



Cambridge Assessment  
International Education

# Teacher Guide

## with advice for Cambridge Lower Secondary Global Perspectives™ 1129

This Cambridge Teacher Guide is for use with the Cambridge Lower Secondary Global Perspectives Curriculum Framework published in September 2022 for first teaching in September 2022.



Version 2.0

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### **Changes to this Teacher Guide**

For information about changes to this Teacher Guide, go to page 56.

The latest Teacher Guide is version 2.0, published September 2022.

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## Introduction

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Welcome to the Cambridge Lower Secondary Global Perspectives Teacher Guide. This guide is designed to provide teachers with a suggested approach to the delivery of Cambridge Lower Secondary Global Perspectives in the classroom.

It includes:

- an introduction to Cambridge Lower Secondary Global Perspectives, including an overview of the curriculum framework and Global Perspectives Challenges
- step-by-step guidance on the planning process
- guidance on effective teaching for Cambridge Lower Secondary Global Perspectives
- guidance on language and dialogue in the Cambridge Lower Secondary Global Perspectives classroom
- guidance on creating a positive learning environment
- guidance on monitoring learners' progress and evaluating evidence to inform next steps for teaching and learning
- information about assessments provided by Cambridge International
- information about training and other support available from Cambridge International
- a glossary of the key terminology used in this guide.

There is separate guidance for school leaders about how to implement Cambridge Lower Secondary Global Perspectives in your school available at [cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/curriculum/cambridge-lower-secondary-global-perspectives/](https://cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/curriculum/cambridge-lower-secondary-global-perspectives/).

If your school already delivers one or more Cambridge Lower Secondary subjects, you may already be familiar with some of the information covered in this Teacher Guide. However, we still recommend that you familiarise yourself with this guide, especially *Section 1: Overview of Cambridge Lower Secondary Global Perspectives*.

The structure of this Teacher Guide allows you to find, use and refer back to sections when they are relevant to you. Where sections contain information that is relevant to many subjects, you will often find Global Perspectives-specific exemplification too. This will enable you to see easily how the information relates to Cambridge Lower Secondary Global Perspectives.

Subject-specific exemplification is indicated by a coloured vertical line to the left of the text.

This Teacher Guide should be read alongside the Cambridge Lower Secondary Global Perspectives Curriculum Framework and Challenges at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

Here you will also find additional resources to support delivery of Cambridge Lower Secondary Global Perspectives in the classroom (see Section 7.1).

## Section 1: Overview of Cambridge Lower Secondary Global Perspectives

### 1.1 What is Cambridge Lower Secondary Global Perspectives

Cambridge Lower Secondary Global Perspectives develops transferable skills that support learners in their studies and in their everyday life. Learners develop skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local and global perspectives to make sense of, and feel connected to, the world around them.

Cambridge Lower Secondary Global Perspectives is part of the Cambridge Pathway which is for learners aged 5 to 19.

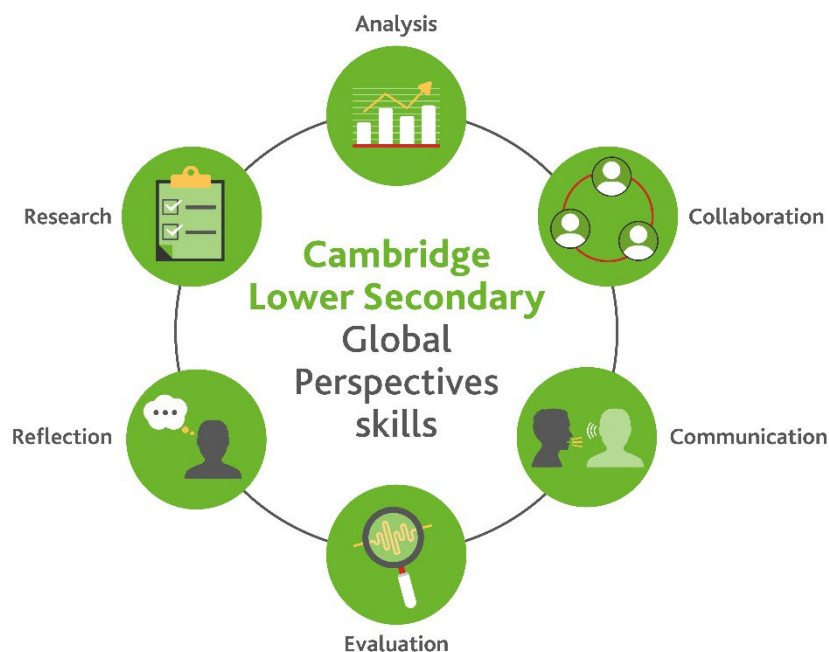


### 1.2 The curriculum framework

The Cambridge Lower Secondary Global Perspectives Curriculum Framework provides a comprehensive set of learning objectives for three stages. The curriculum framework is typically for learners aged 11 to 14, but it may be appropriate to use it for slightly different ages to suit your context. The learning objectives in the curriculum framework provide a structure for teaching and learning and a reference for checking learners' development of skills.

We have divided the learning objectives into six main areas called 'strands' which run through every stage. Each strand corresponds to one of the Cambridge Global Perspectives skills: Analysis, Collaboration, Communication, Evaluation, Reflection and Research. Learning

objectives for each skill describe what learners should be able to do.



The skills are broken down into sub-strands, for example:

Skills	Sub-strands
Analysis	<ul style="list-style-type: none"> <li>Identifying perspectives</li> <li>Interpreting data</li> <li>Making connections</li> <li>Solving problems</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Working together</li> <li>Being effective as a team</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Communicating information</li> <li>Listening and responding</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Evaluating sources</li> <li>Evaluating perspectives and arguments</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>Personal contribution</li> <li>Teamwork</li> <li>Personal perspectives</li> <li>Personal learning</li> </ul>
Research	<ul style="list-style-type: none"> <li>Constructing research questions</li> <li>Information skills</li> <li>Conducting research</li> <li>Recording findings</li> </ul>

In Stages 7 and 8 the same objectives can be used to structure learning but the range of materials and contexts you provide to learners needs to be increasingly complex. The Challenges give ideas of how to do this (see Sections 1.4 and 2.6 for more information).

### 1.3 Key features of the curriculum framework

Cambridge Lower Secondary Global Perspectives allows learners aged 11 to 14 to develop and embed the skills of analysis, collaboration, communication, evaluation, reflection and research before they start formal qualifications. Research shows that the earlier learners start to develop

and practise these transferable skills, the greater the impact on their learning. These skills will support them in their studies in Lower Secondary and prepare them for Cambridge Upper Secondary and beyond.

In Cambridge Lower Secondary Global Perspectives, you can choose topics and global issues that are interesting and relevant for your learners, for example, issues related to sustainability. Learners explore different perspectives, which helps them to develop a global outlook. Learners start to evaluate perspectives and sources for credibility and bias.

Cambridge provides teaching and learning resources called Challenges. Each Challenge shows you how to support your learners to develop a particular skill using a topic as the context for age-appropriate activities. We provide examples of how you can use Cambridge teaching and learning approaches like active learning and formative assessment.

## 1.4 Progression in learning

The curriculum framework is a planning tool. The learning objectives within it are designed to promote progression in learning from Stage 7 to Stage 9 and onwards into Lower Secondary. It enables development of knowledge, understanding and skills through a spiral approach: by revisiting and engaging with topics and skills at deeper levels and in different contexts across the stages. The sub-strands divide the skill areas into more specific and measurable targets for teaching and learning.

The tables below contain example learning objectives which show how development of knowledge, understanding and skills progresses across the stages:

Skill: Collaboration	Sub-strand: Working together
Stages 7 and 8	<b>78CI.01</b> Work positively within a team to achieve a shared outcome and improve teamwork, for example by contributing useful ideas, offering solutions to problems, encouraging other team members to participate and being open to others' ideas.
Stage 9	<b>9CI.01</b> Work positively and sensitively within a team to achieve a shared outcome and improve teamwork, for example by contributing useful ideas, offering solutions to problems, supporting and encouraging other team members to participate and being open to others' ideas.

Skills: Research	Sub-strand: Recording findings
Stages 7 and 8	<b>78Rs.04</b> Select, organise and record relevant information from a range of sources and findings from primary research, using appropriate methods.
Stage 9	<b>9Rs.04</b> Select, organise and effectively record relevant information from a wide range of sources and findings from primary research, justifying the method chosen.

Learners will develop and show varying degrees of competence in each skill over the course of a year. To develop these skills, learners need lots of opportunities to practise them in different contexts. They will not be asked to demonstrate specific content knowledge in this subject, although knowledge from other subjects may be used as a context for learners to practise skills.

To enable effective progression in your teaching of Cambridge Lower Secondary Global Perspectives, you need to be familiar with skills across stages. This will help you to build on prior learning in every stage. The progression of learning objectives across Stages 7 to 9 is available at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

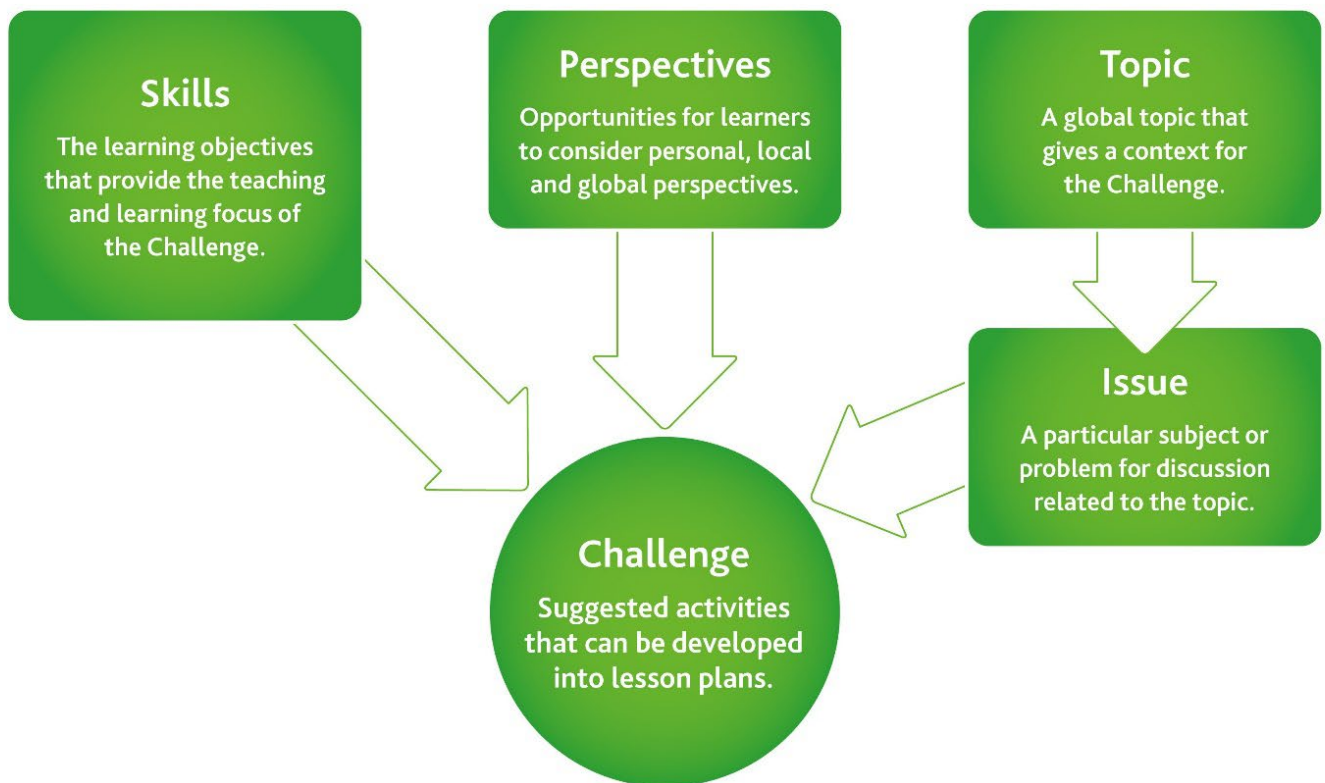


## 1.5 The Challenges

The Challenges are teaching and learning resources and are available for each stage at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

Each Challenge provides a sequence of activities which can be taught in about six hours to support the development of a particular Global Perspectives skill. The Challenges are the starting point in your planning process rather than a rigid structure. They are not compulsory, so use them as working documents and adapt them to meet the needs of your learners and to fit your context.

This diagram shows how skills, topics, issues and perspectives are combined in each Challenge to create learning objective-led activities (see Section 2).



### Perspectives

The word 'perspective' in the context of Cambridge Lower Secondary Global Perspectives is described as:

**Perspective** – a viewpoint on an issue based on evidence and reasoning.

You can find definitions for other terms used in this Teacher Guide in the glossary at the end of this document.

