



CAMBRIDGE
UNIVERSITY PRESS

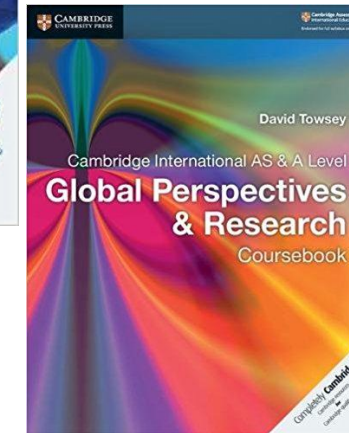
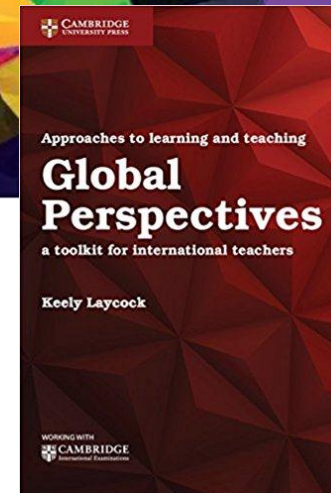
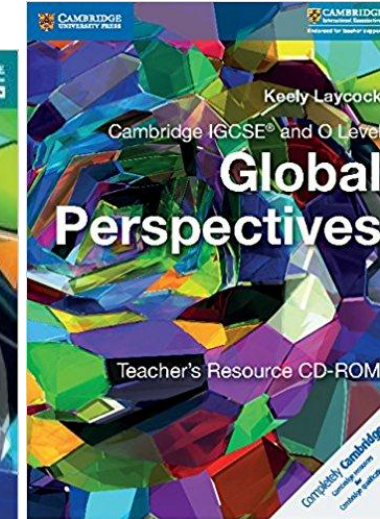
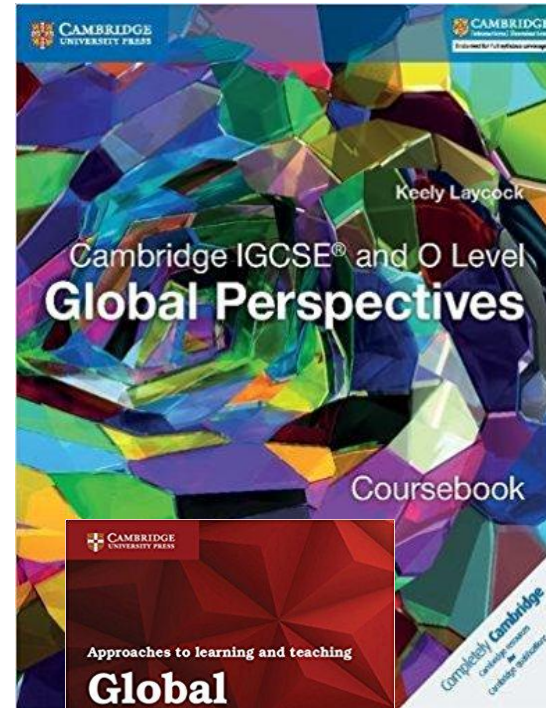
Developing 21st Century Learners through Cambridge Global Perspectives

Developing 21st Century Learners through Cambridge Global Perspectives

Teaching Global Perspectives lessons

Getting started:

- Choose skill (s)
- Choose topic/issue
- Choose activities
- Choose resources



Lesson Plan

- Choose skill (s): Being able to look at an issue from different perspectives and answer questions
- Choose topic: Access to water
- Choose activities: Starter (think, pair share & pairs), main (rainbow groups), plenary (reflection on Padlet)
- Choose resources: Image, text from The Guardian (March, 2017), Padlet

WATER
WATER
WATER

Think, Pair, Share

What words and phrases come to mind when you look at this word?

[Answer Garden](#)





Developing 21st Century Learners through Cambridge Global Perspectives

Starter Activity



In Pairs

Questions to gain different perspectives – you choose

What is happening in the photo?

What do you think the girl in red at the front is thinking?

What do you think are the differences between these children's lives and those of children that you know?

What other questions might you want answers to?

Rainbow groups – organisation

- Organise into five groups of 5 and give each group a colour (**red**, **orange**, **yellow**, **green** and **blue**)
- Give each group a section of text (1-5) to read and discuss together so that they become ‘Experts’ of their section of text
- Reorganise the groups so that each group forms a rainbow (1 of each colour in it)
- Each member, starting with **red**, explains their text to the others



Rainbow groups – task instructions

- Read and discuss your text so that you are able to share its content with someone else
- When you move groups, explain your text to the rest of your group
- When listening to each other, make notes:
What are the global perspectives presented?
What evidence supports these perspectives?
- As a group, write a list of further questions you have after discussing the whole text.



Whole group discussion

What are the global perspectives presented?

What evidence supports these perspectives?

- As a group, write a list of further questions you have after discussing the whole text

Next lesson(s) - possibilities

- Research to find out answers to the questions they have (pp. 9-12 of IGCSE and O Level CB)
- Evaluating sources (pp. 63-64 of IGCSE and O Level CB)
- Explore the difference between perspectives and issues (activity on p.7 of IGCSE and O Level CB)



Developing 21st Century Learners through Cambridge Global Perspectives

Reflection



- ✓ Write a tweet (140 characters) summarising how you developed a particular skill in today's lesson.
- ✓ Write one thing you did in today's lesson that you are particularly proud of and explain why.
- ✓ Write one thing that you might have done differently in today's lesson and explain why.
- ✓ How do you think you might further develop the skill you have been practising today? Give **two** suggestions.

Our learning Padlet

- ✓ Write a tweet (140 characters) summarising how you developed a particular skill in today's lesson.





Thank you for your attention
and participation

Happy Global Perspectives
Teaching and Learning

Developing 21st Century Learners through Cambridge Global Perspectives Resources

Cambridge University Press Resources for GP

- ✓ Cambridge IGCSE® and O Level Global Perspectives Coursebook. Keely Laycock (2016) Cambridge University Press (ISBN 978-1316611104)
- ✓ Cambridge IGCSE® and O Level Global Perspectives Teacher's Resource CD-ROM. Keely Laycock (2016) Cambridge University Press (ISBN 978-1316635421)
- ✓ Approaches to Learning and Teaching Global Perspectives: A Toolkit for International Teachers. Keely Laycock (2017) Cambridge University Press (ISBN 978-1316638750)
- ✓ Cambridge International AS & A Level Global Perspectives & Research Coursebook. David Towsey (2017) Cambridge University Press (ISBN 978-1107560819)

