? How or why has the family changed?	What sorts of families live in my local area? What proportion of households are single people? Has this changed in recent decades? What support is there in my area for families in need? How is this funded?	What responsibilities do my parents have to me? What responsibilities do I have to them? What sort of parent do I want to become, if at all? How would I choose to be cared for when I am elderly?
Language and Communication	How has the internet transformed the world? Why is it not always easy to make yourself understood in another country, even if you speak the language? Do other societies have different means of communication to those available in my country?	How do people in my country communicate differently with each other? How does the role of the media affect political decisions in my country? What investment has my country made in communication systems?	How does the way I communicate with my family and friends differ? How easy is it to be misunderstood? Why is it important to speak other languages?
Law and Criminality	Why do people make laws? Do we need laws? What causes some people to break laws? Who decides which laws should be in force? What are the problems caused by different law systems in different countries?	What are the crime rates in my country/community? What are the major crimes? What schemes are there to protect people from crime? How effective is the national/local police force?	Do I or my family or my friends break any laws? Do I feel safe in my local community? Has crime affected me or my family and friends? Can I do anything to help prevent crime?
Water, Food and Agriculture	Why do some countries have an inadequate supply of clean water? Why do some countries have a surplus of food and others do not have enough food? How can growing genetically modified (GM) crops solve food shortages around the world?	What foods are important in my community and why? What emergency measures are in place for coping with droughts and floods in my community or country? What causes famine and drought and how do they affect my community?	How much water do I use each day and for what purpose? How much food does my family waste each day and why? What decisions does my family have to make about food on a daily basis?

Unit 1: Belief Systems

Recommended prior knowledge

Students will bring their own experience of belief systems and that of their family and friends to this unit. They may have specific beliefs that inform their everyday lives. They may have strong opinions about issues in this topic. There are links with Unit 2 Conflict and Peace and Unit 5 Family and Demographic Change.

Context

This unit provides many opportunities for individual research work and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in the class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to consider people's differing beliefs and the effects these have on their lives. It also encourages them to consider the interactions of people with different beliefs. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO3	Explore and reflect on personal and other people's perspectives	Focus questions: <ul style="list-style-type: none"> • What is a belief system? • Why do people have different belief systems? 	Online www.cftech.com/BrainBank/OTHERREFERENCE/RELIGION/MajorReligion.html Worlds Major Religion & Belief Systems www.religionfacts.com/ Religion Facts: Just the facts on religion
AO2	Analyze the impact of belief systems on people's lives	W/G. Class/Group discussion to define 'belief system' and types of belief systems (religious, philosophical, ideological and political) and why people have belief systems. W. Collate perspectives/ideas on belief systems.	http://hsc.csu.edu.au/society_culture/#133016 Charles Sturt University; New South Wales, Australia

AO	Learning objectives	Teaching activities	Learning resources
		<p>Extension Speakers from different belief system/religions will be invited to school to identify their beliefs and why they hold them. (*dependent on availability)</p> <p>Individual Research Research two major belief systems: how they originated, key ideas, behaviors of followers and perceptions of other belief systems.</p>	<p>Other resources Sociology resources and textbooks</p>
AO1	Research and understand different belief systems across the world	<p>Focus question:</p> <ul style="list-style-type: none"> • What are some of the different belief systems around the world? <p>W. Presentation of one major world religious belief system (e.g. Hinduism, Christianity, Islam, Buddhism, Shintoism, Judaism, Confucianism, etc.). Include location, beliefs, behavior and attitudes. G. Research another belief system to present to the class – can be religious or other (e.g. humanism, atheism, etc.). W. Collate presentation information to have a range of case study material.</p> <p>Individual Research Investigate the statement ‘Religious harmony is difficult to achieve.’</p>	<p>Online www.religioustolerance.org/var_rel.htm Summary of belief systems</p> <p>www.student.org/courses/worldhistory/unit_video_5-1.html Early belief systems</p> <p>www.nationalgeographic.com/xpeditions/lessons/10/g68/index.html National Geographic website</p> <p>www.un.org/apps/news/story.asp?NewsID=28620&Cr=ki-moon&Cr1=relig A short essay from the UN Secretary-General</p>
AO1	Research and analyze belief systems in local community	<p>Focus questions:</p> <ul style="list-style-type: none"> • What are the different belief systems in my country and community? • How do these belief systems affect the nature of the local community? • How do people show respect for others’ beliefs? 	<p>Online National statistic websites should be able to provide some information on different belief systems followed.</p> <p>www.un.org/cyberschoolbus/humanrights/declaration/18.asp United Nations school website</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>W. Presentation by local representatives of different belief systems to give a summary of key features of their belief system. (* dependent on availability)</p> <p>I. Mapping of places of worship locally and use of census data (if available) to determine what belief systems are present locally.</p> <p>I. Where appropriate conduct a survey of people's belief systems. Investigate how belief systems manifest themselves locally (e.g. schools, places of worship, dress and food). Present findings to class.</p> <p>W. Class discussion about showing respect for beliefs and how this is done/not done in local community.</p> <p>I. Personal reflection on different belief systems.</p> <p>Extension Investigate the changing nature of a local community's belief systems- research the belief systems of new groups of people coming into a community.</p> <p>Individual Research Investigate how belief systems may differ in rural and urban areas.</p> <p>Group Project Work with students in another school to produce a documentary video about different belief systems in each respective community.</p>	<p>www.un.org/en/documents/udhr/ United Nations Declaration of Human Rights</p> <p>http://sociology.about.com/od/Disciplines/a/Sociology-Of-Religion.htm Sociology of Religion: Studying the relationship between religion and society</p> <p>Other resources Local maps Fieldwork Questionnaires Interviews</p>
AO3	Explore and reflect on own and others' perspectives on belief systems	<p>Focus questions:</p> <ul style="list-style-type: none"> • What are the belief systems of my friends and family? • How do these belief systems influence their behavior and those of others? • How do they differ? 	<p>Online http://sociology.about.com/od/Disciplines/a/Sociology-Of-Religion.htm Sociology of Religion: Studying the relationship between religion & society</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>W/I. Devise some questions and survey/interview members of family and friends about belief systems. W/I. Collate information and analyze responses. Compare responses with other students.</p> <p>Extension Invite local religious leaders into school to talk about belief systems and how they influence behavior and attitudes. (* dependent on availability)</p> <p>Individual Research Investigate the influence of belief systems on teenagers in your local community.</p> <p>Group Project Work with students from another school to produce a guide to local belief systems for teenagers visiting the country on an exchange visit.</p>	<p>Other resources Survey and interview responses</p>
AO3	Explore and reflect on personal perspectives on belief systems. Develop a line of reasoning for perspectives	<p>Focus questions:</p> <ul style="list-style-type: none"> • What are my beliefs? • How have they changed over time? <p>W/I. Personal reflection on own beliefs. Present a brief summary of own beliefs to class. Take questions from students with differing beliefs. I. Produce a piece of writing explaining own belief systems.</p>	<p>Other resources Students could bring in artifacts, food, clothing etc. to support presentation</p>

Unit 2: Conflict and Peace

Recommended prior knowledge

Students will bring a variety of experiences to this topic. They may be living in/from a country with an ongoing armed conflict or they may have friends and/or relatives in the military. Many students may have seen conflicts on the news and so will have some knowledge and opinions about it. They will experience conflict on a daily basis with their family and peers. There are clear links with Unit 1 Belief Systems and Unit 7 Law and Criminality.