There are icons next to each activity in the Challenges to show you whether they provide an opportunity to consider personal, local or global perspectives.



Personal perspective



Local or national perspective



Global perspective

For example: Stage 7 Challenge Global brands

**Personal perspective** – Learners discuss where the products they use come from. For example, how much of their own food they grow, if any, and how much of the food they buy is processed.

**Local or national perspective** – Learners discuss what they know of locally made goods. What local brands can they name? Why might locally made goods be better than goods made elsewhere?

**Global perspective** – What is a Global brand? What are the consequences of buying more global than local products?

### Topics and issues

Cambridge Lower Secondary Global Perspectives gives learners the opportunity to develop important skills while exploring significant global topics, and issues within these topics.

The words ‘argument’, ‘evidence’ and ‘issue’ have particular meanings in the context of Cambridge Lower Secondary Global Perspectives. These meanings are:

**Argument** – a series of statements containing reasons and evidence which support a claim about a global issue.

**Evidence** – information about a global issue that helps to develop understanding or prove that something is true or false.

**Issue** – an important subject or problem for discussion.

The topics give learners a stimulating context in which to develop the Lower Secondary Global Perspectives skills, however there is no required content for Lower Secondary Global Perspectives. Teachers can choose other topics of interest to them and their learners to develop their learners’ skills. Learners do not need to study specific topics or issues and they do not have to learn specific content. However, the focus should always be on one or more of the Cambridge Global Perspectives skills using the learning objectives.

A list of suggested topics is included in the Cambridge Lower Secondary Global Perspectives Curriculum Framework available at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

## Section 2: Planning

### 2.1 Getting started

This section looks at the process of planning how to develop Global Perspectives skills within and across the stages of the curriculum framework.

Planning is important to ensure:

- consistency across different groups of learners and different teachers
- development of skills according to your learners' needs
- a variety of teaching approaches to meet different learners' needs
- opportunities for monitoring, evaluation and feedback
- a positive and inclusive learning environment
- learners encounter a wide variety of topics and issues, showing progression of understanding rather than repetition
- all necessary resources are available before starting to deliver the lesson(s).

You need to plan:

- the skills your learners need to learn and develop
- which topics and issues to choose
- progression and continuity of skills
- how you will cover the learning objectives for each stage
- effective lessons led by learning objectives.

The following sections provide guidance on the planning process, including how you can build in flexibility to allow you to adapt coverage, delivery and timing to suit your teaching style and your learners' needs.

If you are delivering Cambridge Lower Secondary Global Perspectives for the first time, you can use the Challenges as a starting point for your own planning. These are available at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

### 2.2 School level planning

A well-designed, supported and communicated curriculum is a critical building block for an effective school. "Implementing the Curriculum with Cambridge" provides a rich resource for school leaders to design, develop and implement the curriculum using Cambridge programmes and qualifications. It sets out some of the principles that underpin an effective curriculum and highlights considerations for school leaders, drawing on case studies and examples. It also provides an overview of the resources available to Cambridge schools in developing the curriculum, supporting teachers, and helping learners fulfil their potential. More information is available at [lowersecondary.cambridgeinternational.org/about-cambridge-lower-secondary/integrating-cambridge](https://lowersecondary.cambridgeinternational.org/about-cambridge-lower-secondary/integrating-cambridge)

The following decisions should be made at a school level:

- Why Cambridge Lower Secondary Global Perspectives is being offered as part of the school curriculum offer.
- How to introduce Cambridge Lower Secondary Global Perspectives to parents.
- How to provide opportunities for teachers to meet to share ideas and do collaborative planning.

- How Cambridge Lower Secondary Global Perspectives will be included in your school timetable (e.g. standalone subject or integrated).
- How much teaching time will be available to deliver Cambridge Lower Secondary Global Perspectives (we recommend 36 hours of teaching to cover all the learning objectives for each stage).
- How teaching time will be structured (e.g. one hour a week, one day each term or semester).
- Language(s) learners are expected to use in Global Perspectives lessons.

Our top tips for schools introducing Cambridge Lower Secondary Global Perspectives is available at [cambridgeinternational.org/images/684935-top-10-tips-for-cambridge-primary-and-lower-secondary-global-perspectives.pdf](https://cambridgeinternational.org/images/684935-top-10-tips-for-cambridge-primary-and-lower-secondary-global-perspectives.pdf)

## 2.3 Planning for skills-based teaching and learning

Skills can and should be developed in all Cambridge Lower Secondary subjects, but you will need to think differently about planning when developing Global Perspectives because all of the curriculum requires skills-based lessons. For example:

Instead of: ‘Which activity shall I use to teach my learners about recycling?’

Consider: ‘Is recycling a good context for my learners to develop Global Perspective reflection skills?’

The Challenges reflect this shift in thinking by focussing on skills within relevant learning objectives.

For all the Cambridge Global Perspectives learning objectives, learners need repeated practice to become confident and proficient, therefore you need to include several opportunities to develop each skill within your planning. You should enable learners to think for themselves, including setting their own goals and monitoring the achievement of these goals.

Cambridge Global Perspectives skills provides valuable opportunities to reinforce skills learnt in the other subjects in the Cambridge Lower Secondary programme.

### Cross-curricular links

Learners should have opportunities to apply their skills in as many contexts as possible. This includes applying learning in:

- other subjects
- experiences outside the formal curriculum (in co-curricular activities such as sports events, drama productions, concerts, charity activities)
- cross-curricular projects.

Helping learners to make these connections empowers them with the ability and confidence to think more holistically.

In Cambridge Lower Secondary Global Perspectives, many of the Challenges include activities that provide learners with the opportunity to apply skills from more than one subject. For example:

Stage 7 Why do people leave their home country? (English)

Stage 8 Who am I? (Art & Design)

Stage 9 Can disease be prevented (Science)

To help you to identify other cross-curricular links and to make best use of the knowledge, understanding and skills taught in other subjects, it can be helpful for teachers across your

school to plan collaboratively. Remember to make sure that cross-curricular activities always focus on learning objectives for one or more subjects to progress learning effectively.

## 2.4 Description of planning stages

There are three main planning stages:

- **Long-term planning** involves outline planning of how to cover the curriculum framework for a particular stage across the school year.
- **Medium-term planning** involves more detailed planning of the coverage of learning objectives in each term or semester. It is also useful to record any initial ideas for effective teaching activities.
- **Short-term planning** involves writing lesson plans. Lesson plans are led by the learning objectives, or parts of learning objectives, you are focusing on in the lesson.

More information and planning templates are available at [lowersecondary.cambridgeinternational.org/about-cambridge-lower-secondary/integrating-cambridge](https://lowersecondary.cambridgeinternational.org/about-cambridge-lower-secondary/integrating-cambridge)

## 2.5 A consistent approach to planning

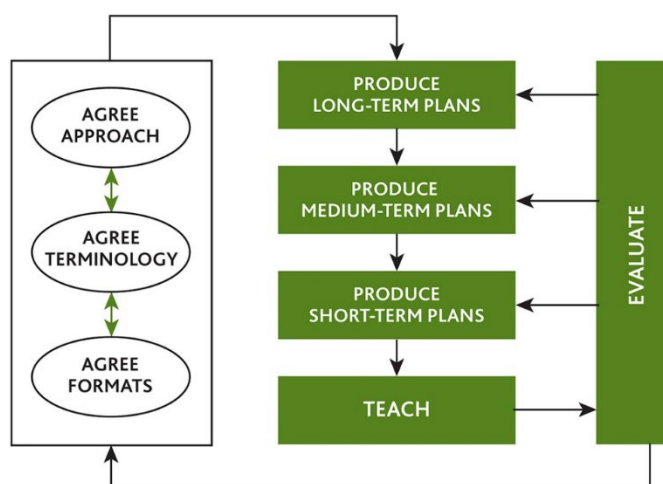
Cambridge Lower Secondary Global Perspectives supports interdisciplinary learning and collaborative planning with teachers of other subjects. For example, Art and Design teachers bring their experience of teaching art and design to help learners apply their skills from art to a new context and their Cambridge Lower Secondary Global Perspectives skills to art. Art and Design teachers can also help the Global Perspectives teacher to use the same terminology, approach and expectations as learners experience in art lessons.

We suggest that you work with colleagues at your school to develop a consistent approach to planning. This will ensure the best possible support for learners' progression from Stage 7 to Stage 9. Discussions with your colleagues can also deepen your own understanding and inform your approaches to teaching. Discussions will build a network of teachers who understand the Cambridge Lower Secondary Global Perspectives Curriculum Framework and are able to deliver it in an effective and motivating way.

Finding shared planning time is not always easy. You may already have face-to-face planning time with your colleagues, or you may need to decide how to organise this. You may also decide to collaborate with colleagues across the year using technology such as email, a virtual learning environment or social media (with appropriate privacy settings).

Before starting to plan, you and your colleagues will need to download the Cambridge Lower Secondary Global Perspectives Curriculum Framework from [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129) and familiarise yourself with its structure and coverage.

The diagram below provides a suggested approach to collaborative planning:



It is likely that you will decide to have separate planning time for producing long-term, medium-term and short-term plans (the middle column of the diagram). However, it is also useful to have an initial meeting for all the teachers who will deliver Cambridge Lower Secondary Global Perspectives to discuss and make the decisions shown in the first column of the diagram:

- **Agree approach:** Decide with colleagues and management the general approach to delivering Cambridge Lower Secondary Global Perspectives. This includes how frequently the subject will be delivered, for how long and by which teachers.
- **Agree terminology:** Ensure everyone involved in teaching Cambridge Lower Secondary Global Perspectives understands the key terminology relating to planning and the curriculum framework so that, for example, ‘long-term plan’ means the same to everyone.
- **Agree formats:** Although it is not essential for everyone to use the same documentation for recording planning, it is very helpful for communication and common understanding of curriculum requirements. We recommend that all teachers delivering Cambridge Lower Secondary Global Perspectives use the same templates.

Possible templates are available at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129).

### Evaluating planning

It is always a good idea to check how well something works before moving forwards. Therefore, the ‘Evaluate’ stage in the diagram above is a very important stage. The arrows in the diagram show how evaluation of teaching informs all the stages of planning. If there is a problem delivering a lesson (for example, if learners need more time than expected to develop a skill), it is often assumed that there is something wrong with the lesson plan. This can be true, but sometimes the problem is because the medium-term plan or long-term plan needs changing in some way. Your initial decisions (in the first column of the diagram) may also need to be revisited.

You should expect to adapt how you teach Cambridge Lower Secondary Global Perspectives as you find out what works well with your learners.

## 2.6 The planning process

The process for planning each stage of the Cambridge Lower Secondary Global Perspectives Curriculum Framework can be divided into six steps.

## 2.7 Long-term planning

### Step 1: Teaching time

Establish the amount of lesson time available for Cambridge Lower Secondary Global Perspectives and how this is split across the year.

Find out:

- How many hours are there for Cambridge Lower Secondary Global Perspectives?
- How is the teaching time divided?

Remember to consider the impact on teaching time of any school events or educational visits.

The Cambridge Lower Secondary Global Perspectives Curriculum Framework is designed to be flexible. The suggested number of teaching hours to cover all the Cambridge Lower Secondary Global Perspectives learning objectives in each stage is 36 hours. In this time, you can cover six Challenges. If you have less time available, then you can choose to do fewer Challenges each year and adapt them to cover as many of the skills and learning objectives as you need.

In Stage 9, Cambridge Lower Secondary Checkpoint Global Perspectives takes the time of approximately two Challenges (12 hours). An example long term plan is available at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](http://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

### Step 2: Approach

Decide the overall approach you want to take to the teaching order and structure of Cambridge Lower Secondary Global Perspectives.

Here are some questions to consider:

- Will we need to share teaching and learning resources? If so, how will we do this?
- Do we have any preferences about which skills are covered in each term/semester? Do we need to plan to have outside activities or educational visits at a suitable time of year?
- Will our learners find some areas of learning more difficult? Do we need to allow extra time for teaching these? When in the year would it be better to teach these more difficult areas?
- Are there any skills that our learners will need more time to develop?

School leaders should decide whether Cambridge Lower Secondary Global Perspectives will be delivered as a standalone subject or integrated with other subjects. This will help you answer the following questions:

- Will I be teaching the subject on my own or with others?
- Will I teach the subject in several 45- or 60-minute lessons or in fewer, longer, sessions (e.g. a whole afternoon or a whole day)?
- Which skills do I need to focus on?
- How will I ensure sufficient access to computers and library or non-fiction books?
- How can I ensure that I cover the range of skills for the stage during the year and across the stages?
- How will I provide opportunities for thinking, learning and creative skills?

### Step 3: Prioritising skills and choosing Challenges

Look at the curriculum framework and consider how you will prioritise skills.

Here are some questions to consider:

- Which Challenges cover the skills and learning objectives I want my learners to develop?
- Which skills will we cover in each term/semester?
- Which skills is it beneficial to teach together?
- Which skills is it beneficial to revisit more than once across the year?
- How will we ensure that we have included each learning objective for the stage?

