



CAMBRIDGE

Global Perspectives From Micro to Macro

Roberta Lima, Zinta Williams & Kassidy Kaye

June 2025

Cambridge Schools Conference, June 2025
Future-ready: preparing learners to thrive

Agenda

Duration	Item	Speaker(s)
5 Mins	Introductions	Roberta Lima, Zinta Williams, & Kassidy Kaye
25:00 Mins	Implementing a Global Perspectives Classroom	Zinita Williams & Kassidy Kaye
20:00 Mins	Providing a Broader Outlook- Collaborating Across a Country	Roberta Lima
10:00 Mins	Q & A - Discussion	All

Macro-models of implementation

Global Perspectives implementation models

“By choosing to study Cambridge Global Perspectives, you’re choosing to give yourself the best opportunity to succeed in your other subjects...”

Supplemental

What does this model look like in practice?

Monthly or quarterly offering

Flexibility is most valued

Least confined and possibly lowest “fidelity”



Blended

What does this model look like in practice?

Done “in addition to” usually in a core course

Moderate flexibility but may be “pushed aside”



Fidelity

What does this model look like in practice?

Dedicated Global Perspective class or special area

Allows for focused skills-based coursework and Challenges

Requires the most commitment

Meeting the aims of the course. Ensuring learners success

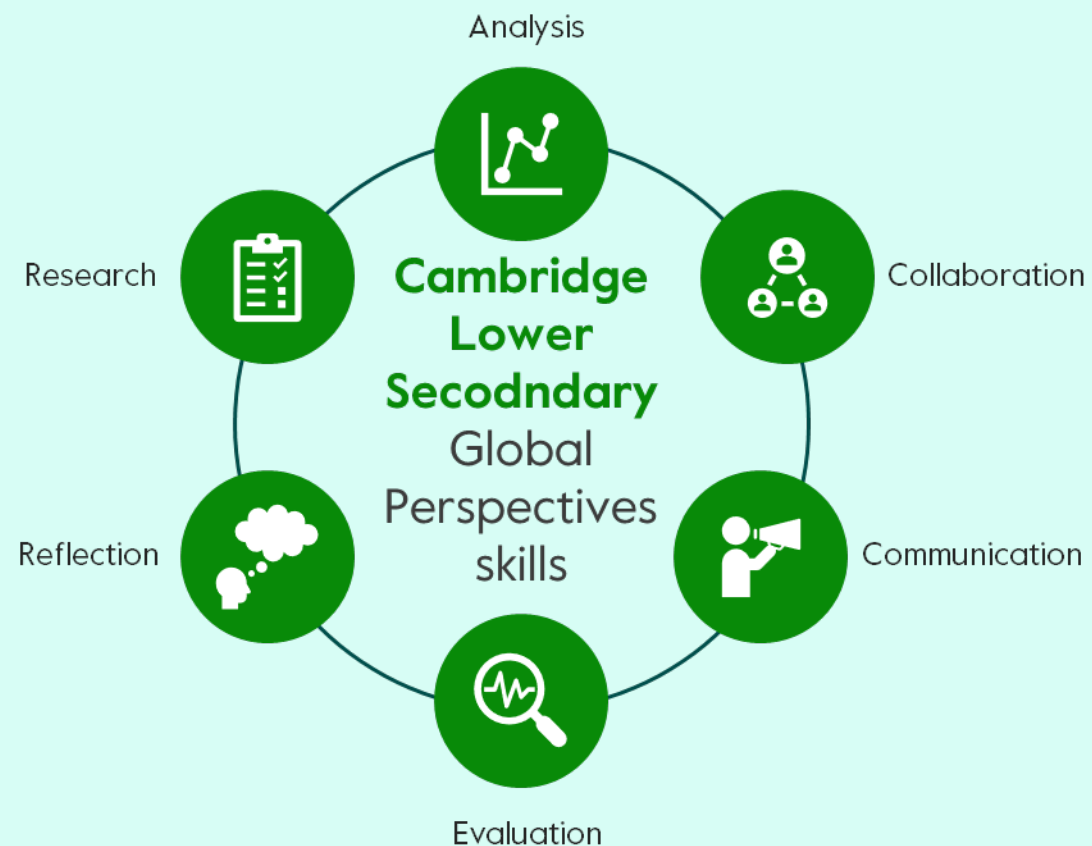
Aims

Following Cambridge Lower Secondary Global Perspectives helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Lower Secondary Global Perspectives, learners:

- become increasingly independent learners able to apply the skills of analysis, collaboration, communication, evaluation, reflection and research in everyday situations and when studying other subjects
- explore personal, local and global perspectives to make sense of, and feel connected to, the world around them
- develop an analytical understanding and awareness of global issues, their causes and consequences
- make informed decisions about the information they read, hear and see on global issues, identifying different perspectives and arguments
- work together as a team to achieve shared goals
- engage with others' ideas and ask well-judged questions
- conduct their own independent research on a global issue and effectively communicate their findings and judgements
- reflect on their progress, contributions and learning, and identify areas for improvement
- use information and sources to suggest solutions for local, national or global problems.



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Research

Constructing research questions

- **78Rs.01** Construct relevant research questions.

Information skills

- **78Rs.02** Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions.

Conducting research

- **78Rs.03** Select an appropriate method and conduct research to test predictions and begin to answer a research question.

Recording findings

- **78Rs.04** Select, organise and record relevant information from a range of sources and findings from primary research, using appropriate methods.

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A Skills-Based Approach

An AI generated lesson

Global Perspectives: Understanding Cultures & Communities**

Objective: Students will explore different global cultures, traditions, and perspectives to foster understanding, empathy, and appreciation for diversity.

Lesson Plan: The World Through Different Lenses**

Introduction (10 mins)**

- - Begin with a question: “What does ‘global perspective’ mean to you?”
- - Show a world map and have students identify places they have heard of or would like to visit.
- - Discuss why understanding different cultures is important in today's interconnected world.

Activity: Cultural Immersion Stations (20 mins)**

- - Set up stations featuring different countries. Each station includes:
- - Traditional clothing or artifacts (pictures or physical items if available).
- - A sample phrase from the local language.
- - A brief story or folklore from the region.
- - A quick fact about daily life (e.g., schooling, family traditions).
- - Students rotate through stations and take notes on what they learn.

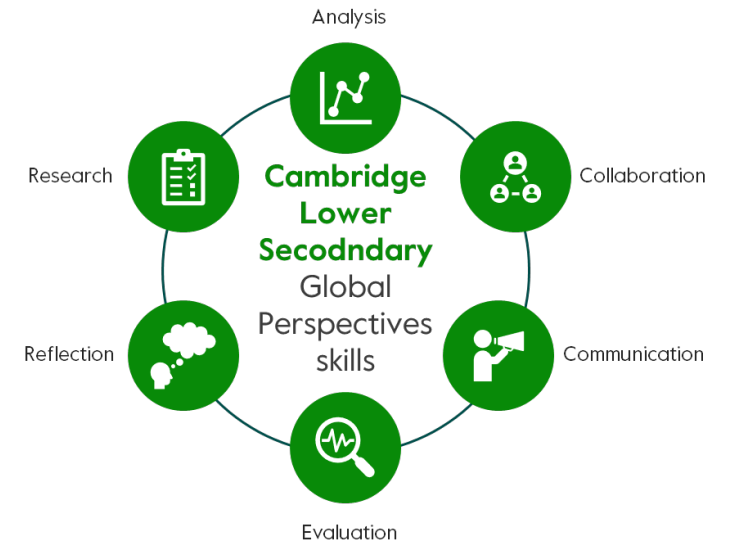
Discussion: Common Threads & Unique Traits (15 mins)**

- - As a class, discuss patterns they noticed (e.g., family values, celebrations, ways of greeting).
- - Compare and contrast traditions, pointing out similarities between cultures.
- - Highlight how globalization affects cultural exchange, such as food trends, music, and social media.