Context

This unit provides many opportunities for Individual research and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to explore and reflect on the causes and effects of different conflicts both at home and abroad. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO2	Analyze and evaluate the nature of conflicts	Focus questions: <ul style="list-style-type: none"> • What is conflict? • What causes conflicts within my family and between friends or peers? • How can personal conflicts be resolved? 	Online http://helpguide.org/mental/eq8_conflict_resolution.htm Conflict resolution strategies in relationships.
AO3	Explore personal experiences and perspectives of conflict and consider some solutions	W. Brainstorm different forms of conflict and different levels of conflicts. W. Watch several soap opera clips showing conflict between people in everyday interaction. G. Role Play different school, community and family scenarios involving conflict. Think of a range of different situations for exploration. Conduct the role plays in two ways assuming:	http://www.youtube.com/watch?v=cqwa_wjm79fY 'Another World' soap opera clip

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>1. The participants do not want to resolve the issue causing the conflict 2. The participants do want to resolve the issue causing the conflict Discuss the spoken language and body language used in each scenario</p> <p>I. Research advice on how to create effective relationships and resolve conflict. Analyze and evaluate the main methods suggested. W/G. Discussion about everyday conflict and methods that can be used to resolve/prevent these conflicts. I. Write a guide on creating effective relationships and resolving differences between individuals and small groups in everyday life.</p> <p>Extension W. I will organize a visit from Mr. Logan or other professional counselor to talk about conflict resolution in relationships. W/G. Explore the issue of conflicts in schools (e.g. bullying, but try to think outside of this overused example of conflicts in school).</p> <p>Individual Research Write a short drama and video the subsequent production of a successful conflict resolution in an everyday life scenario.</p> <p>Group Project Collaborate with a group from another school in another country to compare sources of conflict in family life and/or between friends. Produce a documentary (visual or oral).</p> <p>Collaborate with a group from another school in another country to research student opinions about what personal qualities, attitudes and behaviors promote good relationships. A comparison of gender and age differences could be undertaken.</p>	

AO	Learning objectives	Teaching activities	Learning resources
AO1	Research and understand the nature of conflicts around the world	<p>Focus questions:</p> <ul style="list-style-type: none"> • Why do conflicts and wars begin? • Where is there conflict in the world today? • What forms do large scale conflicts take? 	<p>Online www.irinnews.org/film/ Film clips on conflict</p>
AO2	Analyze the causes and effects of particular conflicts	<p>W/G. Research, analyze and interpret material on different conflicts around the world. Present findings to class Examples of conflicts:</p> <ul style="list-style-type: none"> • Conflict between Israel and Palestine • Trade conflict and sanctions, for example between the USA and China • Conflicts in Africa, for example in Zimbabwe or the Sudan • Conflict in Afghanistan • Conflict between Tibet and China • Conflict between different ethnic groups in Northern India • Conflict over nuclear armament proliferation with Iran <p><i>Example questions for group research:</i></p> <ul style="list-style-type: none"> • Which groups of people are in conflict? • How did the conflict begin? • What are the reasons for the conflict? • What form does the conflict take? • What are the views of each party in the conflict? • How could the conflict be resolved? • How accurate are the media versions of the situation? How could they be verified or tested? • What is the impact of the conflict on people, local communities, the country, and international relations? • How accurate are the accounts of the conflict situations? • What forms does conflict take? <p>W/I. Follow-up class discussion to analyze the similarities and differences between the conflicts to produce a summary of the different causes or reasons for conflict.</p>	<p>www.icrc.org International Red Cross and Red Crescent</p> <p>http://uk.oneworld.net/guides Guides to global issues, including conflict and peace</p> <p>www.oxfam.org.uk/education/resources/category.htm?22 Oxfam resources on conflict</p> <p>www.cafod.org.uk/secondary/conflict CAFOD resources on conflict</p> <p>www.newint.org/ New Internationalist – articles related to conflict</p> <p>www.oasisofpeaceuk.org/ Supporters of an Israeli village where Jewish and Palestinian Israeli citizens live together peacefully</p> <p>Other resources Newspaper cuttings, magazine articles, TV documentaries; TV news clips</p> <p>Collin's <i>Atlas of Global Issues: A visual guide to the world's greatest challenges</i></p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Extension I. 'The main cause of war and conflict is differences in culture and religion.' Evaluate this point of view.</p> <p>Individual Research Research and analyze an example of a conflict, past or present, and analyze the causes. Suggest possible ways to resolve the conflict and evaluate the likelihood of success for each.</p> <p>Research and describe different forms of conflicts. Describe the conditions in which different forms of conflict are likely to arise, for example: war, terrorism, protest, political campaigns and social movements, like environmental and human rights.</p> <p>Group Project For two different countries, students contrast and compare the causes and history of a significant current conflict in each country, including an evaluation of different possible solutions.</p>	<p>http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/EXTIBRD/0,,menuPK:3046081~pagePK:64168427~piPK:64168435~theSitePK:3046012,00.html The World Bank for Development and Reconstruction.</p> <p>Past paper Cambridge IGCSE Global Perspectives Paper 3, November 2011</p>
AO3	Explore and reflect on different perspectives about the source and nature of human conflict	<p>Focus question:</p> <ul style="list-style-type: none"> • Are conflicts and wars an inevitable part of being human? <p>W/G. Group and Class discussion on the focus question above. Other key questions to consider:</p> <ul style="list-style-type: none"> • What are the main causes of conflict? • Is conflict part of human nature? Are humans aggressive by nature? • To what extent do people learn to be aggressive? 	<p>Online</p> <p>www.discovermagazine.com/2012/jun/07-is-war-inevitable-by-e-o-wilson#.Ufn1vNI3AvY Discover Magazine article: 'Is War Inevitable?'</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<ul style="list-style-type: none"> • What evidence exists about human behavior and aggression/conflict? • Can we control conflict so that it is used creatively rather than destructively? <p>G/I. Read the short article summarizing some psychological views on human aggression and comment on it.</p> <p>G. Consider and discuss the work of Jane Goodall on chimpanzees (website and/or film).</p> <p>W. Identify the characteristics of human conflict that make it distinct.</p> <p>Extension</p> <p>I. Explore the degree to which human aggression is innate or learnt. Evaluate the arguments for both points of view.</p> <p>G/I: Write a dialogue or short play involving two people arguing for and against the view that human beings will always create aggression and conflict.</p> <p>Group Project</p> <p>Work with students from another school to conduct an opinion poll/questionnaire for two countries to compare public opinion about human nature and conflict in each location. Produce a presentation to show comparisons of opinions.</p>	<p>http://en.allexperts.com/q/Psychology-2566/2009/7/Violent-Nature.htm Article summarizing some psychological views on human aggression</p> <p>www.pbs.org/wnet/nature/episodes/jane-goodalls-wild-chimpanzees/our-closest-relatives/1909/ Jane Goodall's Wild Chimpanzees</p> <p>Past paper Cambridge IGCSE Global Perspectives Paper 3, June 2010 http://teachers.cie.org.uk</p>
AO1	Research and understand different ways to resolve large scale conflict	<p>Focus questions:</p> <ul style="list-style-type: none"> • How can conflict and wars be resolved? • What is the role of the United Nations in times of conflict? 	Online

AO	Learning objectives	Teaching activities	Learning resources
AO2	Analyze and evaluate attempts to resolve conflicts other than using violence	<p>W. Brainstorm ways to resolve conflicts. Carry out Red Cross activity – Checkpoint Charmers.</p> <p>W. Present some examples of conflict resolution (e.g. non-violent examples such as a case study of peaceful protest and the work of Mahatma Gandhi and Martin Luther King). Watch clips from the film ‘Gandhi’ (I have!) that illustrate the philosophy of non-violent resistance and protest, and the use of the method in action. And/or watch film footage and read information about the life and work of Martin Luther King. (YouTube)</p> <p><i>Example questions for group discussion:</i></p> <ul style="list-style-type: none"> • What were Gandhi and Martin Luther King trying to achieve? Why? • What is meant by non-violent protest and resistance? • Why did Gandhi and King use this way of promoting their cause and views? • Was it successful? • Is it better than using violence? Why? Is it effective? • What other methods of resolving conflict might be available? <p>I. ‘Non-violence is always better than violence as a way to resolve conflict.’ Explain and assess this view.</p> <p>W/I. Explore and evaluate the role of the United Nations (UN) through a variety of resources, as available locally. Focus on:</p> <ul style="list-style-type: none"> • What is the United Nations? • How does the UN try to prevent conflicts and war? • How does the UN try to resolve serious conflict and stop wars? • How effective is the UN? • How could it be improved? 	<p>www.redcross.org.uk/What-we-do/Teaching-resources/Quick-activities/Checkpoint-charmers Checkpoint Charmers activity.</p> <p>www.cafod.org.uk/secondary/conflict CAFOD resources on conflict</p> <p>www.ehl.icrc.org/ Useful site on human rights, conflict and the law.</p> <p>www.peaceday.org Resources on conflict resolution.</p> <p>www.oxfam.org.uk/get_involved/campaign/conflict-and-disaster/index.html Oxfam information on peace and conflict</p> <p>www.ppu.org.uk/ Peace Pledge Union</p> <p>www.un.org/en/peace/ United Nations Peace and Security pages</p> <p>Past paper Cambridge IGCSE Global Perspectives Paper 3 November 2010 http://teachers.cie.org.uk</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Extension</p> <p>I. Examine different religious teachings about conflict and violence and how peace can be created.</p> <p>I. Write a letter to the UN about a conflict studied, suggesting ways in which the UN might get involved in order to bring resolution to the issues.</p> <p>I. Explore the history of attempts to create international bodies designed to promote world peace and resolve conflict between nations. Evaluate their success.</p> <p>Individual Research</p> <p>Produce a critical evaluation of different ways to resolve conflict and war. This might include:</p> <ul style="list-style-type: none"> • Political processes – formal and informal • Arbitration and conciliation services • Legal processes • Informal and formal discussion and negotiation • Seeking compromise <p>Group Project</p> <p>Evaluate attitudes towards the UN in two different countries collaboratively through questionnaire research.</p>	
AO1 AO2	<p>Research and understand the nature of conflict within own country</p> <p>Analyze and evaluate the different approaches to conflict resolution that exist</p>	<p>Focus questions:</p> <ul style="list-style-type: none"> • Which groups are in conflict in my country and community? • What are the reasons for the conflict? • How might the differences be resolved or tolerated? <p>W. Class discussion on conflicts within national borders – could be military, environmental, and political.</p> <p>G. Group work activity to use the internet and other media to research information about a chosen current national/local conflict. Include:</p> <ul style="list-style-type: none"> • the nature of the conflict • the groups involved • background and history of the conflict 	<p>Online</p> <p>Websites for the country's national and local government, relevant agencies and non-government organizations should provide information and resources. In addition country based and international media organizations also provide useful material (e.g. BBC, allafrika.com, etc.).</p> <p>www.geographypages.co.uk/dev.htm Links to websites comparing countries</p>