Cambridge Lower Secondary Global Perspectives is designed to be flexible and schools can choose which skills to prioritise. You should discuss with other teachers which skills you feel your learners need to learn and develop at each stage. You should choose the skills for each stage keeping the ‘spiral of learning’ in mind, so that skills are visited and then revisited in a continuous teaching and learning process, represented by the spiral. This creates a strong structure in which skills are reinforced.

Find Challenges for Cambridge Lower Secondary Global Perspectives at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129) which provide suggested activities that develop the skills and learning objectives listed in the curriculum framework.

## 2.8 Medium-term planning

### Step 4: Using and adapting Challenges

Cambridge provides teaching and learning resources called Challenges. Each Challenge provides a sequence of activities which can be taught in about six hours to support the development of a particular skill. Activities are designed so that learners are actively engaged in their own learning. More information about teaching approaches can be found in Section 3 of this Teacher Guide.

Based on 36 hours of teaching time for each stage we suggest two Challenges each term or semester (six Challenges in total). (See suggested long-term plan on the support site [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)).

The Challenges should be considered as the starting point in your planning process rather than a rigid structure. They are not compulsory, so use them as working documents and adapt them to meet the needs of your learners and to fit your context.

If you or your school is new to Cambridge Lower Secondary Global Perspectives, you can choose to use Challenges as a starting point for your planning. Do not expect your plan to be perfect first time. Start with an estimate of how long you think learners will need and adjust your plans as you go in response to the needs of your learners. You are the best judge of the capabilities of your learners and how long it will take them to develop the skills and learning objectives.

Over time, you will be able to adapt Challenges according to resources, available teaching and learning time, and your learners’ needs.

Alternatively, you can choose to create your own Challenges and activities using the learning objectives as a starting point. Each Challenge:

- is designed to develop one of the six Global Perspectives skills but provides opportunities to develop other Global Perspectives skills



- links to one of the suggested topics in the curriculum framework. The topic provides a context for the suggested activities
- includes suggested teacher and learner resources
- is designed to demonstrate Cambridge teaching and learning approaches (see Section 3).

Find Challenges for Cambridge Lower Secondary Global Perspectives at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

## 2.9 Short-term planning

### Step 5: Creating a lesson plan

Producing detailed lesson plans for single lessons is particularly useful when first working with the Cambridge Lower Secondary Global Perspectives Curriculum Framework. Remember that lesson plans should be led by the learning objectives (or parts of learning objectives) that are the focus for the lesson.

Good lesson planning enables successful teaching and an enjoyable learning experience. However, lesson plans should be flexible enough to be adapted. New learning builds on learners' prior knowledge, understanding and skills. Before teaching new content or skills, it is important to check that learners have the required prior experience. If the required prior knowledge, understanding and skills are not secure, you will need to address this before introducing new content and skills. Sometimes learners might be ready to move on more quickly than you anticipated. Sometimes they might need more time and support on a particular skill or activity.

We recommend you consider the following when creating lesson plans:

- learning objectives (or parts of learning objectives) and skills you will focus on
- success criteria (see Section 6.2)
- planned activities
- how activities will consider the needs of all learners
- resources
- timing for each part of the lesson
- groupings (individuals, pairs, small groups, whole class) and group sizes
- expectations for learner outputs
- opportunities for evaluating achievement of learning objectives to inform next steps for teaching and learning. (See Section 6 of this Teacher Guide for more information about monitoring and evaluating learners.)

Producing lesson plans for single lessons is particularly useful when first working with the Challenges. You can use the blank template provided at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129) or a lesson plan template used by your school.

When planning lessons for Global Perspectives you should consider how to find local perspectives on issues. Often national and global perspectives are easier to find. Cambridge supports the use of local perspectives in the local language and the use of English (or another language) for global perspectives or perspectives from another country.

Selected Challenges for Cambridge Lower Secondary Global Perspectives at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129) include example lesson plans and videos to guide your own lesson planning.

### Step 6: Evaluating the lesson to inform next steps for teaching and learning

You must be prepared to amend your lesson plans for subsequent lessons to reflect the learning that has already taken place. A good set of lesson plans may have notes written all over them to show what went well, what should be considered for the next lesson and what might be changed before using the same lesson with another class.

Here are some questions to consider after a lesson, to inform your future lesson plans:

- How did my lesson plan help me to respond to my learners' needs? What changes did I make from my plan and why?
- What did each learner achieve today? What progress did they make?
- Are we ready to move on, or do I need to revisit aspects of the learning objectives with all or some learners?
- Is there anything I need to remember when teaching this lesson to another class?

Planning helps you to ensure that all necessary learning is achieved across a term/semester or year. Although 'unplanned' activities should not lead your teaching, you should not stick so firmly to your intended lesson plans that you cannot follow a new idea. Excellent lessons can result when something happens to stop a planned lesson, for example, a local or national event or when an individual brings something interesting into school. Learning takes place when learners are motivated and enthusiastic. So, you should feel able to use such stimuli to develop learners' knowledge, understanding and skills in line with the curriculum framework.

Sometimes you may find that learners achieve learning objectives more quickly than you expected. This will allow flexibility to plan additional activities that encourage broader or deeper learning.

## 2.10 Learning resources

In Cambridge Lower Secondary Global Perspectives, Challenges are accompanied by teacher and learner resources. These are provided as examples and should be adapted to your learners and context. Once you have selected the Challenges you want to cover, it is important to start collecting local resources. In Cambridge Lower Secondary Global Perspectives, when learners focus on local issues, they should come from local resources. Resources can be online or print. Learners can be asked to bring in resources such as leaflets or magazines, related to topics that will be covered in the stage to build up a resource bank. Networking with teachers from other regions is one way of sharing and exchanging teaching resources and ideas.

### Evaluating and adapting resources

In Cambridge Lower Secondary Global Perspectives, you should select resources that are relevant to your context and learners to support their skills development. You should select resources based on what learning objective you want your learners to develop.

You can use everyday objects to help learners develop the skills of Cambridge Lower Secondary Global Perspectives and to help learners understand personal, local and global perspectives.

For example:

An item of clothing can be used to talk about the topic 'Water, food and agriculture'. Some clothing is made of natural materials such as cotton which requires a lot of water to grow. Learners can explore the personal, local and global perspectives of growing cotton to produce clothing (e.g. a local farmer, the manufacturer, the impact of water usage on the environment.) Here are some questions to help you select, evaluate and adapt resources:

Questions to help you select resources	Questions to help you to evaluate and adapt resources
Does the resource help my learners to achieve the learning objective?	How can I use the resource to help learners meet the learning objective? Can I use it in different ways to help learners develop more than one skill?
Is it culturally appropriate and relevant?	How can I make it more relevant to my learners' experience?
Is it age appropriate?	How can it be made age appropriate?
Is the language level appropriate?	Can the language be adapted? Will I need to pre-teach vocabulary?

### Connecting with other Cambridge schools

You can establish links with schools in different parts of the world. There are three main benefits to connecting with other Cambridge Lower Secondary Global Perspectives schools in your region and internationally:

- Learners and teachers feel like part of a global community.
- Learners explore different perspectives on global issues by communicating with learners their own age.
- Learners can compare perspectives at the national or local level.
- Teachers share their direct experiences of teaching Cambridge Lower Secondary Global Perspectives and additional learning resources for Challenges.

Some examples of how you can connect with other schools are:

- **Find a Cambridge school.** There are more than 10,000 Cambridge schools in over 160 countries worldwide. Find your nearest Cambridge school by using the search tool at [cambridgeinternational.org/why-choose-us/find-a-cambridge-school/](https://cambridgeinternational.org/why-choose-us/find-a-cambridge-school/).
- **Contact your regional team.** There are Cambridge representatives in locations around the world. Select a region to find a Cambridge representative near you at [cambridgeinternational.org/about-us/our-regional-teams/](https://cambridgeinternational.org/about-us/our-regional-teams/).

### Email

You can setup a class email address to share questions, questionnaires and surveys safely and directly with other Cambridge Lower Secondary Global Perspectives teachers. Even if the other classes are not working on the same Challenge at the same time, they can still respond to questions. This enables further collaboration in the future when they attempt similar Challenges.

### Video conferencing

Live video conferencing is an opportunity for learners to collaborate directly with each other. The whole class can share their learning on similar Challenges. Encourage learners to prepare questions as this will make sure that everyone is able to participate. One method is to arrange a video conference at the start of a Challenge, during a Challenge and then when the Challenge

has been completed. The schools participating do not need to be working on the same Challenge – one class can provide reflection and comments on work, making suggestions on how to improve further. The other class can then implement the improvements and report back once the work is complete. An alternative approach is not to tell learners the location of the other class. They then need to ask questions to find out where the other learners are located.

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## Section 3: Teaching and learning approaches

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This section considers some of the different teaching and learning approaches that Cambridge International recommends for developing learners' knowledge, understanding and skills in Cambridge Lower Secondary Global Perspectives.

### 3.1 The role of the Global Perspectives teacher

Many teachers like the flexibility that Cambridge Lower Secondary Global Perspectives gives them. In subjects with prescribed content, teachers need to focus time and planning to cover a set amount of content. For Global Perspectives there is no prescribed content and there is often no right or wrong answer, just different perspectives. Your role is to provide opportunities, through learning objective-led activities, for learners to develop skills.

Topics provide a context for activities and learners will gain knowledge through their exploration of topics and issues. However, the focus should be on development of the Global Perspectives skills, which are described by the learning objectives. Teaching of content is replaced with exploration of topics, local and global issues, and a range of perspectives (personal, local and global).

As a Global Perspectives teacher, you will spend more time guiding and supporting learners, monitoring learning and giving feedback.

For example, a Global Perspectives teacher:

- provides learners with ideas on where to find information on a topic
- focuses on the process rather than the outcome of an activity
- listens more and talks less than the learners
- asks learners what they need to do to improve.

Some teachers find this shift in focus difficult at first, but the Challenges have been designed to provide teaching ideas and strategies to help you successfully deliver Cambridge Lower Secondary Global Perspectives.

More information about support available to teachers is in Section 7.

### 3.2 The Challenges

The Challenges are designed to provide opportunities to develop skills and exemplify teaching and learning approaches such as active learning, metacognition, assessment for learning and individual, pair, group, and whole class activities.

You should consider how you will use these teaching and learning approaches when you develop your lesson plans.

Guidance on using questions effectively and giving feedback is covered in Section 6.

### 3.3 Active learning

Active learning involves learners being engaged in their learning rather than passively listening and copying information. Learners take part in a variety of activities that involve thinking hard. The focus should always be on the learning objective, rather than the task itself.

Active learning can take place inside the classroom or outside the classroom, and by working individually, in pairs, in small groups or as a whole class. It can be done with or without the use of special resources and digital technologies. It may involve moving, but it does not need to. The

important thing is that learners are engaged in their own learning and have some responsibility for their progress.

Active learning encourages learners to think about their thinking (metacognition) through opportunities to plan, monitor, evaluate and make changes to progress their learning.

Useful principles for active learning include:

- identifying and building on learners' prior experiences
- ensuring that activities have an appropriate level of challenge: neither too easy, nor so challenging that they cannot succeed even with guidance
- using a variety of individual, pair, group and whole-class activities
- promoting effective communication (see Section 4.3)
- using success criteria to give learners some responsibility for their own progress (see Section 6.2).

Your role in active learning is to direct and scaffold learning, and to prompt links with prior learning. You can also encourage regular self- and peer-assessment (see Section 6.6).

In Cambridge Lower Secondary Global Perspectives, learners explore local, national and global issues, and different perspectives on these issues. Learners question information and sources of evidence to draw their own conclusions and support their own opinions. These are all examples of active learning.

For Cambridge Lower Secondary Global Perspectives, you can promote active learning by giving learners opportunities to:

- say what they think about a topic or issue
- ask questions about a topic or issue
- share ideas with a talk partner
- present information they have found on a topic or issue in their words
- work together to decide on a course of action to solve a problem
- create a list of related questions or give an opinion about a talk or presentation
- take part in a teacher-led discussion and answer questions asked by other learners (rather than the teacher).

You can find more information about active learning and metacognition in our education briefs and 'Getting started with...' interactive guides at [cambridge-community.org.uk/professional-development/gswal/index.html](https://www.cambridge-community.org.uk/professional-development/gswal/index.html)

### 3.4 Learner groupings

There are different ways of grouping learners. As you plan your lessons, aim to use an effective balance of individual, pair, group and whole-class activities to develop both independence and collaboration:

#### Individual activities

Learners benefit from working independently at times. One way of helping learners to become more independent is to use the 'three before me' rule: learners are expected to use three different sources of information (for example, talk partner, different peer, resources) before they ask you. Peer- or self-assessment can be beneficial following individual activities (see Section 6.6).