Reflection & Creative Task (15 mins)**

- - Students create a visual collage representing a culture of their choice OR write a short reflection on what surprised them the most.
- - Encourage them to think about how they can be respectful and inclusive in a diverse world.

Take 5 minutes to review and mark the **SKILLS** that are developed in this lesson



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Are students applying the skill of **RESEARCH** as its described in the **course aims** and **learning objectives**?

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- conduct their own independent research on a global issue and effectively communicate their findings and judgements
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1

Starting with research skills: Lesson 1

1.1

Construct relevant research questions

1.2

Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions

My learning goals are to start to:

- understand what the term 'research' means
- understand how to write some basic questions about a topic
- recognise a good research question
- identify some of the features of a good research question

2 >

Starting with research skills: Lesson 1

How will I know if I reach my goals?

As you work through this lesson, tick the 'Achieved' box to show you have achieved your learning goals. If you haven't quite achieved your learning goals, tick 'Not there yet'. Start to think about how you are going to show your learning goals in your challenge. Add an example from your challenge once you have achieved each learning goal.

Lesson 1	Not there yet	Achieved	Example
I think I know what the term 'research' means.			
I can write some basic questions about a topic.			
I can recognise a good research question.			
I can identify some features of a good research question.			

Prior learning

What do you think the term 'research' means?

Research is

.....

Starter activity

- Which do you think is the best research question? Put the questions A–D in order (the best at number 1 and the worst at number 4).

A

When do children start school?

B

Should we remove all sugar from our diet?

C

What is poverty?

D

Why are social networking sites bad?

3 >

Starter activity

- 1 If you want to find out what people in your local area think about a local issue, which research method(s) would you use?

Research method	Yes (✓)	No (X)
Book		
The Internet		
Questionnaire		
Newspaper article		
Interview		
Asking people		

- 2 Why have you chosen this/these research method(s)?

.....

.....

.....



Class discussion

- 3 After a class discussion about different research methods, which do you think is the best research method for the following purposes?

- a To find out whether I am right about something
- b To find out what the government of a country thinks about something
- c To find out what my friends and family think about something

Prior learning

Look at the words below. Discuss with a partner and then answer the questions.

first-hand	direct	second-hand	textbook	interview
indirect	reported	questionnaire	existing data	face to face

- a Which five words relate more to primary sources?

Primary

- b Which five words relate more to secondary sources?

Secondary

- c Using what you have learnt from class discussion about primary and secondary information sources, answer this question.

What's the main difference between primary and secondary sources of information?

.....

.....