AO	Learning objectives	Teaching activities	Learning resources
AO3	Develop opinions and understand different perspectives on conflicts in own country	<ul style="list-style-type: none"> the impact of the conflict on people, communities and the country evaluation of possible solutions to the problem, including the views of each interested party in the conflict predictions of likely outcomes <p>Presentation of findings and collation of information by others to gather a range of case studies.</p> <p>I. Personal reflection on discussion and conflicts studied. Propose a course of action showing awareness of different opinions and perspectives towards the conflict. Consider the conditions needed for people to live with their differences.</p> <p>Extension Select a local conflict and write to your politicians seeking to persuade them to adopt your preferred solution to the conflict – process and outcome.</p> <p>Individual Research Explore and evaluate different methods of conflict resolution within students' own society, including:</p> <ul style="list-style-type: none"> Legal justice Political processes Promotion of issues and interests by pressure and interest groups Specialized disputes procedures e.g. at work and in industrial relations Arbitration and conciliation services Protest movements Ethical systems <p>Group Project Compare the nature and impacts of and perspectives on a conflict in own country with that of another. Produce a presentation on the similarities and differences.</p>	<p>www.worldbank.org/html/extdr/thematic.htm Information and links about conflict worldwide</p> <p>www.unicef.org/index.php Information on countries</p> <p>www.irinnews.org/film/ Film clips on conflict</p> <p>www.icrc.org International Red cross and Red Crescent</p> <p>http://uk.oneworld.net/guides Guides to global issues, including conflict and peace</p> <p>www.oxfam.org.uk/education/resources/category.htm?22 Oxfam resources on conflict</p> <p>www.cafod.org.uk/secondary/conflict CAFOD resources on conflict</p> <p>www.newint.org/ New Internationalist – articles related to conflict</p> <p>www.oasisofpeaceuk.org/ Supporters of an Israeli village where Jewish and Palestinian Israeli citizens live together peacefully</p>
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Group Project Compare the nature and impacts of and perspectives on a conflict in own country with that of another. Produce a presentation on the similarities and differences.</p>	<p>www.oasisofpeaceuk.org/ Supporters of an Israeli village where Jewish and Palestinian Israeli citizens live together peacefully</p>

Unit 3: Disease and Health

Recommended prior knowledge

Students will bring their own experience of Disease and Health and that of their family and friends to this unit. They may have suffered from an illness or have family members who are ill and received health care about which they may have opinions. There are clear links with Unit 4 Education for All and Unit 8 Water, Food and Agriculture.

Context

This unit provides many opportunities for Individual Research and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in the class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to consider the major health problems facing the world today and the variations in the provision of health care. It encourages them to consider their own lifestyles and health need as well as those of others. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO1	Research and understand a range of different health issues from a range of perspectives	Focus question: <ul style="list-style-type: none"> • What are the major health problems facing the world today? 	Online www.bbc.co.uk/worldservice/people/features/childrensrights/worldnewsround/health.shtml Stories from children about health issues in their country
AO2	Analyze and evaluate methods to combat health issues	G. Brainstorm ideas about major health issues worldwide (e.g. diseases such as cancer, heart disease, malaria, cholera, AIDS, malnutrition, obesity). W. Consider the type of health issue – developed or developing world, cause of disease, access to health care and prevention of disease. G. Research and present different perspectives on one world health issue (distribution, causes, socio-economic impact, methods to reduce	

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to carry out a project with a clear outcome	<p>the problems). Students make notes during the other presentations to ensure a complete set of information.</p> <p>G/I. Read and analyze several case studies of people talking about the importance of health care in their local community.</p> <p>Extension I: Interview members of the family about their views about health and disease and how they developed them.</p> <p>Individual Research Select a country and prevalent disease. Investigate policies and evaluate the effectiveness of government initiatives and international organizations (e.g. World Health Organization) from a national, local and personal perspective.</p> <p>Group Project Create an advertising campaign to educate fellow citizens about how to avoid the problems of a chosen health issue (the end result could be a poster/TV advert/radio advert etc.).</p>	<p>www.bbc.co.uk/scotland/education/int/g/eog/health/health/index.shtml Interactive map to look at cholera, cancer, malaria and coronary heart disease</p> <p>www.who.int/features/2005/chronic_diseases/en/ Malri's story: facing obesity (Kenya)</p> <p>www.who.int/topics/child_health/en/index.html WHO Child health website</p> <p>www.who.int/dietphysicalactivity/en/index.html WHO diet and physical activity campaign</p> <p>www.prb.org/Publications/Datasheets/2007/2007WorldPopulationDataSheet.aspx Population Research Bureau statistics including report on malnutrition</p> <p>Past paper Cambridge IGCSE Global Perspectives Paper 3 November 2011 http://teachers.cie.org.uk</p>
AO1	Research and understand the variations in infant mortality rate (IMR) and life expectancy (LE) span around the world and within countries	<p>Focus questions:</p> <ul style="list-style-type: none"> • How do infant mortality rate (IMR) and life expectancy (LE) rates vary around the world and within countries? • Why do such variations occur? • How can such variations be reduced? 	<p>Online www.bbc.co.uk/scotland/education/int/g/eog/health/development/social/life_expectancy/index.shtml An example of low life expectancy</p>