For Cambridge Lower Secondary Global Perspectives, examples of individual activities are:

**Stage 7 Why work?**

- Learners think about the type of employment they would like based on their personal interests, skills, strengths and weaknesses in school and the experiences of employment among their family (Reflection).

**Stage 8 Beliefs about food**

- Learners contribute to a list of the foods they know that are sourced from animals by writing suggestions on sticky notes or slips of paper. This is part of a sequence of activities designed to identify different perspectives (Analysis).

**Stage 9 Sport for all**

- Learners think about which sports they prefer to play or watch. This is part of a sequence of activities designed to identify different perspectives and reflect on personal perspectives (Analysis and Reflection).

**Pair activities**

Having someone to share ideas with is invaluable. A critical friend can offer advice and new ideas. Working in pairs helps learners to build meaning while both partners are focused and engaged in their own learning.

For Cambridge Lower Secondary Global Perspectives, examples of pair activities are:

**Stage 7 How do different cultures and communities celebrate?**

- Learners describe to each other how they celebrate family birthdays. Then they identify similarities and differences (Communication).

**Stage 8 Beliefs about food**

- Learners look at information on the reasons people choose different diets. They work in pairs to discuss their arguments for why they would or would not eat a particular food (Analysis).

**Stage 9 Can disease be prevented?**

- Learners discuss which human diseases are caused by microorganisms, then share their feedback with each other. They construct a range of relevant research questions (Research).

**Group activities**

When working in small groups, learners can support and guide each other's learning, and learn how to collaborate and cooperate.

For Cambridge Lower Secondary Global Perspectives, examples of group activities are:

**Stage 7 Why work?**

- In small groups, learners design a questionnaire, conduct a survey and discuss the range of work and employment undertaken by the adults in their families. This is part of a sequence of activities designed to evaluate arguments and evidence (Evaluation).

**Stage 8 Beliefs about food**

- Learners work in groups of four or five to prepare a presentation, including pictures and a commentary. They explain the reasons for each members dietary choice (Analysis).

**Stage 9 Sport for all**

- Learners share what they already know about sports in their area and make predictions about which of these sports are played by people with disabilities. Each group completes a chart based on what they already know (Research).

**Whole-class activities**

Consider the purpose of whole-class activities carefully to ensure that all learners are engaged.

For Cambridge Lower Secondary Global Perspectives, examples of whole-class activities are:

**Stage 7 How do different cultures and communities celebrate?**

- Individual learners share ideas with the whole class about the benefits and challenges of working in a team, which they will refer to when reflecting on how well they worked in teams at the end of the Challenge (Communication).

**Stage 8 Predicting the future**

- Learners take part in a whole class discussion about the reliability of different types of information as evidence and whether they found differences in the information from different sources (Evaluation).

**Stage 9 Feeling safe**

- After learners have produced compelling cases for the innocence and guilt of their allocated case study, explain what jury service is and how it is set up. The class will role-play a court scene in which groups present their cases and the rest of the class play the members of the jury (Collaboration).

**Organising learner groupings**

Learners can be grouped in many ways. Allowing learners to choose their own groups often results in friendship groups, but learners need experience of working with a variety of peers. So, it can be useful to organise groups yourself.

One quick method of grouping learners more randomly is to have numbered groups and to allocate a group number to each learner, for example as they enter the room. If learners are choosing their own groups, give them instructions for how to choose sensible 'working' groups and a time limit to arrange themselves (say 30 seconds).

How you group learners for a particular activity might depend on your method of differentiation (see Section 5.1).

**Assigning group roles**

One way to support group activities is to assign a role to each group member. This allows each learner to focus on one area whilst still working towards a shared goal. It is important that group members still communicate with one another, so everyone inputs into the group's progress towards their shared goal.

The group roles you choose will vary according to the activity. Key responsibilities that the roles might include are:

- making sure everyone has the resources they need
- making sure everyone has the information they need
- making sure everyone is involved in tasks, discussions and decisions
- keeping a record of ideas and decisions
- making sure the task is completed on time
- reporting findings, for example, by presenting to the whole class.



Once learners are proficient in different group roles, you might allow learners to decide amongst themselves who will take on each role.

Guidance on monitoring group activities is included in Section 6.4.

### Setting rules for group activities

Learners need clear rules about how to conduct group activities. You should discuss and develop these with your class. They can include some of the following:

- Respect and value everyone's opinions.
- Do not interrupt when others are speaking.
- Encourage everyone to speak.
- Give and accept constructive criticism.
- Take your fair share of the tasks.
- Support each other and make sure everyone understands.
- Stick to deadlines.
- Listen to each other and to any teacher instructions.

To encourage more effective collaboration, it is important that learners talk with each other rather than asking you to provide answers or to make decisions for them. You might want to introduce a rule which limits the number of questions each group can ask you during any one lesson or learning activity.

You need a clear signal to indicate when you want the class to stop and listen. One way of doing this is by positioning yourself at the front of the room and holding up your hand. Another effective method is counting down from five to zero with the expectation that by the time you reach zero the class is silent and still, and all eyes are on you.

Guidance on managing discussions is included in Section 4.3.

## 3.5 Strategies for developing Cambridge Lower Secondary Global Perspectives skills

### Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours. As learners progress through Cambridge Lower Secondary Global Perspectives, you should increase opportunities to monitor their own learning and plan their next steps by reflecting on and evaluating where they are in their learning. This will not happen overnight or without your guidance.

One way of encouraging metacognition is to have conversations about learning with individual learners, groups and the whole class. Regular conversations will help learners to become more independent in their own learning. Some example conversations are:

- Ask learners to remember the last time they worked on a particular skill.
- Discuss the success criteria.
- Ask learners to think about how they approached the task and whether this approach was successful.
- If they were not successful, guide them towards thinking about different strategies they can use to complete the task.
- If they were successful, ask how they can use that experience to be successful again.

## Thinking aloud

Thinking aloud, or speaking your thought processes, is a useful strategy to develop metacognition. You can start by modelling this strategy to learners. For an activity your learners might find challenging, you describe your thinking during the activity. For example, here is an activity that has been adapted from the Stage 8 Challenge How can we use resources sustainably?

You are showing learners some numbers in a table.

Teacher: “I want to measure the carbon footprint of the food we buy in my house over one week.”

“I need to make some calculations based on some estimates to find an approximate figure. I have found a website which has broken it down into some easy steps to follow. This will help me to make better choices when we are doing our grocery shopping. I kept the till receipt from our last weekly shop and set up a spreadsheet of all the items with the column heading ‘country of origin’ and ‘approximate distance’. I would like you to help me complete that last column. “

“In pairs, take two items and use your smart device to find an approximate figure. What is the quickest way to get a total of all the figures in the spreadsheet? Thank you for helping. Which were the items which travelled the furthest? Do we produce those locally? How much do you think is a realistic target to reduce my carbon footprint? How can we find out what our national average is?”

When modelling this strategy, keep examples short and clear so that you do not confuse learners. You want them to start thinking about their own thinking and learning. They might find it unusual, but fun.

Learners can use this strategy to monitor their thinking as they complete a learning activity. For example, when reading a text, learners answer a series of questions that they think about and answer out loud while reading. They can do this individually or in pairs and you can observe learners to see how much they understand a text. As learners become more familiar with this technique, they learn to construct their own questions to help their understanding.

Some examples of questions learners can ask to monitor their thinking are:

- What do I know about this topic?
- What do I think I will learn about this topic?
- Do I understand what I just read?
- Do I have a clear picture in my head about this information?
- What more can I do to understand this?
- What were the most important points in this reading?
- What new information did I learn?
- How does it fit in with what I already know?

Once learners are used to the technique, they do not need to speak out loud, but can do their thinking in their head.

## Section 4: Language and dialogue in Cambridge Lower Secondary Global Perspectives

### 4.1 Language awareness

Language is an essential communication tool in all lessons, and you should celebrate learners' diversity of languages. Even though Cambridge Lower Secondary Global Perspectives resources are written in English, it does not mean that all the dialogue in your lessons must be in English.

Learners need a minimum level of linguistic and conceptual knowledge in their first language to develop a second language successfully. Once this knowledge is firmly established in a first language, learners can draw on this learning when working in an additional language.

Learners will benefit from being able to use their first language to aid their understanding of Cambridge Lower Secondary Global Perspectives. By communicating in different languages, they will be able to transfer skills, concepts and learning strategies across languages. To do this, it is important that all Cambridge Lower Secondary Global Perspectives teachers are 'language aware'. This means understanding the possible difficulties that language presents to learning. Such difficulties might arise because a learner is learning your subject through an additional language, or it might be the first time a learner has come across certain vocabulary or structures in their first language.

A teacher who is language aware understands why learners face the difficulties they do and what they can do to support them. You can encourage them to make use of their first language to understand ideas and concepts. You can pre-teach key vocabulary and use visuals with words to encourage understanding. Pre-teaching key vocabulary can also help to promote a more inclusive learning environment. This does not mean giving learners a list of random words to go away and look up in a dictionary. This will only demotivate them. Instead, you can introduce vocabulary to learners by using photos or familiar contexts of interest to learners. You can ask learners to create mind maps, or brainstorm known words and phrases to help them access a text, audio or video clip.

Research suggests that learners need a minimum level of linguistic and conceptual knowledge in their first language to successfully develop a second language. Once this knowledge is firmly established in a first language, learners can draw on this learning when working in an additional language. In the Cambridge Lower Secondary Global Perspectives classroom, this will support learners to transfer skills, concepts and learning strategies across languages to successfully complete the Challenges.

Once you are confident using the first language in your classroom, you can explore the following guidance to support language development in the Cambridge Lower Secondary Global Perspectives classroom.

### 4.2 Supporting language in the Global Perspectives classroom

#### Adapting Challenges for language support

When reading through a Challenge, consider the topic and skills being developed and make notes about vocabulary and phrases that will be useful for learners to know and use during lessons, including in their first language if necessary. Create pre-teaching activities and frequently review useful language throughout the Challenge as this will help your learners solidify their learning and become more confident. In addition, you can use local examples and materials to make the topics and skills more relevant and engaging to your learners, such as referencing local places, customs, communities, people or festivals, as well as using news articles, photographs, illustrations and images that may already be familiar to them.

Before you start teaching Cambridge Lower Secondary Global Perspectives you may find it helpful to carry out a language awareness checklist:

- Choose a Challenge to analyse.
- Assess your own knowledge of the topic.
- Carry out some research, identifying local and global examples to use in class.
- Identify learner-friendly language to describe skills in class.
- Create word lists related to the targeted skills and chosen topic to support your learners during the Challenge.
- Create an initial assessment for your learners to complete early in the course.
- Use the information from your Challenge analysis and initial assessment to create a variety of activities that builds and develops your learners' language skills.

Here are some suggested activities you can use regularly to make sure your learners are practicing the relevant language for speaking about the topic and the Cambridge Lower Secondary Global Perspectives skills:

- Pair and group work tasks increase learner talking time
- Speaking and writing frames can support discussions
- Mind maps are useful for learners to make connections between the sub-strands of each Cambridge Lower Secondary Global Perspectives skill
- Topic posters help learners bring together information about the Challenge they are working on.

Stage 8 Challenge Beliefs about food has been adapted to show how you can provide language support for learners. The Challenge is accompanied by an example lesson plan with language support and a video. The Challenge, lesson plan and video are available at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

### Define and practice Cambridge Lower Secondary Global Perspectives skills during lessons

Using writing and speaking frames is an effective way of scaffolding Cambridge Lower Secondary Global Perspectives skills development in the classroom. Provide learners with phrase prompts and sentences for them to complete with their own information. With practice over time, learners remember these prompts and start to use them naturally, deepening their understanding of Cambridge Lower Secondary Global Perspectives skills and English language proficiency. You can create speaking and writing frames for all six skills based on the learning objectives for each Challenge. For example:

Skill: Reflection

Sub-strand: Teamwork

**78Rf.02** Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome.

Activity: Learners provide helpful, kind and timely feedback to each other in pairs following teamwork, reflecting on their peer's contribution.

Speaking/writing frame example: I found (task or topic) challenging. (Learner name) helped me with (knowledge and/or skill). I learned how to (find information/carry out skill). (Something the team did, or one team member suggested) was important to completing (a task or the project) because (describes challenge and positive result). It would have been helpful if (learner name) had (identifies 1-3 ways that team members could have contributed better). Next time I work in a team, I will make sure we (identifies 1-3 areas for further development).

### Co-create success criteria with learners

Using the learning objectives in the Challenge, you can create activities that aim to define and explain to your learners what each skill means. It takes time to support learners to develop the language required to understand the skill, and to gain the awareness required to assess their own development. Language support activities can be integrated throughout the Challenge.

It is important to use a range of scaffolds to support learners to engage in dialogue. For example, you can write relevant vocabulary and phrases for learners to use and adapt as they work in pairs or small groups, or you can instruct your learners to contribute to a poster or online board describing the skills for future reference.