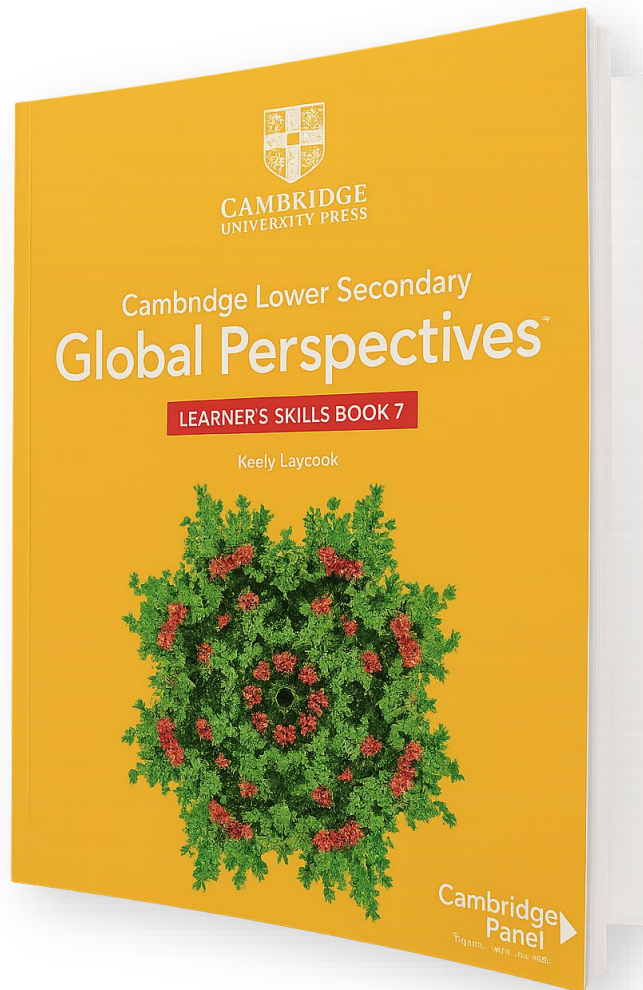
Starter activity


Put these steps to finding secondary information sources in order starting with the first.

- A Type between three and six important key words into the search engine.
- B Click on the website to open it.
- C Decide what information I need to look for.
- D Skim read the text. Is it easy to follow? Do I understand it? Might it be useful? Bookmark it if so.
- E Look further down the page beyond the first few results of the search.

Check your order with your partner's.

Toward practice with fidelity





Cambridge Assessment
 International Education

Cambridge Lower Secondary

Cambridge Global Perspectives™ Challenge – Stage 8

Skills focus: Research: Making a difference in our community

Topic: Change in culture and communities

By the end of this Challenge, learners will develop their research and analysis skills by identifying issues faced by their local community, the impact on their community, and making connections to national or global issues. They will explore how individuals and groups can influence change. Learners will make recommendations about how to address an issue in their community and design a campaign to promote these changes.

Learning objectives
Research
78Rs.03 Select an appropriate method and conduct research to test predictions and begin to answer a research question.
78Rs.04 Select, organise and record relevant information from a range of sources and findings from primary research, using appropriate methods.
Analysis
78A.03 Explain causes of a local or global issue and consequences on others.
78A.04 Suggest and justify different actions to make a positive difference to a national or global issue.

**Providing a broader outlook- collaborating
across countries.
Moving from micro to macro**

The Global Perspectives Fair!

Impact beyond the classroom

Global Perspectives Fair

An **online event** where students showcase group projects, emphasising collaboration, presentation, and feedback.

It fosters a **learning and sharing environment**, allowing students to develop skills and gain insights from peers and experts.



LATAC Global Perspectives Fair



An opportunity for Cambridge Primary, Lower Secondary, Upper Secondary and Advanced students to:

- Showcase their GP projects linked to a Challenge or GP skill and celebrate their achievement;
- Share their projects with other students in Cambridge schools from across Latin America and the Caribbean;
- Develop their communication and presentation skills;
- Be part of a community of Cambridge schools, teachers and students interested in global issues and sharing good practice.