AO	Learning objectives	Teaching activities	Learning resources
AO2	Explore the causes of High IMR and LE	<p>W. Interpret choropleth (shading) maps or tables showing infant mortality rate (IMR) and life expectancy (LE) illustrating global and regional variations. Compare rates of IMR and LE. (See India Together web link)</p> <p>W/I. Discuss and explain factors affecting the rates.</p> <p>Individual Research Research programs in different countries aimed at reducing infant mortality rate (IMR) and life expectancy (LE). Devise a list of effective measures.</p>	<p>www.indiatogether.org/health/infocfiles/life.htm An Indian life - life expectancy in our nation</p> <p>www.indiatogether.org/photo/2003/inf-mortal.htm In pictures - infant mortality across India. Example of India: variation in life expectancy between states and also infant mortality</p>
AO4	Collaborate with others to carry out a project with a clear outcome	<p>Group Project Work in collaboration with another school in a contrasting country to devise a poster campaign aimed at promoting infant health care and immunization programs</p>	<p>http://news.bbc.co.uk/1/hi/health/4850986.stm Example of UK variations in infant mortality</p> <p>www.beta.undp.org/content/undp/en/home/mdgoverview/mdg_goals/mdg4.html UN site about reducing child mortality</p>
AO1	Research and understand the current situation of unequal access to health care and consider solutions	<p>Focus questions:</p> <ul style="list-style-type: none"> • Is access to good health care a right? • If so, what is the reality? 	<p>Online http://news.bbc.co.uk/1/hi/world/americas/7018057.stm Article about a young boy who died through lack of access to health care</p>
AO2	Analyze the reasons for and effects of unequal access to health care	<p>W. Present some statistics about health care provision in different countries. Highlight that health care is not free in all countries. Class discussion</p> <p>W. Investigate statistics that could be used to measure access to health care (e.g. people per doctor, number of clinics in an area etc.).</p> <p>W/G. Class debate: 'Access to health care is a basic right for all'.</p>	<p>http://news.bbc.co.uk/1/hi/world/4885714.stm World shortage of health care workers</p> <p>www.ruf.rice.edu/~hmokenya/orientation.html Humanitarian Medical Outreach. Information on differences in access to doctors, hospitals etc.</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to carry out a project with a clear outcome	<p>Extension I. Follow up the debate by writing a reflection on the debate, putting forward own perspective and own experience of health care.</p> <p>Individual Research Investigate the organization of health care and differences in access in own country.</p> <p>Group Project Work with another group or students in another country to identify issues around health care and propose solutions to those issues. This could be in the form of a presentation, video, blog, poster campaign, letter to MP.</p>	<p>Past paper Cambridge IGCSE Global Perspectives Specimen Paper 3 2012 syllabus http://teachers.cie.org.uk</p>
AO1 AO2 AO3	<p>Research and understand health care issues in my local community</p> <p>Investigate how well local health care provide for particular groups</p> <p>Explore and reflect on own and others' perspectives on health care provision</p>	<p>Focus questions:</p> <ul style="list-style-type: none"> • Which people in my local community have the greatest health care needs? • How well does my community cater for them? <p>W. Discuss which social groups are likely to have global health care needs. Identify those with greatest need for health care through discussion (e.g. elderly, young, chronically ill, disabled, etc.).</p> <p>G. Take a particular group and identify the type of care these people may have – present findings to the class.</p> <p>G. Research and evaluate local health provision for particular group and feedback findings to the class.</p> <p>Extension I. Investigate community provision (including health care, social care, recreational facilities) for people with disabilities. Evaluate the provision and suggest improvements. W. Similar study can be undertaken into sports facilities and links to health in the local area.</p>	<p>Online Local government and health care authority websites will be useful here.</p> <p>National Census data online sites could be useful in determining the structure of local populations and hence the different needs.</p> <p>www.ons.gov.uk/ons/guide-method/census/2011/index.html UK Office of National Statistics</p> <p>www.cia.gov/library/publications/the-world-factbook/index.html Information about countries world-wide</p> <p>Other resources Local pamphlets, directories, adverts could be useful in collating information about health provision</p>

AO	Learning objectives	Teaching activities	Learning resources
		<p>Individual Research Investigate health care provision for a particular group in own locality and that of another country.</p>	
AO3	Investigate perspectives on own health and needs	<p>Focus questions:</p> <ul style="list-style-type: none"> • How healthy am I? • How can I keep myself healthy? • How well does my local community cater for my health needs? • Do I have a responsibility to keep myself fit and healthy? 	<p>Online www.netdoctor.co.uk/teenagehealth/index.shtml Teenage health issues</p> <p>www.teenagehealthfreak.org/</p> <p>http://kidshealth.org/teen/ Linked websites discussing real life teenage health issues</p> <p>www.bbc.co.uk/health/treatments/healthy_living/nutrition/life_adolescence.shtml Healthy eating information</p>
AO3	Reflect on how healthy lifestyle is and ways to become more healthy	<p>W/I. Class survey into teenage lifestyle and health issues (e.g. eating disorders, obesity, smoking, drug and alcohol abuse, fitness levels, etc.) Devise a survey, collate and summarize findings.</p> <p>I. Compare own health to those of peers. Reflect on own attitude/perspective to health and fitness.</p> <p>I. Devise a plan of action to live more healthily (e.g. diet, exercise, etc.)</p> <p>I. Research local provision for teenage health care issues.</p> <p>Extension Present an assembly about teenage health issues for the whole school.</p> <p>Individual Research Research health and fitness issues amongst teenagers in a different country and compare them to own experience.</p> <p>Research health issues amongst teenagers in other countries and evaluate methods used in different countries to promote healthy lifestyles to them.</p>	<p>Other resources Local help (e.g. school nurse, health clinics, youth workers)</p>
AO4	Collaborate with others to carry out a project with a clear outcome	<p>Group Project Work with another school to devise an international campaign to promote healthy lifestyles for teenagers.</p>	

Unit 4: Education for All

Recommended prior knowledge

Students will bring their own experience of education and that of their family and friends to this unit. They may have attended more than one school and may have strong opinions about education generally. There are clear links with Unit 3 Disease and Health.

Context

This unit provides many opportunities for Individual Research and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in the class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to consider the purpose of education and the effect it can have on people. It encourages them to consider how education impacts directly on them and others. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO1	Identify and understand different views about the purpose and benefits of education	<p>Focus questions:</p> <ul style="list-style-type: none"> • What is education for? • What are my perspectives on education? • What are my family's perspectives on education? <p>W. Watch several short clips from films about schools and teachers with inspirational teachers and/or difficult circumstances for the students. G. Collate positive and negative perspectives seen in extracts. Compare perspectives to own experience.</p>	<p>Online http://youthink.worldbank.org/issues/education World Bank site. Explores issues and provides resources on education issues</p> <p>http://www.youtube.com/watch?v=crGnmbLQFQ Inspirational teacher movie clips</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to carry out a project with a clear outcome	<p>G/I. Read and analyze several case studies of people talking about the importance of education in their community. I. Interview members of the family about their views of education or school and how they developed them.</p> <p>Extension I. Write a short story, poem or song illustrating: how education can liberate/help people OR why some people reject education. I. Research and evaluate the policies of different political parties on education in your country. Explain which policies you support.</p> <p>Group Project Investigate different people’s experience of school in different countries via the internet. Compare the strengths and weaknesses of both systems. Propose ways in which the systems could improve.</p>	<p>www.voicesofyouth.org/sections/education/pages/education-the-big-picture UNICEF pages on education</p> <p>www.bbc.co.uk/worldservice/people/features/ Egyptian case study</p> <p>www.bbc.co.uk/worldservice/people/ Côte d’Ivoire case study</p> <p>www.bbc.co.uk/worldservice/people/ Brazilian case study</p> <p>Films Good Will Hunting (1997) Coach Carter (2005) Mona Lisa Smile (2003) Dead Poets Society (1989)</p> <p>Cambridge IGCSE Global Perspectives Teaching Pack pages 21–32 http://teachers.cie.org.uk</p>
AO3	Explore own perspective and demonstrate self-awareness about personal educational aspirations and goals	<p>Focus question:</p> <ul style="list-style-type: none"> • What do I want from my education? <p>W/I. Use a worksheet to produce a life map (see web), outlining view of own future life. Reflect on how far education can support these goals and review of personal educational goals and achievements to date. Share findings with a partner/group I. Carry out a ratings exercise to reflect on how much value is placed on own education</p>	<p>Online</p> <p>www.readwritethink.org/classroom-resources/lesson-plans/graphic-life-74.html Life map information and software</p>