Co-creating success criteria is an effective way of using dialogue to reinforce learners' understanding of Cambridge Lower Secondary Global Perspectives skills. This involves discussing with your learners what the skills are, how they can be used and why we use them.

For example:

Skill: Communication (Communicating information)

**78Cm.01** Present information and arguments clearly with some reasoning, referencing sources where appropriate.

Success criteria: "I can give a presentation on a specific topic, introducing, discussing and concluding it using sources I found during the research stage".

### Linking Cambridge Lower Secondary Global Perspectives skills with English as a second language

In Cambridge Lower Secondary Global Perspectives, skills can be linked to the English as a Second Language strands Writing, Speaking, Listening and Reading. For example:

Analysis: Speaking and Writing as learners become more confident with deciding on which information to use.

Collaboration: Listening to other ideas, solutions or receiving feedback.

Communication: Speaking by offering relevant and well-judged contributions that demonstrate understanding of the issue.

Evaluation: Reading sources, speaking about the author and purpose, or writing notes on the credibility of a source.

Reflection: Speaking or Writing about personal contribution to a task or how personal perspectives have changed.

Research: Reading short texts that you have selected at Stage 7 and learners directing their own research in pairs and individually in Stages 8 and 9.

## 4.3 Developing effective communication

### Promoting talk

Using talk partners helps to create a positive learning environment. Many learners feel more confident discussing with a partner before giving an answer to the whole class, and learners get opportunities to work with different people.

Using talk partners:

- involves all learners
- enables learners to practise speaking skills in a safe environment
- helps learners to generate ideas and opinions in a safe environment

- develops coherent thinking
- enables learners to learn from each other
- enables participation by learners who are less confident in whole-class situations
- develops collaborative and cooperative skills
- provides thinking time
- encourages extended responses.

You can organise talk partners in a structured or a random way. It can be beneficial to change partners at regular intervals.

One effective technique is 'think, pair and share'. Learners are given the opportunity to think about a question, then discuss it with a talk partner and then share their ideas with a small group or the whole class.

An example of a talk partner activity to develop the skill of communication for Cambridge Lower Secondary Global Perspectives is:

Stage 7 How do different cultures and communities celebrate? Learners think about how they celebrate family birthdays. In pairs, they share how they celebrate and identify any similarities or differences. Learners work in groups to research how different cultures celebrate and present their findings to the class.

### Managing discussions

Group or whole-class discussions enable learners to develop their own thinking and learn from one another. Discussion also gives learners the opportunity to practise their language and communication skills. Effective topics for discussion build on prior knowledge and enable learners to generate a range of different ideas and opinions.

Every class has a mix of louder and quieter learners. This poses two challenges: how to encourage quieter learners to participate in discussions and how to stop more confident learners taking over discussions. Here are two strategies for encouraging participation from all learners:

**Speaking tokens:** Give each learner four tokens (these can be buttons, pebbles or small pieces of paper). Each time a learner contributes to a discussion, they put down one token. Their aim is to put down all their tokens by the end of the discussion. This encourages quieter learners to offer their ideas. Louder learners have to prioritise their comments, which gives others more chance to participate.

**Discussion prompts:** To encourage learners to talk about different ideas, you can use a range of discussion prompts.

For Cambridge Lower Secondary Global Perspectives, examples of discussion prompts include:

- Why do you think this data supports the perspective of the author? (Analysis)
- Can you think of an opposite idea?
- What would happen if this was not true?
- Can you add an idea?

An example from Stage 9 Challenge Sport for all (Analysis):

- Do you prefer to play sports or watch sports?
- What are your favourite sports?
- Would you like the chance to take part in other sports and, if so, which ones?
- Why is it important to make disability sports available?
- Would you like the opportunity to take part in a disability or unified sport?
- Can we do more to improve participation in disability sports?

## Sensitivity around topics and issues covered in Cambridge Lower Secondary Global Perspectives

In Cambridge Lower Secondary Global Perspectives, open discussion of world issues is an incredibly important part of an international education. It helps learners to understand the world around them and become engaged and responsible young people with the skills they need for the future. Sometimes topics or issues might be considered controversial or sensitive. Your role as the Global Perspectives teacher is to cover these topics in a sensitive way over the course of study, responding to the individual needs of learners.

Setting rules for group activities is covered in Section 3.4.

See Section 7 for support and resources for teachers.

### Promoting learner questions

When a learner asks a question, you should encourage other learners to answer the question rather than answering it yourself. For questions that require more thought, it is important to give learners time to think before they answer.

If some learners are not confident enough to put their hand up and ask a question, you can try using the following approaches:

- **Question wall:** Choose an area where questions and answers can be posted. This can be a poster to write on or sticky notes to stick on the wall. Learners add their questions and add answers to others' questions. At appropriate times in your teaching sequence, review the questions with the whole class.
- **Question box:** Have a box in which learners can post their questions. Review questions in the box regularly and use them to direct your planning.
- **Question starters:** One way to help learners to ask open questions is to regularly model open question starters. These encourage learners to give more detailed answers and to justify their reasoning. Examples include:
  - Why ...?
  - How do we know that ...?
  - What if ...?
  - How does this compare to ...?
  - How would you ...?
  - How did ...?
  - Explain why ...?
  - What might it mean if ...?
  - What might happen if ...?
  - How can you tell if ... is true?

### Promoting writing

Learners' writing skills need to be developed across the curriculum, not just in language lessons. Discuss writing skills with the language teachers in your school; find out which skills have already been taught and how you can best consolidate and develop these skills through your writing activities in Cambridge Lower Secondary Global Perspectives.

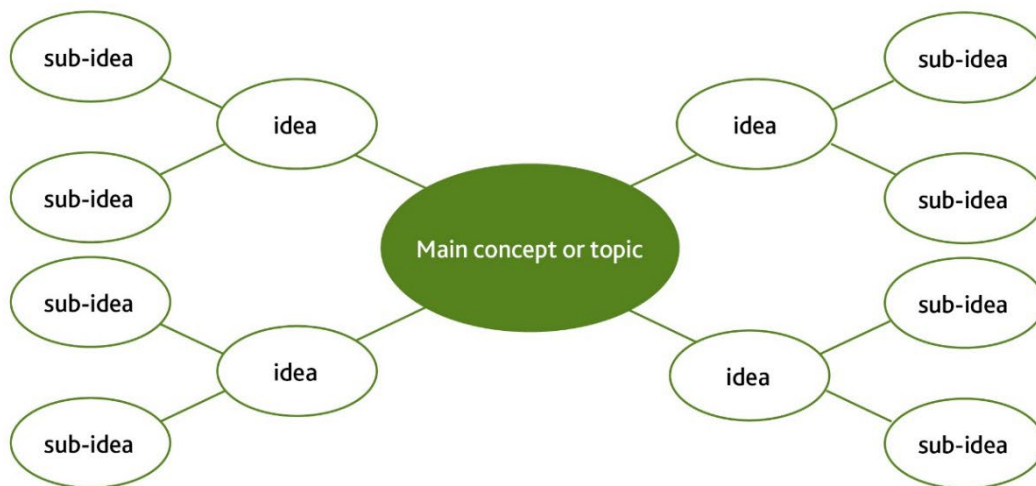
To help develop learners' research and written communication skills, you will need to support them in making notes, organising ideas and structuring writing in sentences and paragraphs which link clearly. Here are some strategies to help with this:

- **Making notes:** Graphic organisers help learners to represent their ideas visually and begin to organise their ideas by considering concepts such as sequencing, and cause and effect. They help guide learners' thinking and involve learners in their own learning. Examples of graphic organisers include:

- KWL charts, in which learners categorise what they **K**now, what they **W**ant to learn and, later, what they have **L**earned

What do you know already?	What do you want to learn?	What have you learned?

- mind maps, in which learners show the components and connections for a main concept or topic.



Knowledge organisers are time efficient and useful to provide an overview of a topic to show the key aspects of the learning that is about to take place.

You can add some information to show learners what areas are going to be covered during the Challenge.

It also highlights areas that will need extra focus, such as: vocabulary, facts, characteristics, or definitions.

Knowledge organisers help learners to process information and provide a useful summary of learning for parents.

For example, in Cambridge Lower Secondary Global Perspectives you might use a KWL chart to develop the skill of reflection:

#### Stage 7 Challenge Why work?

Learners think about potential future employment. Guide learners by asking questions relating to their personal interests, skills, strengths and weaknesses in school, experiences of employment among their family and friends. Learners use a knowledge organiser or journal to identify skills learned or improved during an activity, what they did well (personal strengths) and areas for improvement. Encourage learners to share their reflections either at the end of each activity or at the end of the Challenge.



- **Organising ideas:** Sentence starters or writing frames help learners to plan how to organise their ideas before writing.

For example, in Cambridge Lower Secondary Global Perspectives you might use a writing frame to talk about perspectives:

- Some people say that...because...
- Other people have presented an alternative view...
- My personal perspective has changed due to reading...and speaking to...and I now think that...

- **Structuring writing:** By modelling writing to the class, you can demonstrate how learners can structure their ideas with clarity and to suit the purpose. It enables learners to see a high-quality piece of work and discuss its key features. Learners can then apply similar features in their own writing.

The choices a school makes about language use will impact on the educational experience of every learner. *Cambridge principles into practice - languages guide for schools* will help schools evaluate their approach to languages and develop an integrated language policy and is available at [cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/cambridge-principles-into-practice-languages-guide-for-schools/](https://cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/cambridge-principles-into-practice-languages-guide-for-schools/)

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## Section 5: The learning environment

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### 5.1 An inclusive learning environment

An inclusive learning environment gives all learners the opportunity to fulfil their potential.

Learners bring different competencies to their lessons. For example, some might excel in mathematics and science, but find subjects where they need to write at length a challenge. Your learners will inevitably have differing language levels, and for some learners English might be a second, third or even fourth language. This diverse range of competencies and backgrounds should be celebrated.

As a teacher, it is part of your role to discover the competencies and backgrounds of your learners and to get the best from every learner. Achieving this will involve creating a positive learning environment in which all learners feel confident to make suggestions, take risks, ask for help and admit when they find something difficult.

By using a variety of teaching strategies, you can address the needs of learners with a variety of backgrounds, competencies and interests. These strategies will contribute to an overall inclusive learning environment. Each learner will feel valued and supported and be able to develop and succeed in your lessons and beyond.

Benefits of an inclusive learning environment include:

- being able to connect with and engage all your learners
- being prepared to tailor prompts, support or challenge to individual needs
- being prepared to help learners with any issues that arise
- more motivating lessons for learners
- more confident learners who share their opinions and ideas, and ask questions
- more application and development of language skills
- happy and successful learners
- enthusiastic lifelong learners.

#### Teaching strategies for inclusive learning

To help motivate all learners, aim to present information in different ways for different activities, using a range of textual, oral, visual and hands-on resources. Wherever possible, use real-life contexts that are meaningful to your learners, and vary contexts to appeal to different learners.


Your focus should be on learning development rather than on presentation of learning. So, try to provide flexibility and choice in how learners demonstrate their knowledge, understanding and skills. You can let learners choose how to present their ideas to the class, for example, giving a verbal presentation, using a verbal explanation of an image, or using an on-screen presentation.

You can further develop an inclusive environment by:

- ensuring that all learners are familiar and comfortable with routines and expectations
- involving all learners in activities and discussions, for example, by randomly choosing learners to answer questions
- ensuring that all learners take an active role in their own learning process, for example, by using success criteria (see Section 6.2)
- giving learners opportunities to make their own decisions
- showing appreciation of everyone's ideas and contributions
- sharing or displaying strategies for effective collaboration
- encouraging learners to develop their own ideas, take risks and work creatively, for example, by modelling, sharing your thinking and learning from your mistakes

- ensuring learners have time to explore and consider ideas fully, for example, by giving adequate thinking time after asking a question
- encouraging learners to give reasons for their ideas, for example, by asking follow-up questions
- using varied questioning techniques and encouraging learners to ask their own questions (see Sections 4.3 and 6.3).

Feedback from learners can help you to develop an inclusive learning environment. A possible approach is to give out small pieces of paper at the end of a lesson. Learners record:

- how much they think they learned during the lesson using numbers 1 to 5, with 5 being the most learning
- how confident they felt during the lesson, using a happy face, neutral face or sad face.  


Learners can also record one or two suggestions for how you can help them to learn more. In the next lesson, you can explain and discuss the changes you are making so everyone feels included, and able to learn and achieve in the lesson.

In Cambridge Lower Secondary Global Perspectives, you should use a variety of ways of presenting information for learners. For example, when exploring global topics and issues, you can use a combination of written, oral, and visual resources and materials.

Pre-teaching key vocabulary can help towards a more inclusive classroom. This does not mean giving learners a list of random words to look up in a dictionary. This will only demotivate them. You can introduce vocabulary to learners by:

- using photos
- making mind maps
- brainstorming words and phrases they already know to help them access an informative text
- using a story, poem, audio or video clip.