GP Fair in numbers

2023

Brazil, Colombia, Chile, Peru

15 schools – 15 projects – 7 sessions
4 survey responses

Primary
Only

2024

Argentina, Bolivia, Brazil, Chile, Mexico, Uruguay

30 schools – 34 projects – 13 sessions
41 survey responses

Primary,
LS, IGCSE

2025

**Argentina, Brazil, Colombia, Cuba, Mexico,
Peru, Trinidad & Tobago, Uruguay**

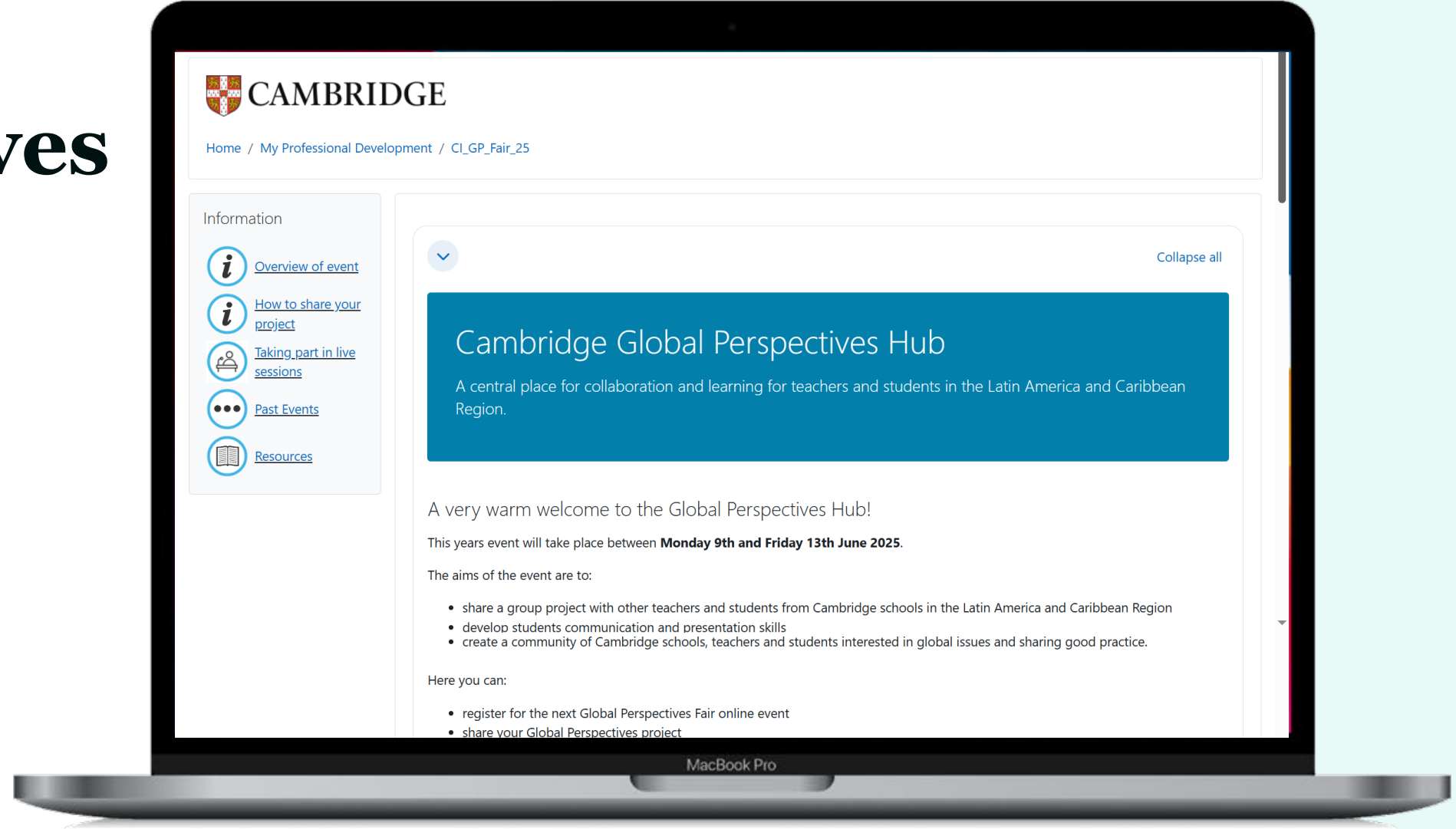
38 schools – 50 projects – X sessions

Primary,
LS, IGCSE,
AS level

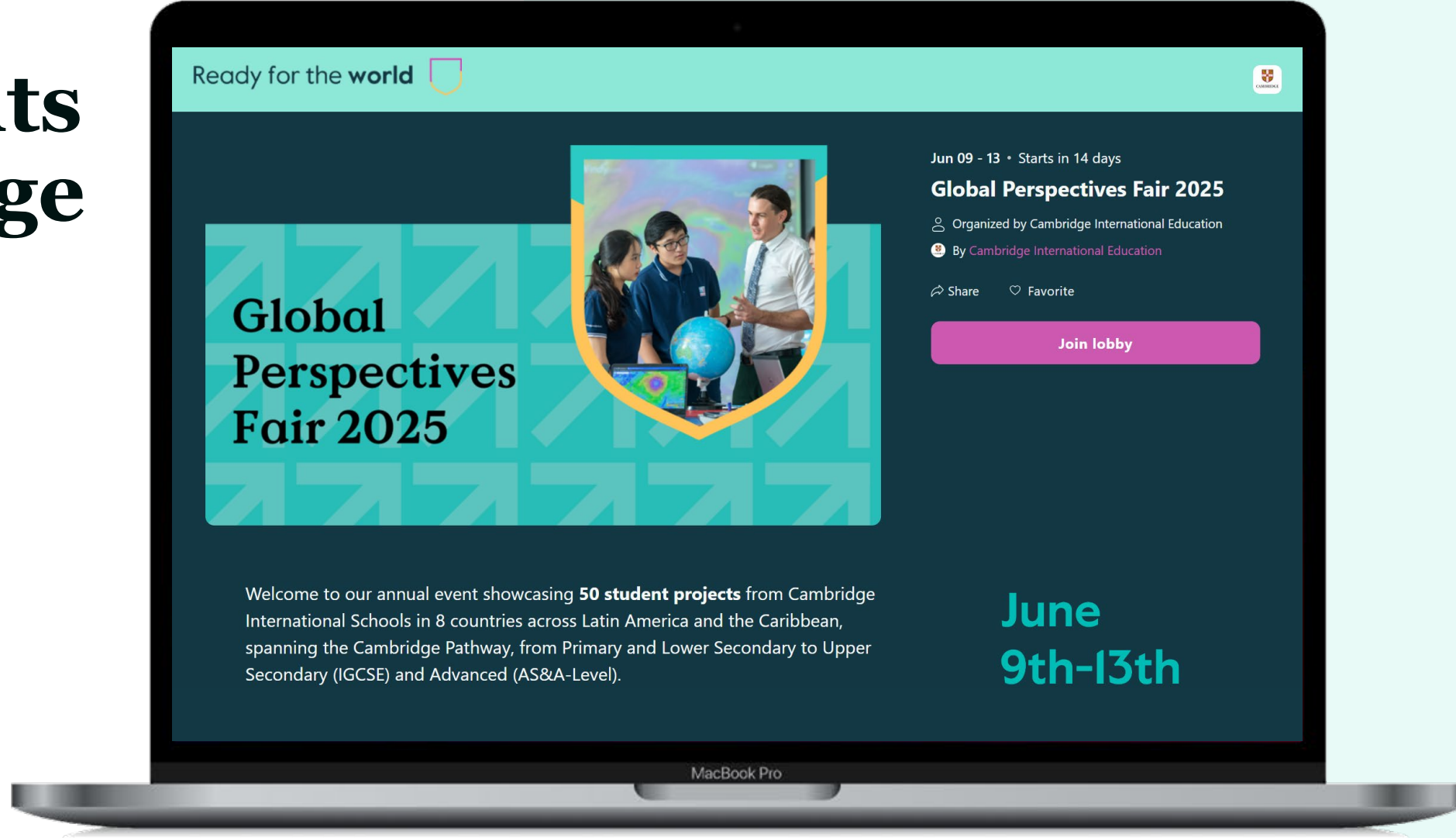


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Global Perspectives Hub



Zoom events landing page



The projects

The projects



A Primary project



A Lower Secondary project



An IGCSE Project: AI in education



AI Tool or Trap

An Advanced project



Testimonials

What did you like most about the GP Fair?



"The opportunity for learning from others and feel part of an international learning community."



"It's an excellent opportunity for students to showcase their work in a relaxed way and to have their first opportunity to present to an international audience."