AO	Learning objectives	Teaching activities	Learning resources
AO2	Analyze and evaluate personal attitudes towards education and preferred learning styles	<p>Focus question:</p> <ul style="list-style-type: none"> • How do I get the best out of my education? 	<p>Online www.google.com Type in the search box 'bored' and think about what school means to the person/people in the picture and why he/she/feels this way?</p>
AO3	Explore personal perspectives towards education	<p>I. Carry out a learning styles questionnaire such as the one listed in the resources column. Students conduct an individual review of their preferred ways of learning. Use this as a basis for reflection on current approaches to learning and how to improve. Identify three ways to improve your work using your preferred learning styles (e.g. a visual student or could think about using more diagrams to explain things). I. Carry out a reflection exercise (e.g. ratings 1–5) for how students feel about school and how well they are doing. I. Use the life map and reflection exercise to create an action plan for improvement in learning and to enable the student to achieve their goals in education and life.</p> <p>Extension I. Using the format from the students' own school, write a final school report and reference. This should highlight achievements and positive qualities. I/G. Research into the qualities of an effective student – personal qualities and attitudes, organizational and study skills, learning styles, thinking skills. Present a self-evaluation using the created profile of an effective student.</p> <p>Individual Research Write your own charter for education expressing your views about the importance of education.</p>	<p>www.vark-learn.com/english/page.asp?p=questionnaire Example of learning styles questionnaire</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to carry out a project with a clear outcome	Group Project Compare definitions of educational success in two different countries. Students might explore educational outcomes in terms of entry to higher education and entry to jobs and careers.	
AO1 AO3	Research and analyze the provision of education around the world Develop lines of enquiry into educational provision worldwide	Focus question: <ul style="list-style-type: none"> • Does everyone have a right to education? W. Discuss the facts found at: www.voicesofyouth.org/sections/education/pages/page--2 W. Read and discuss the United Nations Declaration of Human Rights in relation to the key questions: <ul style="list-style-type: none"> • Why is education so important to individuals, local communities, countries and the world? • What barriers exist to universal education for all? G. Research provision of education in particular countries and present findings to class.	Online www.globaleducation.edna.edu.au/global/ged/go/pid/27 Range of resources on education.
AO4	Collaborate with others to carry out a project with a clear outcome	W. Discuss the facts found at: www.voicesofyouth.org/sections/education/pages/page--2 W. Read and discuss the United Nations Declaration of Human Rights in relation to the key questions: <ul style="list-style-type: none"> • Why is education so important to individuals, local communities, countries and the world? • What barriers exist to universal education for all? G. Research provision of education in particular countries and present findings to class.	www.un.org United Nations website with links to many materials.
		Extension I. 'Poverty is the greatest barrier to education in all parts of the world.' Explain and assess this point of view.	www.campaignforeducation.org/ Pressure group for global education.
		Individual Research Research into the education system of a country where education is not available to many people. Suggest ways in which the system could be improved for the future.	www.streetchildren.org.uk/ Pressure group for street children with links to education issues.
		Group Project Work with students from another school to investigate barriers to education. Evaluate different policies to remove these barriers and improve access to education. Produce a charter to guide governments in their policy making about education and access to it.	www.bbc.co.uk/worldservice/people/features/childrensrights/index.shtml Children's stories and case studies
			www.barefootboy1.blogspot.kr/2012/12/little-barefoot-boy-by-jl-mason.html Read "Little Barefoot Boy" by J.L. Mason and think about why he is not at school, would he like to go and what is the poem trying to say about education?
			Past paper June 2009 IGCSE Global Perspectives Paper 3 http://teachers.cie.org.uk

AO	Learning objectives	Teaching activities	Learning resources
AO1	Research and understand patterns of educational organization and provision within own country	<p>Focus questions:</p> <ul style="list-style-type: none"> • What types of education are available in my area? • How is education funded? • What provision is there for people with special needs, for example, learning difficulties and disabilities? 	<p>Online Websites for the country's national and local government, relevant agencies and non-governmental organizations should provide information and resources. In addition, country based and international media organizations also provide useful material (e.g. BBC, allafrika.com, etc.)</p> <p>www.geographypages.co.uk/dev.htm Links to many websites comparing countries</p> <p>www.worldbank.org/html/extdr/thematic.htm Information and links about education worldwide</p> <p>www.unicef.org/index.php Information on countries world-wide</p> <p>www.dpi.org/ General information on disabled people worldwide</p>
AO2	Analyze and evaluate provision for particular groups	<p>G/I. Students analyze a range of published materials from local schools, the local government education authorities and national government describing education in their area or country. The aim is to learn about and summarize the pattern of education available locally.</p> <p><i>Key Questions for analysis:</i></p> <ul style="list-style-type: none"> • Is education widely available to everyone? • Are there any barriers to education? • How can education in my area be improved? • Should people have to pay for education? • Should people be allowed to pay for their education? Does this create privilege and inequality? • Are there equal opportunities for all? • How accurate and reliable are the materials? <p>I. Write a guide/brochure for parents about the educational opportunities available in your area or country.</p> <p>Extension</p> <p>I. Investigate home schooling in your local area and compare it with that in another country.</p> <p>I. Analyze and evaluate the differences between different types of school, for example state and private, or comprehensive and selective, by reviewing the prospectuses and websites of the schools.</p> <p>W. Visit another local school that contrasts with students' own experience and education – by age, selection, or social background; or visit a college or university (*if possible). Interview staff and students about their experience of teaching and learning in that environment. Compare the strengths and weaknesses of each type institution.</p>	

AO	Learning objectives	Teaching activities	Learning resources
		<p>Individual Research Research into the educational provision in the local area or the country for people with a specific type of disability. Evaluate this provision and suggest improvements for the future.</p>	
AO1 AO2	Research and evaluate types of educational organization and provision in another country/region	<p>Focus questions:</p> <ul style="list-style-type: none"> • What types of education are available in other countries? • How is education funded in different countries? <p>G/I. Students research and analyze a range of information in a chosen country. Liaison with students in chosen country to gain information and perspectives on education there. <i>Example questions for group research:</i></p> <ul style="list-style-type: none"> • What types of school are there? • Do schools select by ability? • Is education widely available to everyone? • Are there any barriers to education? • How can education in my area be improved? • Is education free for everyone? • Should people have to pay for education? • Are their equal opportunities for all? • How accurate and reliable are the sources you have used in researching your chosen country? <p>Present findings to rest of the class.</p> <p>Individual Research Compare educational provision or a type of school in three different countries. Evaluate the strengths and weaknesses of each approach and suggest what might happen in the future.</p>	<p>Online Websites for the country's national and local government, relevant agencies and non-government organizations should provide information and resources. In addition, country based and international media organizations also provide useful material (e.g. allafrika.com, BBC, etc.)</p> <p>http://web.worldbank.org/ Information and links about trade worldwide</p> <p>www.cia.gov/library/publications/the-world-factbook/index.html Information about countries world-wide</p> <p>www.unicef.org/index.php Information on countries world-wide</p> <p>http://stats.oecd.org/oecdfactbook/ Interactive mapping and statistical information</p> <p>www.geographypages.co.uk/dev.htm Links to many websites comparing countries</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Group Project Work with students from another school to compare the strengths and weaknesses of education system in own and second country. Propose ways in which the systems could improve.</p> <p>In many countries there are attempts to include people with disabilities in mainstream schools. Evaluate the strengths and weaknesses of inclusion in education in two countries and produce a poster to create awareness.</p>	
AO3 AO2	Explore and reflect on own and others' perspectives of education Develop a line of reasoning to support a view	<p>Focus questions:</p> <ul style="list-style-type: none"> • How could education in my country or school be improved? • What changes would I make to the curriculum and the way people learn? • How and where will people learn in the future? <p>G/I. Design 'A School of the Future For Your Community'. In groups, students design a school for the future and prepare a presentation explaining the reasons for their design. This could be in the form of a portfolio, classroom display or PowerPoint presentation. Each student should prepare their own presentation of the outcomes of the design process, including the rationale and educational views behind the design. An evaluation of the work should be included.</p> <p>Extension I. Create a report describing and explaining the proposed school of the future to accompany the presentation of the design.</p>	<p>Online www.microsoft.com/education/schoolofthefuture/ Project to build a school of the future in the USA</p> <p>www.youtube.com/ A number of videos on schools of the future</p> <p>www.telegraph.co.uk/culture/7658278/The-future-of-schools.html UK newspaper article about future schools</p> <p>http://news.bbc.co.uk/1/hi/education/ News article on good teachers</p> <p>www.consultingpupils.co.uk/Resources/ Accessible article on good teachers</p> <p>www.quotegarden.com/teachers.html Quotations about good teachers</p> <p>www.helium.com/knowledge/134714-the-characteristics-of-a-good-teacher</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Group Project Work with students from another school to compare approaches to different aspects of schooling in different countries; for example:</p> <ul style="list-style-type: none"> • school behavior and discipline • uniform • homework • school councils • extra-curricular activities • curriculum • teaching styles • setting or mixed ability teaching 	<p>Series of articles on good teaching http://givekidsgoodschools.org/main/ US material on good schools</p> <p>www.edutopia.org/what-makes-good-school-students-speak-leadership-forum Students talking about their views of good schools</p>

Unit 5: Family and Demographic Change

Recommended prior knowledge

Students will bring their own experience of their family and friends to this unit. There are clear links with Unit 1 Belief Systems and Unit 4 Disease and Health.