You should use contexts that learners are familiar with and have an interest in to pre-teach vocabulary. Guidance on language and dialogue is in Section 4.

Try to provide flexibility and choice in how learners demonstrate their skill development. Your focus will be on the development of a skill rather than presentation of the learning, so it does not matter if learners choose to create a leaflet, role-play video, webpage, audio podcast or other media presentation. After learners have demonstrated their current skills, aim to give targeted feedback on how they can improve further.

## Differentiation

Differentiation can help to make your lessons more inclusive. Differentiation means thinking about your learners' needs and trying to match teaching methods, learning activities, resources and the learning environment to individual learners or groups of learners. It aims to enable learners to reach their own goals through carefully planned activities, creating a positive learning experience and promoting successful learning.

Differentiation allows you to provide appropriate challenge for each learner. This can be by providing support for learners who are struggling with a concept or skill and providing extra challenge for learners who achieve competence in a concept or skill more quickly.

For an inclusive learning environment, it is important that support or challenge activities are based on the same learning objective as the rest of the class.

Some possible methods of differentiation are:

- **Using different learner groupings:** You can vary learner groupings depending on the learning activity or learning objective. For example, sometimes you might organise learners into groups containing learners with different competencies. By organising groups in this way, learners who need more support can gain ideas and skills from others, while other learners can develop their own understanding by explaining their ideas to others. In this way, all learners will be able to progress.
- **Varying the activity or outcome:** This is when learners work on the same learning objective in different ways. For example, different learners might use resources that offer different amounts of support, or different learners might demonstrate their learning in different ways.
- **Varying the amount of adult support:** This is when learners receive additional support from either you or a teaching assistant. For example, you might work with a small group of learners who need more support; other learners might work in unsupported groups with a summary sheet of questions to focus their learning.

In Cambridge Lower Secondary Global Perspectives, some examples of differentiation are:

- **Vary the activity:** Learners might engage with a topic through a variety of resources, such as objects, guest speakers, video clips or music. Rather than working individually, allow learners to work in pairs or small groups.
- **Vary the outcome:** If the outcome is to create a display to demonstrate their learning, learners can do this in different ways. Some learners can produce extended writing while others can use short sentences.
- **Vary the type of learner support:** For example, when learners are discussing a source, you might work with a small group of learners whose evaluation skills are less developed than others and allow other learners to work in unsupported groups with a summary sheet of questions to focus their discussion.

An example of differentiation in Stage 7:

When reflecting on what has been learned during an activity at Stage 7, some learners will be able to demonstrate this in greater levels of detail than others. Some may talk about a contribution they have made to teamwork, while others might also be able to reflect on the targets for their teamwork next time. At the end of the lesson, you can ask learners to share their thoughts and ideas so that the whole class can see and hear different responses.

## 5.2 Digital technologies

Digital technologies are a valuable resource that can help learners to develop their knowledge, understanding and skills. They are particularly beneficial when used as one of a range of effective teaching and learning methods. To make best use of digital technologies in lessons, develop your awareness of a range of digital technologies and consider carefully how and why they can support learning. Your aim in using digital technology should be impact and progress, rather than to 'engage' and 'enthuse'.

Digital technologies can empower learners to be more autonomous in their learning. It is important that you and your learners are confident in evaluating when digital technologies may add value to the learning. Learners need to be critical in their selection of the most appropriate technology to support their requirements.

The technology you have available will influence how you choose to use it. For example:

- if you only have one computer available, you can set it up in an area suitable for independent activities such as research

- if you have audio/visual recording equipment available, you can use it to record learners as a basis for self- or peer-assessment activities
- if you have access to an interactive whiteboard or projector, you can use whole-class activities where learners present their work to others for evaluation and discussion
- if you have access to video conferencing tools, you can use them for collaborative activities with others beyond your school
- if you have access to a computer suite, you can use this for a particular investigation or research activity.

Mobile devices such as tablets can also be useful tools to support learning. They enable learners to make choices about when to use technology for a particular activity, such as making notes, researching and checking ideas, or preparing an interactive quiz.

Cambridge Lower Secondary Global Perspectives provides many opportunities for incorporating digital technologies into teaching and learning. Some examples are:

- Accessing information and ideas for lessons. Most Challenges include Teacher Resources, but you will need to supplement these with other resources as part of your planning. The internet is a valuable resource for up-to-date resources on local, national and global issues as stimulus material.
- Connecting with other Cambridge schools to collaborate on Challenges and explore different perspectives on global issues (see Section 2.10). Learners can be online at the same time, or you can record a video or presentation.
- Video conferencing to interview an expert with a perspective on a local, national or global issue. Learners can be online at the same time, or you can record a video or presentation.

Cambridge Lower Secondary Global Perspectives is designed to develop learners' skills, it also provides opportunities for learners to reflect on their use of digital technology to encourage best practice across other subjects.

Remember though that you should not overuse technology. It should only be used when there is clear added value for your learners.

You can find more information about digital technologies in the Cambridge International resource *Digital technologies in the classroom* at [cambridgeinternational.org/images/271191-digital-technologies-in-the-classroom.pdf](https://cambridgeinternational.org/images/271191-digital-technologies-in-the-classroom.pdf)

Cambridge Lower Secondary Digital Literacy develops learners' understanding of how to use digital tools effectively and safely. You should be aware of the teaching and learning in Cambridge Lower Secondary Digital Literacy and aim to provide opportunities for applying digital literacy skills through Cambridge Lower Secondary Global Perspectives whenever appropriate.

### eSafety

There are many positives to using digital technologies, but you also need to make learners aware of the potential dangers and how to keep safe when using computers, especially online. You should provide opportunities for learners to consider their own behaviour when using digital technologies and the impact their actions can have on others.

We recommend that all schools have an acceptable use policy which describes in detail what learners and school employees should and should not do once they are given access to the school's computer network. Care should be taken to ensure that the acceptable use policy is followed in all lessons, including Cambridge Lower Secondary Global Perspectives lessons. If concerns arise, teachers should follow the policy, including making contact with local child protection and law enforcement agencies if appropriate. Ultimately it is your responsibility to make sure that learners are safe in your classroom and that they follow any national, regional or school regulations.

If internet sites will be used, you must check these before the lesson and make sure that all learners know how to use online resources safely and responsibly. Internet filtering and monitoring tools should always be in place and anti-virus software should be up to date.

Your guidance to learners will depend on their age, maturity, background and the content that is being delivered. Many online tools are designed for use by learners aged over 13, but younger learners can access this technology safely through supervised use or by using school-approved accounts. Learners should have clear instructions about what they should do if they feel unsafe when using digital technologies; this should include how they report their concerns.

### 5.3 Learning beyond school

Learning does not only occur in the school environment. To help broaden learners' understanding, it is important to consider learners' outside interests and experiences and provide opportunities for them to make connections between experiences inside and outside of school. One way to enable this is to introduce new areas of learning by asking learners to share what they already know, perhaps using a class KWL chart (see Section 4.3).

In Cambridge Lower Secondary Global Perspectives, learners explore different perspectives (personal, local, national and global) related to a range of topics and issues. There are many opportunities for you to broaden learners' understanding of topics, issues and perspectives through activities beyond school. Some examples of activities related to suggested topics for Cambridge Lower Secondary Global Perspectives are:

- Invite someone from the local community to speak to learners about migration e.g., someone who works for a refugee charity or someone from a different country who is part of a social community group. The purpose of an invited speaker is for learners to hear one perspective of migration (positive or negative). (Migration and urbanisation)
- Learners visit a local company or manufacturer to see how the use of technology has changed and improved. (Digital world)
- Learners visit a local sports centre to see what is accessible to disabled people or try a sport designed for all abilities. (Sports and recreation)

#### Parental involvement

Research shows that there is a clear link between parental engagement in learning and performance in school for learners of all ages. Your school should consider how best to involve parents in their children's learning in your context. This might include:

- communication of the content and skills that learners will cover in a term/semester
- explanation of key teaching and learning approaches that will be used
- general ideas for how all parents can support their children's learning
- specific ideas for how individual parents can support their child's learning
- activities carried out at home that involve exploring everyday contexts with parents
- presentations of learners' work in communal areas of the school and/or at special school events
- opportunities for parents to visit school, for example, to talk to learners about an area of expertise, to help with an activity, or to observe what happens during the school day.

Our schools tell us that Cambridge Lower Secondary Global Perspectives is successful when parents and carers understand the benefits for their children. There are many opportunities to engage parents and carers in Cambridge Lower Secondary Global Perspectives. Some examples of activities from the Challenges are:

- Stage 7 Why work? Learners interview family members about the benefits of paid and unpaid work.
- Stage 8 Who am I? Learners talk to family members about their family history.
- Stage 9 Understanding each other. Invite parents or carers who use additional languages to talk about their language.

### Links to the wider community

Your school is part of a unique social and cultural background, and it is important that learners understand and respect this diversity. In Cambridge Lower Secondary Global Perspectives, learners explore similarities and differences between personal, local and global perspectives. This helps them make connections and develop a sense of belonging and identity with the local and global community (see Section 2.10 Connecting with other Cambridge schools). Through learning about different cultures and perspectives, learners develop respect and empathy for cultures in the wider local and global community. This supports the development of a global outlook and learners as global citizens.

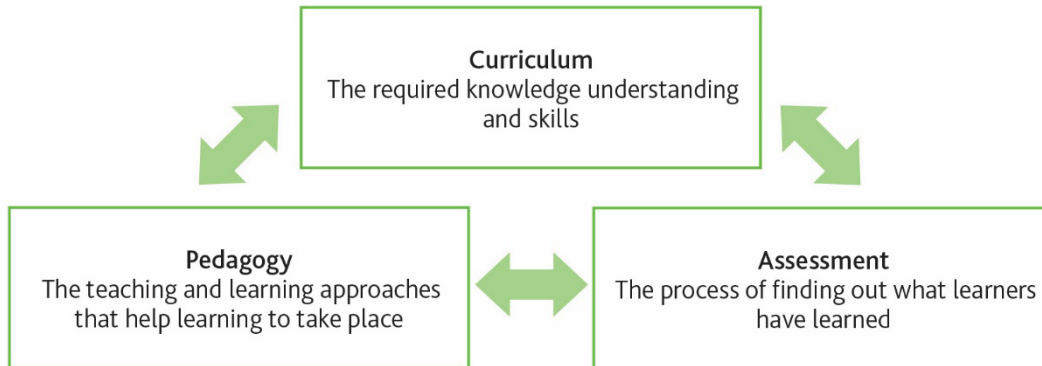
In Lower Secondary Global Perspectives, you can use Challenges to link learning in your school to the wider community. For example:

- **Use resources that represent and celebrate different cultures.** Stage 7 How do different cultures and communities celebrate? Select a range of case studies that exemplify different ways of celebrating in different countries or cultures (e.g. New Year celebrations in Scotland, the USA, or Australia, or celebrations for Chinese New Year, for Rosh Hashanah – Jewish New Year, for the Islamic New Year, Buddhist Songkran or Hindu Gudi Padwa).
- **Engage with people from the wider community.** Stage 9 Sport for all. Groups conduct research into which sports are played in their school and which sports are played in their local area and test their predictions about which sports are played by people with disabilities.
- **Helping out in the local community.** Stage 8 Making a difference in our community. Learners interview a panel of local leaders (political or from local government, or from sectors of the community e.g. employers) about their opinions on the most significant community issues identified in their research.

## Section 6: Monitoring and evaluation

### 6.1 Overview

For effective teaching and learning, there needs to be coherence between the curriculum, pedagogy and assessment:



The learning objectives in the Cambridge Lower Secondary Global Perspectives Curriculum Framework define the curriculum (see Section 1.2) and the activities you use in your classroom reflect your pedagogy. This section provides guidance on assessment.

Everyday assessment in lessons is important to enable you to support learners' progress towards achievement of the learning objectives. The sections below discuss:

- learning based on success criteria (Section 6.2)
- some techniques for monitoring progress to evaluate next steps for learning (Sections 6.3 and 6.4)
- giving feedback to learners to guide their progress (Sections 6.5 and 6.6).

In Cambridge Lower Secondary Global Perspectives, an example of coherence between the curriculum, pedagogy and assessment is:

Curriculum:

**9Rf.03** Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives.

Pedagogy:

Activity taken from Stage 9 Challenge 'Feeling safe'

In small groups, learners solve a crime entitled 'The mystery of the sand' in Teacher resource – Feeling safe T9.1.

Conclude the activity by asking learners to define 'smuggling' (the crime in 'The mystery of the sand') in their own words. What different factors make smuggling illegal? For example, it involves crossing boundaries between countries that possibly have different laws, currencies and taxes. What are some possible consequences of this crime? For example, paying a fine, going to prison.