"I've enjoyed to see the interaction between CI schools. Students using English language to share their experiences is amazing."



"We liked getting to know people from different places and listening to their point of view."



"The opportunity for students to interact with other schools."



"Fantastic opportunity to take part and become aware of the size of our community."

“

The GP Fair was an incredible and unique experience. I improved my speaking skills and pronunciation by listening to people from other countries. Initially nervous, I gained confidence and loved sharing our mediation theme based on our experiences. Overall, it was amazing!

”

Juana Colabardini

14-year-old student, Escuela Argentina Modelo



“

Your commitment created a vibrant event that profoundly impacted my GP group. The II GPF fostered cultural understanding, global awareness, and unity. My group had an unforgettable experience.

”

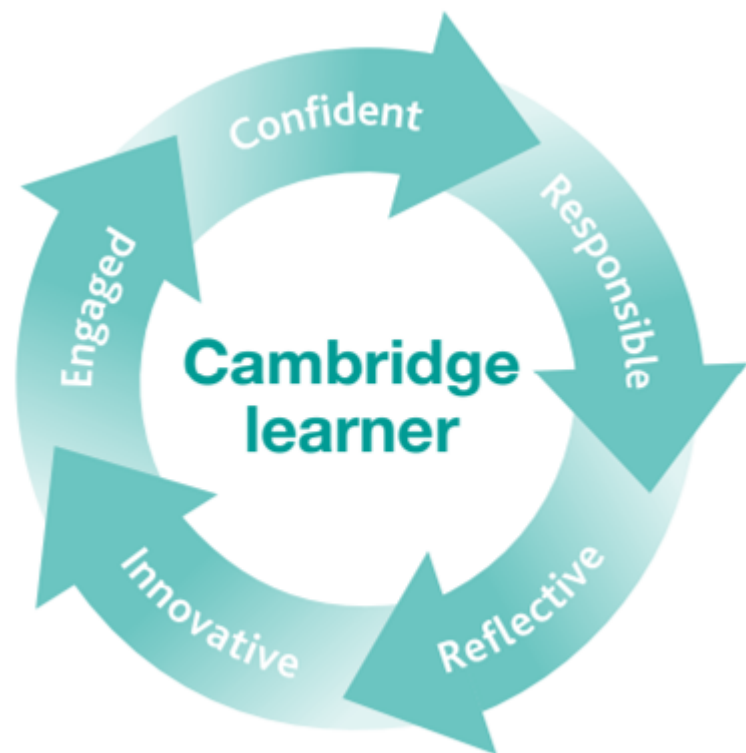
Ana Lucia Tavalucci

GP Teacher, The British School of Rio de Janeiro, Brazil



Benefits for schools and students

Benefits for the school community



- Engage students and keep them motivated;
- Enhance students' research, communication, and critical thinking skills;
- Connect schools across the region;
- Provide expert feedback and interaction opportunities;
- Build a sense of community;
- Prepare students for Global Perspectives Checkpoints, IGCSEs and A levels.

Now It's your turn!
What other initiatives can you promote
to take GP beyond the school?

1. Community Service Projects:

Encourage students to engage in local community service, addressing global issues like sustainability, health, and education at a local level.

2. International Pen Pals:

Establish a pen pal programme with students from schools in different countries to foster cultural exchange and global understanding.

3. Virtual Exchange Programmes:

Organise virtual exchange programmes where students can collaborate on projects with peers from other countries, enhancing their global perspectives.

4. Global Issues Workshops:

Host workshops on global issues such as climate change, human rights, and economic development, inviting experts to speak and engage with students.

Any questions?

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Thank you!

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Your feedback

Please let us know your views
on this session

Scan the QR code and share
your feedback with us

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feedback with us



The image features a graphic design with a teal shield in the center. The shield has a light teal border and contains the text "Ready for the world" in a dark teal, serif font. The background is split: the left side has a pattern of overlapping teal circles, and the right side is a solid dark teal.

**Ready
for the
world**