Context

This unit provides many opportunities for Individual Research and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in the class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to investigate the issues surrounding family structure and responsibilities to family members, particularly the elderly. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO3	Reflect on personal perspectives and those of others on the family and the role of parents	<p>Focus questions:</p> <ul style="list-style-type: none"> • What is a family? • What responsibilities do family members have to one another? • What responsibilities do parents have? • What responsibilities do children have towards parents? <p>W/I. Survey on family composition. Discuss close/extended family and domestic set up.</p> <p>W. From this, question the class on their understanding of the term family and create a class definition of 'family'.</p> <p>G. Discuss the role of parents and their responsibilities to children and the responsibilities children have towards parents. Produce a list of four</p>	<p>Online</p> <p>http://social.un.org/index/Family.aspx United Nations site on family</p> <p>Past paper Cambridge IGCSE Global Perspectives</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan a project with a clear outcome	<p>key responsibilities for each. Present to the class. Collate a class set.</p> <p>Extension I: Discuss list of parent/child responsibilities with parents at home. Reflect on their reaction.</p> <p>Group Project Work with students from another school to compare the effect of different cultures on the roles of parents and children. Produce a guide for the other students on the roles in the respective country.</p>	<p>Paper 3 June 2011 http://teachers.cie.org.uk</p>
AO2	Analyze and evaluate the role of a parent.	<p>Focus questions:</p> <ul style="list-style-type: none"> • What makes a good parent? • How easy is parenting? • What sort of parent do I want to become, if at all? <p>W. Use some material from ‘The World’s Strictest Parents’ to stimulate discussion about what makes a good parent. G. Produce a parent’s and children’s charter to encourage mutual respect and good relationships in families. I. Questionnaire/Interview with parents about what it is like to be a parent. Students get into pairs to brainstorm some questions. Homework to collect information and write up a summary of answers, (e.g. what do you enjoy about being a parent, least enjoy, is it hard work, why?) I. Produce a list of actions/qualities that students would like to do/have if they became parents.</p> <p>Extension W/I. Class debate or individual perspective on ‘being a parent is the toughest job in the world’.</p>	<p>Online</p> <p>www.bbc.co.uk/programs/b00nd2f3 BBC – ‘The World’s Strictest Parents’</p> <p>There is a range of parenting websites that can be researched.</p> <p>Other resources Questionnaire/interview materials</p>

AO	Learning objectives	Teaching activities	Learning resources
AO2 AO3	Analyze and evaluate examples of care for elderly people Reflect on personal perspectives and those of others about care for the elderly	<p>Focus questions:</p> <ul style="list-style-type: none"> • How are elderly people cared for locally? • How would I choose to be cared for as an elderly person? <p>G. Research local examples of care for the elderly. Rank them in terms of perception of the best to worst and explain why. I. Interview elderly relatives/friends elderly about how they look after themselves or are looked after. Analyze the information and compare it to group work discussion. G. Investigate the work of charities in helping the elderly. I. Reflect on the type of care a student would prefer when they are elderly.</p> <p>Extension Visit elderly people in the community and interview them about how they are cared for. (*if possible)</p> <p>Individual Research Research government policy about care for the elderly. Evaluate its effectiveness and propose improvements.</p> <p>Group Project Work with students in another school to produce a fund raising campaign for a charity (charities) involved in helping the elderly in some way.</p>	<p>Online Some examples of charities working on behalf of the elderly:</p> <p>www.ageuk.org.uk/ UK charity for elderly</p> <p>www.wrvs.org.uk/how-we-help UK charity for elderly</p> <p>www.littlebrothers.org/ USA charity for the elderly</p> <p>www.helpinghand.org.hk/category.php?pid=5&qid=12&lang=en Hong Kong charity working with the elderly</p> <p>www.helpageindia.org/index.php Indian charity for the elderly</p> <p>Other resources Interview transcripts, local documents, newspaper articles</p>
AO1	Research and understand the issues around high birth rates and declining death rates and increasing life expectancy	<p>Focus questions:</p> <ul style="list-style-type: none"> • Why do some countries have a higher proportion of elderly and of children than others? • What are the impacts of this? 	<p>Online</p>

AO	Learning objectives	Teaching activities	Learning resources
AO2	Analyze the reason for population changes linked to birth and death rates	<p>W. Listen to the pod casts about demographic and family change and make notes on differences between the developed and developing world.</p> <p>G/I. Investigate changes in fertility rates and life expectancy. Use websites such as: www.census.gov/population/international/data/idb/informationGateway.php.</p> <p>Present and interpret maps, graphs and population pyramids for a chosen range of countries (e.g. more and less developed examples)</p> <p>W. Present the ideas of the Demographic Transition Model (http://geography.about.com/od/culturalgeography/a/demotransition.htm) to explain how birth and death rates change over time.</p> <p>G. Draw up a list of negative and positive impacts of changing fertility rates and life expectancy to include dependency ratio.</p> <p>Extension</p> <p>I. Create future population pyramids based on knowledge and hypothesize their shape.</p> <p>Individual Research</p> <p>Investigate the impact of changing fertility rates in rural and urban parts of the country.</p> <p>Investigate the impact of increasing numbers of elderly people in the population. Propose a range of actions to help deal with increasing numbers of elderly.</p>	<p>www.bbc.co.uk/worldservice/sci_tech/features/essentialguide/theme_fam.shtml BBC world service web link: population and family structure change – two pod casts. One on global demographic change, one on changing family structure</p> <p>www.census.gov/population/international/data/idb/informationGateway.php USA government site on population</p> <p>Population pyramids can be drawn for different countries</p>

Unit 6: Language and Communication

Recommended prior knowledge

Students will bring their own experience of Language and Communication and that of their family and friends to this unit. They may be in a school situation where different languages are spoken at home, but receive their education in English. They will have good personal insight into the issues involved in translating and conversing in different languages and the nuances that exist in each one. They will also have experience and opinions of using the internet for communication (e.g. by email or social networking sites). There are clear links with Unit 4 Education for All.