After the activity, ask learners what other crimes they know of and ask them to contribute to a shared list. You may wish to refer to local, regional or global new stories. A list of crimes and some suggested definitions can be found in Teacher resource – Feeling safe T9.2.



Lead a discussion on why we need crime prevention laws to live harmoniously in society. For example:

- To guarantee our fundamental human rights
- To defend us from harm
- To resolve disputes over limited resources
- To encourage every citizen to be considerate and think about one another.

To lead a successful discussion, you may wish to ask the following questions:

- Why do you think ... said that?
- Can you think of an opposing idea?
- What would happen if this was not true?
- Can you add an idea to the list?

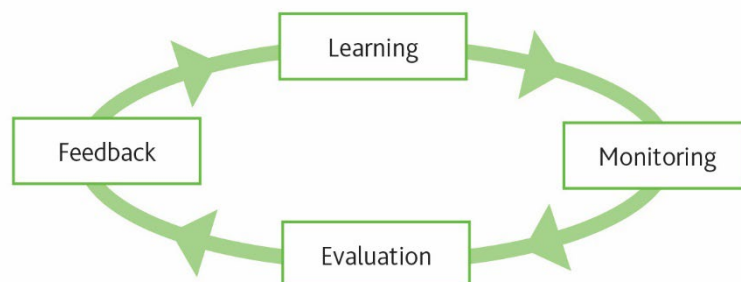
Set and agree some rules for discussion e.g. take turns to speak, do not speak over other people, it is okay to disagree with someone else's perspective, be respectful.

Learners complete a reflective log (Learner resource – Feeling safe L9.3). Ask learners to explain if their personal perspective has changed and how, referring to specific local or global issues discussed and researched in class.

Assessment:

The teacher reviews the learner's reflective log and can use this to make a judgement on whether the learner has clearly articulated how their perspective has changed and why, referring to what they have learnt about law and criminality. The teacher can choose to follow up with the learner if they need more evidence that the learner has met the objective e.g. by asking questions.

Together these processes provide a cycle that support effective progress in learning.



Monitoring learning regularly, using a variety of informal methods, enables you to understand your learners' needs and plan next steps which will help them to make progress. For example, you might change your plan for the next lesson(s).

In addition to everyday assessments, it can also be valuable to assess learning over a longer period. Section 6.7 provides information about assessments provided by Cambridge International which cover a stage of learning.

## 6.2 Developing success criteria

Learning objectives describe what learners should know, understand and be able to do. Success criteria help you and your learners know when a learning objective has been achieved at an

appropriate level. By having clear success criteria, learners know what is expected and are engaged in their learning. They have clear goals and can push themselves to achieve the learning objectives.

It is often helpful to display the success criteria throughout the lesson to help maintain focus and help learners to work independently. For example, if success criteria are in the form of 'steps', learners can check their 'success' by following the pathway created by the 'steps'. However, this is not the only approach and sometimes it may be more engaging to 'reveal' the success criteria at other points in the lesson.

You can create and express success criteria in different ways. Before learners start an activity, you might give learners a simple statement of what you expect from them (for example, I will be looking for ...). Or you might involve learners in the creation of success criteria for an activity, to give them a clearer understanding of the expected learning.

Giving success criteria a central role in lessons and allowing learners to produce them:

- helps learners to gain a deeper understanding of what to do
- gives learners ownership of the criteria so that they can create a successful 'product'
- gives learners a basis for self- and peer-assessment (see Section 6.6)
- enables learners to become active learners (see Section 3.3).

One way to create success criteria with learners is to provide them with a learning objective for the lesson/activity and a question such as: *How will you know you have achieved this?* Another way is to use samples of work, perhaps from the previous year:

- Select two pieces of work: one that meets all the requirements and one that does not meet all the requirements.
- Ask learners to discuss with a partner what they like about both pieces of work and what can be improved.
- Collect feedback comments. Learners decide on the most important things to think about when they are doing the activity.
- Use feedback comments to produce success criteria.

You may be concerned that there is not enough time in lessons to create success criteria with learners. However, you will quickly discover that the process saves time usually spent on repeating instructions because all learners understand what they have to do and are keen to start the activity. However, even when learners are used to the routine of creating success criteria, you may decide not to use it for all activities.

Like learning objectives, success criteria may be limited to one lesson or may be spread over a series of lessons. There may also be several success criteria for one learning objective.

Success criteria describe how learners can achieve the learning objectives through a particular activity in the context of a specific Challenge and topic. This helps learners to know if they have been successful in achieving the learning objectives through the Challenge. All Challenges are designed to be adapted to suit your learners and your context. If you adapt the context, then you may need to modify the success criteria but keep the focus on the skills rather than learning about the topic. You can use the success criteria to structure feedback and to help learners to take responsibility for their own learning and development.

You can help learners to understand the learning objective by:

- Using pictures and symbols
- Modelling and demonstrating the learning objectives in whole class lessons
- Referring to learning objectives in learner-friendly language during group sessions.

In Cambridge Lower Secondary Global Perspectives, there are suggested examples of success criteria for some of the learning objectives in each Challenge. For example:

Stage 7 Why work?

Learning objectives	Examples of success criteria
<p><b>78E.02</b> Discuss the effectiveness of an argument, making explicit reference to its structure and use of evidence.</p> <p><b>78A.01</b> Identify ideas and evidence from different perspectives within different sources, on a given issue.</p> <p><b>78Cm.01</b> Present information and arguments clearly with some reasoning, referencing sources where appropriate.</p> <p><b>78Rf.04</b> Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement.</p>	<ul style="list-style-type: none"> <li>• Learners identify and reference a particular source, with teacher support, and draw conclusions about purpose, accuracy, bias and relevance to the issue.</li> <li>• Learners use a source to describe the experience of employment, unpaid work and unemployment.</li> <li>• Learners identify the most important points of their research for their presentation and emphasise key messages where appropriate.</li> <li>• Learners identify at least one skill learned or improved during an activity, one personal strength and one area for improvement.</li> </ul>

For selected Challenges, there are example lesson plans and examples of success criteria expressed as 'I can' statements. For example:

Stage 8 What everyone needs

Skill: Collaboration

Topic: Development, trade and aid

**78CI.01** Work positively within a team to achieve a shared outcome and improve teamwork, for example by contributing useful ideas, offering solutions to problems, encouraging other team members to participate and being open to others' ideas.

- I can work with my team to divide research tasks.
- I can work with my team to agree which factor(s) in our chosen region represents the greatest risk and the greatest benefit to human and economic needs.

As you observe learners working towards success criteria, you will have many opportunities to monitor the development of their knowledge, understanding and skills. As part of an active learning environment, learners should also regularly reflect on their own learning and progress against the success criteria. Together your observations and learners' reflections will give you lots of information about each learner's strengths and weaknesses. You can use this to inform your future planning.

### 6.3 Using questions effectively

Questions can be a powerful tool for identifying how learners' knowledge, understanding and skills are developing. You can ask questions before an area of learning to find out what your learners already know and to monitor progress during a lesson or series of lessons. This will help you to decide what to do next (for example, deciding when to move on to a new topic, concept or skill).

Here are some tips and examples to help you make your questioning more effective. Most of the questions you ask will be verbal, but you can also use these tips for written questions:

- **Know your purpose**

Make you sure you know why you are asking a particular question and what kind of information you are looking for. It is helpful to plan some questions in advance and include these in your lesson plan.

The table below shows some common purposes, and examples of possible questions for Cambridge Lower Secondary Global Perspectives:

Purpose	Example questions
To get an overview of learners' prior experience before introducing a new concept or topic	Today we are going to start a new topic on Employment. What type of employment would you like? (personal perspective)
To clarify, extend or evaluate learners' own ideas	You said you think there are differences between unpaid work and leisure activities. Why do you think that?
To clarify, extend or evaluate other learners' ideas	This group has found that there are similarities between unpaid work and leisure activities. What can you add to that answer?
To consider approaches To show a variety of strategies and to make reasoning explicit	How might you find out the answer? Tell me how you decided that. Can you give me reasons why someone should agree?
To make connections to prior learning to justify ideas	That's interesting because when we talked about that yesterday, what did we say? How does it fit in with what you already know?
To involve the whole class To consolidate ideas	Does anyone else have an idea? What do you think about that idea?
To inform further inquiry To show a variety of strategies for next steps	How can we answer this question? What more can you do to understand this?

- **Use open questions more often than closed questions**

Closed questions can be useful to evaluate specific concepts, but open questions invite learners to say more. This often enables you to gather more information about their understanding. Open questions also enable you to stimulate learners' interest and motivate their thinking.

In Cambridge Lower Secondary Global Perspectives, one way to help learners to ask open questions is to regularly use question starters. These encourage fuller, more justified answers from learners. Examples include:

- Why ...?
- How do we know that ...?
- What if ...?
- How does this compare to ...?
- How would you ...?
- How did ...?
- Explain why ...?

- What might it mean if ...?
- What might happen if ...?
- How can you tell ... was true?

- **Ask one thing at a time**

Limit your questions to one sentence.

- **Determine the focus, but do not assume a particular answer**

For example, instead of asking ‘Do you think people choose to move country for economic reasons?’ Ask ‘What do you think are some of the reasons why people chose to move country?’

- **Do not give options unless they are the only options**

For example, asking ‘Is this opinion good or bad’ focuses learners on deciding between these two options, instead of considering both good aspects and bad aspects.

- **Allow thinking time**

Provide learners with time to pause, think and reflect. Avoid expecting learners to answer questions straightaway and instead allow thinking time before taking responses. Similarly allow time after a response before moving on or asking follow-up questions, to give learners the opportunity to both consider the response and add their own ideas or questions.

- **Listen actively**

Make sure that you listen to the answers learners give rather than waiting for your expected answer. Often unexpected answers will give you the most useful information about what learners know, understand and can do.

Make sure learners do not think that the aim is to tell you the answer you want to hear. If this happens, they will try to ‘guess what is in your head’ rather than show you their current understanding.

- **Help learners to express their ideas fully**

Sometimes a smile or a nod can encourage a learner to give a fuller answer. In addition, follow-up questions can help to develop a sequence of thoughts, clarify a learner’s answer or engage the rest of the class.

For example:

You think that people in the community are not aware of how many sports are accessible to able and disabled people. What action can we take to improve awareness? What ideas can we think of as a class?

- **Encourage learners to ask you questions**

To encourage learners to ask you questions, try not to give all the information at once and create a learning environment that encourages learners’ questions (see Section 5).

For Cambridge Lower Secondary Global Perspectives, the focus is on developing skills and encouraging learners to ask questions and look for answers from their peers rather than from you. Here are suggestions for how to develop the six Cambridge Lower Secondary Global Perspectives skills through questioning.

## Research

It is common for learners to ask general questions. This is less helpful when learners are creating a question for an investigation or research. Learners may need your support to review and reword questions. Encourage learners to move from knowledge questions to enquiry-based questions. This will allow them to develop the skills and meet the learning objectives. Questions starting with 'Why' and 'How' are useful.

This example shows a Stage 8 learner's first attempt at a research question and how it was improved with support from their teacher:

Version 1 What are the benefits of learning new languages? (Too broad)

Version 2 Should all learners be required to learn languages? (Narrow the focus)

Version 3 Should students in our school be required to learn a new language?

## Selecting information sources

You can help learners to think about how their research question might be answered. It is good to take different approaches so that learners see that they have a choice. Even the youngest learners should use a range of information sources. You can use prompt questions such as:

- Can you read some reference books?
- Can you conduct an investigation?
- Can you search online?
- Can you talk to people?

## Analysis

- What patterns do you notice?
- Which is the odd one out? Why?
- Put the following into categories.
- How is this similar to ...?

## Evaluation

- Put ... in order of importance.
- Is there a better solution? What?
- Why is ... good or bad?
- What changes would you recommend for next time? Why?

## Reflection

- What worked well?
- Why was it successful?
- What did not work?
- Why do you think this was?
- What can you do differently?
- What will you do differently next time?

## Helping learners to explain their reasoning

In Cambridge Lower Secondary Global Perspectives, there are often different possible solutions or answers. The aim is to explore learners' thinking. Useful approaches include:

- asking learners to give reasons for their response (e.g. Tell me how you decided that. Can you give me reasons why someone should agree?)
- asking further questions (e.g. Why do you think that? Can you find other people or information that say the same?).

You can also use a range of strategies to involve the whole class in discussing questions.

## 6.4 Monitoring individual, pair and group activities

You need to monitor learners' progress throughout lessons, both while learners are working individually and while they are working in pairs or groups. How much you intervene will depend on the age of the learners, but it is important that you do not intervene so much that learners become too reliant on you. Instead, you should allow learners to make mistakes, identify and correct errors, and support each other. This will encourage learners to become more confident and independent.