Context

This unit provides many opportunities for Individual Research and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in the class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to consider the importance of communication between people and the influence of the internet on how people communicate. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO3	Explore and reflect on personal approaches to communication and language	<p>Focus questions:</p> <ul style="list-style-type: none"> • How does the way I communicate with my family and friends differ? • How easy is it to be misunderstood? <p>W. Discussion on ways of communicating with family and friends (e.g. verbally, written, through body language, via technology). G. List examples of different ways to communicate to different people; identify the factors that determine the method of communication (e.g.</p>	<p>Online</p> <p>www.importanceofcommunication.org/barriers-in-communication/ Some ideas for communicating effectively and barriers to communication</p> <p>www.typesofcommunication.org/ Types of communication</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>age, technical knowledge, relationships, etc.).</p> <p>G. Collate some incidents where individuals in the group have been misunderstood – identify why this happened and what was learned from the experience.</p> <p>W. Produce a class summary of communication barriers and some solutions to them.</p> <p>Individual Research Investigate the role age plays in the way people in your community communicate with each other.</p> <p>Group Project Compare your approaches to communication with friends and family and with students in another school in a different culture. Prepare a guide for visiting teenagers about communication 'etiquette'.</p>	<p>Other resources www.youtube.com/watch?v=yR0IWICH3rY German Coast Guard Trainee</p> <p>Research cartoons/TV footage showing poor communication</p>
AO2	Analyze and evaluate perspectives on acquiring a second language	<p>Focus question:</p> <ul style="list-style-type: none"> • How important is it to speak other languages? • Why is it not always easy to be understood in a foreign language? • In what ways do other societies communicate differently to my own? <p>W. Watch some of the YouTube adverts about learning languages. Give you initial responses.</p> <p>W. Survey the class to find out the range of languages spoken.</p> <p>I. Present and analyze the results. Consider the impact of the results.</p> <p>G/W. Groups prepare arguments for and against: 'Speaking another language is an essential skill for future success.' Class debate.</p> <p>W/G. Consider some non-verbal forms of communication that have different meanings in different cultures. Identify other forms of non-verbal communication that may have different meaning and in some cases may cause offence in different cultures.</p>	<p>Online</p> <p>www.youtube.com/watch?v=qssm02-7F1U Short animation on learning foreign languages</p> <p>www.youtube.com/watch?feature=endscreen&NR=1&v=A8cs_cD9zeE Interviews with language teachers about why it is important to learn a language</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Extension Add friends and family languages to the survey to get a wider sample on perspectives about language learning.</p> <p>Individual Research Research and analyze the trends for foreign language acquisition in the local community.</p> <p>Group Project Compare perspectives on speaking foreign languages between students in an international school and those in a school in a different culture. Produce a series of posters about why speaking another language could be beneficial.</p>	<p>There are several videos on YouTube about learning foreign languages that may be useful. Here is one: www.youtube.com/watch?v=4K11o19YNvK</p> <p>Other resources Survey/interview results</p> <p>Past paper Cambridge IGCSE Global Perspectives Paper 3 June 2009 http://teachers.cie.org.uk</p>
AO1	Research and understand the nature of communication in own country	<p>Focus questions:</p> <ul style="list-style-type: none"> • How do people in my country communicate with each other? • What investment has my country made in communication? • What other forms of communication do societies use? <p>W. Class discussion on forms of communication: radio, television, face to face, internet (email, social network sites, telephone, video conferencing, etc.).</p> <p>G. Prepare a survey to carry out in school and community to find out the range of communication which dominates and why. Carry out survey.</p> <p>G/I. Present, analyze and evaluate survey results.</p> <p>I. Suggest improvements to communication infrastructure in own country.</p> <p>I. Investigate other forms of communication not used in own country but used in others.</p>	<p>Online www.unesco.org/new/en/communication-and-information/ UNESCO communication and information pages</p> <p>www.gapminder.org/data/ Search this website for data on internet use</p> <p>Other resources Survey/interview results</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Extension Invite local authority representative to discuss policy towards communication development, especially internet. (*if possible)</p> <p>Individual Research Investigate the impact of internet access on communication in local community.</p> <p>Group Project Compare the use of the internet with students in a different country. Analyze the reasons for the similarities and differences. Produce a campaign to persuade local authorities to ensure all have access to the internet in each country.</p>	
AO1 AO2	<p>Research and understand the nature of global internet use</p> <p>Analyze and evaluate the issues surrounding the internet</p>	<p>Focus question:</p> <ul style="list-style-type: none"> • What is the global impact of the internet? <p>W. Show some statistics, facts about the history of the internet and its use worldwide. G. List ways in which internet use can be both positive and negative. W/G. Class discussion/debate: 'The development of the internet has been a force for good'.</p> <p>Extension Investigate how some regimes try to restrict internet use. Investigate how development can be promoted through greater internet access.</p> <p>Individual Research As above in extension work.</p>	<p>Online www.internetsociety.org/internet/internet-51/history-internet/brief-history-internet Internet Society</p> <p>www.unesco.org/new/en/communication-and-information/ UNESCO Communication and Information pages</p> <p>www.gapminder.org/data/ Site for various statistics and articles about the Internet and development</p> <p>www.economist.com/node/21530612 Internet in developing countries – hailing the Google Bus</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Group Project Work with students from another school to investigate how influential the internet is on the lives of teenagers and their families.</p>	<p>www.isoc.org/oti/articles/1196/sadowsky.html Internet society in developing countries</p> <p>www.conversationsforabetterworld.com/2010/05/mobile-internet-access-in-developing-countries/ Mobile internet access in developing countries</p> <p>Past paper Cambridge IGCSE Global Perspectives Paper 3 June 2010 http://teachers.cie.org.uk</p>

Unit 7: Law and Criminality

Recommended prior knowledge

Students will bring their own experience of law and criminality and that of their family and friends to this unit. They may have been the victim of a crime(s) or know someone who is the victim of crime; they may have relatives who work in the police force or know people who have been convicted of a crime. There are clear links with Unit 1 Belief Systems and Unit 2 Conflict and Peace.

Context

This unit provides many opportunities for Individual Research and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in the class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to explore issues related to crime and the law. They will be able to consider why laws are made and why they are broken at a range of levels. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO1	Understand why laws are made and how they are made nationally and internationally	Focus questions: <ul style="list-style-type: none"> • Why do we need laws? • How are laws decided? • What are the problems caused by having different laws in different countries? 	Online The process of law making in each country will need to be researched using local sites and resources. www.historylearningsite.co.uk/how_laws_are_made_in_great_brita.htm Example website from UK:
AO2	Analyze and evaluate the process of law making	G. Group activity to understand the need for laws such as that at: www.curriculum.edu.au/cce/default.asp?id=9478 W/G. Produce 10 reasons why laws are a good thing. W/G. Watch an extract from a TV program or film about a community	http://kids.clerk.house.gov/grade-school/lesson.html?intID=17 Example website from USA:

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>and how they make laws (e.g. Lord of the Flies). Share thoughts on what you see. Discuss what makes a good law. G. Research how laws are made in resident country. W/I. Investigate the role of international law and how this is made.</p> <p>Extension W. Invite a local police officer/legal representative to speak to students about their work and how the law works. (*if possible)</p> <p>Individual Research Compare the laws covering a particular issue in two different countries. Comment on which laws are the most effective and what developments may happen in the future.</p> <p>Group Project Work with students from a different school to compare the laws that affect teenagers (e.g. smoking and alcohol laws). Compare attitudes towards them and punishments linked to them in each country. Produce an awareness and crime reduction campaign for teenagers in each country based on these laws.</p>	<p>http://www.youtube.com/watch?v=AhlyCCm426c Lord of the Flies video clip</p> <p>http://www.youtube.com/watch?v=X7ffCWSTNYM Lord of the Flies full movie</p> <p>www.un.org/en/law/index.shtml United Nations international Law website</p> <p>www.ila-hq.org/ International Law Association</p> <p>Past papers Cambridge IGCSE Global Perspectives Paper 3 November 2010</p> <p>Cambridge IGCSE Global Perspectives Paper 3 June 2011 http://teachers.cie.org.uk</p>
AO2 AO3	<p>Analyze and understand peoples' attitudes to and perspectives on the law</p> <p>Explore and reflect on personal perspectives about the law and develop a line of reasoning to support views/opinions/actions</p>	<p>Focus questions:</p> <ul style="list-style-type: none"> • Why do people break the law? • Has crime affected me or my family and friends? • What can I do to prevent crime? <p>W/I. Read and discuss the article at www.bbc.co.uk/news/uk-15574189 about why people obey the law. G. Make a list of crimes that teenagers are most like to commit and be victims of. G. Make a list of ways to prevent these crimes and dissuade teenagers from committing them</p>	<p>Online</p> <p>www.bbc.co.uk/news/uk-15574189 BBC article on why people obey the law</p> <p>Other resources Survey results Interview transcripts</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	Group Project Work with students in another school to compare attitudes to crime amongst peers and create a poster campaign to prevent crimes against teenagers.	
AO1 AO2 AO4	Understand the incidence of crime in local community Analyze the causes of crime and the effectiveness of measures to protect people Collaborate with others to plan and carry out a project with a clear outcome	Focus questions: <ul style="list-style-type: none"> • What is crime like in my local community? • Why does it occur? • What measures are there to protect people locally from crime? • How effective are they? <p>I. Research and present national/local crime figures using published data; consider the reliability of the data. Use graphs, tables, maps to show information for locality. W. Interview a local police officer on measures used to protect people locally from crime. G/I. Survey friends, relatives, local people of their experience of crime and methods to prevent it. Summarize the results and evaluate whether protection measures are working.</p> <p>Individual Research Investigate the incidence of a particular crime in two different countries and evaluate the responses to it (prevention, punishment and support for victims).</p> <p>Group Project Work with students from another school to compare crime figures for particular offences in their locality. Investigate the causes of the crime and devise some strategies that may be used to reduce the incidences of the offence in each place.</p>	Online National crime statistic websites have a range of data that can be used to investigate this: http://bjs.ojp.usdoj.gov/index.cfm USA example http://ncrb.nic.in/ India example Textbook: Gallagher, R. and Parish, R. <i>Geog 2</i> pages 100-109

Unit 8: Water, Food and Agriculture

Students will bring their own experience of water, food and agriculture and that of their family and friends to this unit. They may live in a country where food and water shortages are very much an everyday occurrence and have witnessed the impact of this. There are clear links with Unit 3 Disease and Health.

Context

This unit provides many opportunities for Individual research and collaborative work for the Group Project. Students are encouraged to share their work and findings with others in the class as they explore issues and undertake research.

Outline

This unit gives students the opportunity to investigate the issues surrounding food and water supply and consumption. They will be able to consider their own use as well as that of countries and also consider how to provide a reliable supply of food to feed the world's growing population. As with all Global Perspectives work, students will be given opportunities wherever possible to research and critique sources of information, present findings appropriately, develop opinions and evaluate information and perspectives. Personal reflection time on their work is important and opportunities to do this are built into the planning.

AO	Learning objectives	Teaching activities	Learning resources
AO3	To investigate personal use and perspectives of water	Focus questions: <ul style="list-style-type: none"> • How much water do I/my family use each day? • What do I/we use it for? • How could I/we conserve/use less water? 	Online http://news.bbc.co.uk/1/hi/5086298.stm BBC water use calculator http://ga.water.usgs.gov/edu/sq3.html US Geological Survey water use calculator www.waterfootprint.org Water Footprint Network www.energysavingtrust.org.uk Website for ideas to save energy/water.
AO2	Propose some solutions and analyze ways to reduce water consumption	W/I. Complete a survey of household water use online, using one of the many sites available. W. Collate some key features of the students' use of water. Survey opinions about water use and conservation of it. G. Draw up a list of actions that could be used to conserve/use less water at home and present to the class.	

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Extension W/I. Interview a representative from a water company on how they try to encourage people to use less water. (*if possible)</p> <p>I. Investigate government policies on water and water conservation.</p> <p>Individual Research Investigate the different perspectives in your local community on water and water conservation.</p> <p>Group Project Work with students from another school to compare average household water usage. Prepare a report and draw up a poster campaign to encourage more conservation of water supplies.</p>	<p>http://tlc.howstuffworks.com/home/gray-water.htm What is gray water, and can it solve the global water crisis?</p>
AO3	To investigate personal use and perspectives of food and possible ways to reduce food waste	<p>Focus questions:</p> <ul style="list-style-type: none"> • Does my family waste food? If so, how much each day? • How much food does my family waste each day? • Why is food wasted? • How can we reduce the waste? <p>W. Students carry out a survey at home about how much food they waste each day- this could be by weight or itemized.</p> <p>I. Carry out a survey and interview people at home about food waste to gain perspectives on it.</p> <p>I/G. Collate results of survey in a group and present them to the class. Take notes from other groups on any different points not raised by own work.</p> <p>G. Investigate an example of action to persuade people to waste less food. Draw a list of five reasons why it is better not to waste so much food.</p>	<p>Online Examples of food waste websites www.lovefoodhatewaste.com/ Love food/Hate waste</p> <p>http://news.bbc.co.uk/1/hi/uk/7389351.stm BBC news article on food waste</p> <p>www.guardian.co.uk/environment/2009/ UK Guardian article</p> <p>www.epa.gov/osw/conserve/materials/organics/ US Environmental Protection Agency site on food waste</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Extension I. Bring in a recipe to share with the class that uses up leftovers that would otherwise be thrown away. I. Research government initiatives in several countries on reducing food waste.</p> <p>Individual Research Investigate local perspectives on food waste and research initiatives to persuade people to waste less.</p> <p>Group Project Work with students from another school to produce a marketing campaign to persuade people to waste less food. Present the campaign to the school.</p>	<p>Other resources Bring in a pile of waste food Photographs of food waste – not only rubbish but also things like food mountains from over production</p>
AO1	Research and understand the importance of particular foods in different cultures	<p>Focus question:</p> <ul style="list-style-type: none"> • What foods are important in my country and why? <p>W/G. Discuss which foods are important for a variety of reasons: religious, cultural, economic, political, and technological. G. Present ideas to the class. W. Produce a wall display of the importance of certain foods to the students.</p> <p>Extension Put on a food festival for students at school to celebrate certain foods.</p> <p>Individual Research Investigate the importance of certain foods for different societies.</p>	<p>Online Relevant website specific to chosen foods and countries</p> <p>Other resources Recipe books, food</p>

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	Group Project Work with students from another school to produce a recipe book with national dishes that could be sold to raise money for a chosen charity.	
AO1 AO2 AO3	Research and understand the global situation of food and water supplies Analyze the causes of these shortages Explore own perspectives on how it would be to live with shortage of food and/or water	Focus questions <ul style="list-style-type: none"> • Why do some countries have inadequate supplies of food and clean water? • How my country/community is affected these inadequate supplies? • How would I cope without regular food and /or water supplies? <p>W. Present global picture on food and water shortages/famine and drought.</p> <p>G/W. Investigate different case studies and reasons for water and food shortages and present to class. Students take notes on different case studies/reasons to have a full set of notes.</p> <p>W/I. Investigate and present information on local occurrences of drought and/or food shortages. Summarize the impact and any strategies that were used to alleviate problems.</p> <p>I. Imagine a scenario of shortage of water and/or food. Describe how current lifestyle/behavior would change and what it would be like to live on a daily basis.</p> <p>Extension</p> <p>I. Compare the approach of more and less economically developed countries to water shortages.</p> <p>I. Investigate where conflicts have occurred over food/water shortages.</p> <p>Individual Research</p> <p>Investigate the impact of drought or famine on different communities within own country.</p>	Online Examples of water resources http://water.org/ www.worldwatercouncil.org/ www.wateraid.org/ Water charity www.unwater.org/ United Nations water website www.un.org/en/globalissues/water/ United Nations Global Issues Water website Examples of food resources: www.ri.org/ Relief International Charity www.fao.org/ Food and Agriculture Organization of the United Nations www.wfp.org/ United Nations World Food Program www.un.org/en/globalissues/food/ United Nations Global Issues Food website

AO	Learning objectives	Teaching activities	Learning resources
AO4	Collaborate with others to plan and carry out a project with a clear outcome	Group Project Work with students in another school to compare situations in water supply. Produce a documentary about the situation in each country.	www.un.org/apps/news/story United Nations Global News Other resources Photographs of drought stricken areas
AO1 AO2 AO3 AO4	Research and understand the approaches to national water management Analyze and evaluate the success of these approaches Explore different perspectives on water management strategies. Collaborate with others to plan and carry out a project with a clear outcome	Focus questions: <ul style="list-style-type: none"> • What emergency measures are in place in my country to deal with water problems – drought or floods? W. Present examples of where emergency measures have been needed. I. Evaluate how successful these measures were in alleviating the problem. Extension Interview local representatives of water providers/ charities involved in water provision about their strategies to maintain supply. (*if possible) Individual Research Investigate different perspectives on drought or flooding in local community and explain them. Group Project Compare measures to alleviate drought with students in a different country. Produce a poster campaign to inform people about measure they can take to reduce the problems.	Online Examples of Water resources: http://water.org/ www.worldwatercouncil.org/ www.wateraid.org/ Water charity www.unwater.org/ United Nations water website www.un.org/en/globalissues/water/ United Nations Global Issues Water website Examples of Food resources: www.ri.org/ Relief International Charity www.fao.org/ Food and Agriculture Organization of the United Nations www.wfp.org/ United Nations World Food Program www.un.org/en/globalissues/food/ United Nations Global Issues Food website

AO	Learning objectives	Teaching activities	Learning resources
AO1	Research and understand different strategies adopted around the world to try to promote food security	<p>Focus questions:</p> <ul style="list-style-type: none"> • What strategies are in place to solve world food shortages and promote food security? • How successful are they? 	<p>Online www.who.int/trade/glossary/story028/en/ World Health Organization</p>
AO2	Evaluate the success of these strategies	<p>G/I. Investigate the use of technology to solve food crisis (e.g. Genetically Modified Crops) and evaluate their success and present findings.</p> <p>I. Present own perspective of strategies such as genetically modified (GM) crops. Investigate others perspectives.</p>	<p>www.guardian.co.uk/global-development/food-security UK guardian newspaper</p> <p>www.un.org/en/issues/food/taskforce/ United Nations Global Food Security website</p>
AO3	Reflect on own perspective on such strategies	<p>Extension Investigate how such things are presented in the media.</p> <p>Individual Research Investigate the adoption of new technology in farming to improve food supplies in three countries.</p>	<p>www.fao.org/spfs/en/ FAO food security website</p> <p>www.wfp.org/food-security World Food Program</p>
AO4	Collaborate with others to plan and carry out a project with a clear outcome	<p>Group Project Compare perspectives on reduction of food shortages with students in a different country. Summarize findings in a presentation.</p>	