For group work, part of your role is to ensure that every member of the group is involved: that quieter learners are not excluded, that more confident learners share the responsibilities and that every member shares the responsibility for moving towards the goal. Standing back and observing learners is a good start. You can use your observations to inform follow-up questions or targets for individuals. For example, if an individual is not engaging well in an activity, you can set a small target and a time limit given before returning to observe the individual again:

- 'When I come back in five minutes, I want you to explain how you have ...'
- 'When I come back in five minutes, I will pick one of you randomly to present your ideas. So make sure that you are all confident in your method and explanation.'

For Cambridge Lower Secondary Global Perspectives, one way to encourage confidence and independence is to use the 'three before me' rule. This means that learners are expected to look to three different sources of information such as their peers or resources before they ask you.

## 6.5 Giving feedback

In order to help learners make progress, they need to receive feedback on their knowledge, understanding, skills and effort, and how they can develop them further. All feedback should be specific, constructive and meaningful to learners – it needs to help learners to identify next steps. The most effective feedback occurs when feedback is given as learners work or soon after.

Most importantly, learners need the opportunity to act on feedback and carry out steps for improvement. Without opportunities to reflect, improve and demonstrate evidence of their competence, feedback cannot impact learning effectively.

When you are giving feedback, make sure it links clearly to success criteria and/or learning objectives you have already communicated to the class. Also ensure that your feedback gives the learner enough information to answer the following questions:

- How am I doing? (What progress have I made towards the success criteria / learning objective?)
- What should I do next? (What do I need to do to make further progress?)

Here are some types of feedback:

- **Verbal feedback**

The most effective feedback occurs when the work is discussed face-to-face. Verbal feedback can be given to an individual, to a group or to the whole class. The language used in lessons has an enormous impact on learners. You should aim to create a learning environment where speaking freely about learning, misconceptions and mistakes is seen as beneficial to learning.

For example:

**78E.01** Evaluate sources, considering the author and purpose, recognising that some sources may be more credible than others.

'I like the point you made here about this source being biased. Can you explain what you mean by that? Is bias always a bad thing? Why do you think that?'

Instead of:

'You have not completed a full evaluation of the source.'

- **Non-verbal feedback**

We should be aware that we are constantly giving our learners non-verbal feedback through our facial expressions and gestures, for example a smile or a nod of the head. Being aware of our non-verbal communication can help us to develop a positive, supportive learning environment.

- **Written feedback**

Sometimes it is not practical to give verbal feedback to all learners, and work may need to be marked outside of a lesson. You need to ensure that your written feedback is appropriate for your learners, so they can read and understand your comments. You also need to ensure that you provide learners with time to read and respond to your feedback. Learners need to be clear about how you expect them to respond to written feedback, for example they can respond by adding to or amending their work in a different colour.

For example:

'Well done. Overall, I can see that you have worked hard on this. You have included sources that are linked to your research question, and you have started to tell me why you trust them. Next, try to comment on who wrote each source and what that person's expertise is. This will help you to evaluate them more fully in the next part of your report.'

When you give written feedback, consider the following:

- Can learners read your comments?
- Can learners understand your comments?
- Are comments clearly linked to the learning objectives and success criteria?
- Do you allow learners time to read your feedback?
- Will the feedback you provide have a constructive impact on their skill development?

For digital text, you can add comments to documents or blogs and learners can respond by adding or amending their work in a different colour.

## 6.6 Self- and peer-assessment

Feedback should not only come from you. It is also important to encourage feedback between learners (peer-assessment). Peer-assessment enables learners to learn from and support each other. It adds a valuable dimension to all learning. The opportunity to talk, discuss, explain and challenge each other, enables learners to progress further than they can unaided. It is important



that learners' feedback is supportive and constructive. Your own feedback to learners will help to model effective feedback techniques.

Peer-assessment also develops learners' self-assessment skills. We should encourage learners to use self-assessment continually, so that reflection and improvement become a natural part of the learning process. Self-assessment promotes independent learning and helps learners to take increasing responsibility for their own progress. You can provide learners with a reflection journal where they can record their self-assessment for discussion with you or with peers at key points in the year.

For Cambridge Lower Secondary Global Perspectives, questions can be used to help learners to self-monitor. You can ask them to respond to questions at the end of each lesson, series of lessons or Challenge. For example:

- How am I doing (in relation to showing success in achieving the learning objective)?
- What is my next step?
- Which strategy am I going to use?
- Have I used this strategy before?
- Is this strategy working this time?
- Do I need to try a different strategy?

Once they have completed the task, you should encourage learners to determine how successful the strategy they used was in helping them to achieve the learning objective. Encourage learners to reflect at the end of each task, answering these three key questions:

1. What went well?
2. What did not go so well?
3. What can I do differently next time?

This will give learners the opportunity to be more proactive about how they can make progress in Cambridge Lower Secondary Global Perspectives lessons.

## 6.7 Monitoring achievement

The previous sections describe ways to monitor progress lesson by lesson. It is also useful to give learners opportunities to demonstrate what they have achieved after a period of study.

There are many ways to assess learners' skills development in Cambridge Lower Secondary Global Perspectives. The Challenges provide opportunities to identify progress, give feedback and discuss next steps with learners.

### Assessment guidance

The Challenges are designed to focus on formative feedback on the skills. You should assess in the classroom through discussion, observation and lesson outputs and then discuss with learners 'what went well' and how they can improve further, so learners can reflect on, and improve, their performance.

You can find guidance on ways to assess Cambridge Lower Secondary Global Perspectives in Stages 7 to 9 in the Assessment guidance for Cambridge Lower Secondary Global Perspectives available at [lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)

### Cambridge Lower Secondary Checkpoint

Cambridge Lower Secondary Checkpoint is available to Cambridge Lower Secondary schools and is intended for learners at the end of Cambridge Lower Secondary Stage 9, when they are around 14 years old. Cambridge Lower Secondary Checkpoint is currently available twice a year in May and October. All details are in the Checkpoint Instructions for Cambridge Lower Secondary Checkpoint Global Perspectives available at

**[lowersecondary.cambridgeinternational.org/global-perspectives-1129](https://lowersecondary.cambridgeinternational.org/global-perspectives-1129)**

## Section 7: Support from Cambridge International

### 7.1 Resources available from Cambridge International

Cambridge Lower Secondary centres receive access to a range of resources when they register. The Cambridge Lower Secondary support site at **lowersecondary.cambridgeinternational.org** is a password-protected website that is the source of most Cambridge-produced resources for the programme. Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.

Included on this support site are:

- the curriculum framework (see Section 1.2)
- grids showing the progression of learning objectives across stages
- Challenges (see Section 3)
- templates for planning (see Section 2)
- assessments provided by Cambridge
- a list of endorsed resources which have been through a detailed quality assurance process to make sure they are suitable for schools teaching Cambridge Lower Secondary Global Perspectives worldwide
- links to online communities of Cambridge Lower Secondary teachers.

In addition, for Cambridge Lower Secondary Global Perspectives you can find:

- Checkpoint Instructions for Cambridge Lower Secondary Global Perspectives
- Challenges by skill, stage and topic
- Example lesson plans for selected Challenges on language support and integrating sustainability
- Videos
- Access to a free self-study course to prepare you and your learners for Cambridge Lower Secondary Checkpoint Global Perspectives (Research Report).

More information about the benefits of Cambridge Global Perspectives and case studies from schools is available at **cambridgeinternational.org/programmes-and-qualifications/cambridge-global-perspectives/**

### 7.2: Training

#### Self-study training

An online, self-study introductory course (*Guide to Lower Secondary Global Perspectives*) is available free to Cambridge Lower Secondary centres at **cambridge-community.org.uk/guide-to/cambridge-lower-secondary**. It introduces Cambridge Lower Secondary, its educational philosophy and the services, and resources available to Cambridge Lower Secondary centres.

#### Tutor-led training opportunities

Cambridge International runs online training and face-to-face workshops on a range of subjects and teaching and learning approaches throughout the year.

You can see the training courses that are currently available by going to our website **www.cambridgeinternational.org** and searching for the 'Events and training calendar'. To find

training courses relating to Cambridge Lower Secondary, select Cambridge Lower Secondary as the 'Qualification type'.

### Free resources for teachers

As a Global Perspectives teacher, you will spend more time guiding and supporting learners, monitoring learning and giving feedback. The Challenges have been designed to provide teaching ideas and strategies to help you successfully deliver Cambridge Lower Secondary Global Perspectives. Some teachers find this shift in focus difficult at first.

#### Cambridge Personal Styles Questionnaire

The Cambridge Personal Styles Questionnaire® (CPSQ) is an easy-to-administer online assessment that identifies your values, attitudes and behaviours. It focuses on how you approach tasks and interact with others: your personal style. CPSQ helps you to understand and reflect on your own behaviour styles and needs.

Cambridge is trialling materials to support the effective use of Cambridge Personal Styles Questionnaire. They are designed to be used alongside the CPSQ for teachers report. These resources are free to use and can be accessed by anyone. They include activities relevant to the role of the Cambridge Lower Secondary Global Perspectives teacher such as:

- Considering multiple perspectives
- Evaluating arguments
- Identifying and understanding problems
- Conflict resolution.

Access the support materials at [cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/cambridge-personal-styles-questionnaire/cpsq-for-teachers/](https://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/cambridge-personal-styles-questionnaire/cpsq-for-teachers/)

#### Education briefs

Our education briefs explore important themes in education. They explain why they are important and demonstrate how they are relevant to the teaching and learning in your school.

Each education brief includes:

- the educational theory behind the theme and the benefits of making it part of your teaching and learning
- the challenges involved
- practical tips
- how Cambridge is supporting schools working in this area
- a list of useful resources.

#### Getting started with guides

These interactive resources introduce and develop key areas of teaching and learning practice. They link what the research says with what happens in the classroom and provide new ideas to help you get started.

In each resource, we explore the theory, discuss the benefits and consider some practical examples. Teachers and researchers share their experiences, and reflective questions will help you to think about how you can apply what is being discussed in your lessons.

Resources for teaching Cambridge at your school are available at [cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/getting-started-with/](https://cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/getting-started-with/)

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## Glossary

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This glossary is provided to support your understanding of the content of this Teacher Guide. The definitions are intended to be sufficient to guide an informed reader.

For more information on important ideas and themes in education, and how to use them in your school, please see the *Getting started with ...* interactive resources provided at [cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/getting-started-with/](http://cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/getting-started-with/)

**Active learning** – a classroom approach in which learners are encouraged to ‘think hard’, rather than passively receive information (see Section 3.3).

**Argument** – a series of statements containing reasons and evidence which support a claim about a global issue.

**Closed question** – a question that can be answered with ‘yes’ or ‘no’, or that has a limited set of short possible answers.

**Curriculum framework** – the document giving the structure of the curriculum specifying how learning is organised (see Section 1.2).

**Differentiation** – adaptation of teaching and learning to suit the needs of different learners, and to support progression from their current level of knowledge, understanding and skills (see Section 5.1).

**Evaluate** – use evidence to inform next steps.

**Evidence** – information about a global issue that helps to develop understanding or prove that something is true or false.

**Inclusive learning environment** – a learning environment that considers learners as individuals and provides opportunities for all learners to fulfil their potential (see Section 5.1).

**Interdisciplinary** - refers to the ability - and confidence - to navigate between disciplines, make connections and develop a holistic appreciation of knowledge that provides new perspectives.

**Issue** – an important subject or problem for discussion.

**Language awareness** – understanding of the possible challenges and opportunities that language presents to learning (see Section 4.1).

**Learning environment** – places where learning takes place, including the classroom, the home and the outdoors.

**Learning objectives** – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners’ attainment and skills development (see Section 1.1).

**Lesson plan (or short-term plan)** – an outline of the teaching and learning activities for a particular lesson (or series of lessons) led by the learning objective(s) for the lesson (see Section 2.9).

**Long-term plan** – an overview of the coverage of the curriculum framework across the year indicating the available teaching time and its division into terms/semesters, and the knowledge, understanding and skills to be covered in each term/semester (see Section 2.7).

**Medium-term plan** – an overview of the learning for each term/semester showing a logical, progressive teaching order of the learning objectives, grouped into units; it includes ideas for teaching and learning activities to deliver the learning objectives (see Section 2.8).

**Metacognition** – awareness of one’s own mental processes; the process of getting learners to plan, monitor, evaluate and make changes to their own learning behaviour.

**Monitor** – observe learners’ performance and progress during an activity or over a longer period of time without getting actively involved.

**Open question** – a question that elicits a longer answer than a closed question, reflecting the respondents’ understanding or thoughts.

**Peer-assessment** – when learners assess and give feedback on each other’s work.

**Perspective** – a viewpoint on an issue based on evidence and reasoning.

**Reflect** – think about what went well and not so well; think about your learning.

**Self-assessment** – when individuals reflect on their own performance and progress.

**Short-term plan (or lesson plan)** – an outline of the teaching and learning activities for a particular lesson (or series of lessons) led by the learning objective(s) for the lesson (see Section 2.9).

**Spiral approach** – an approach in which areas of learning are revisited systematically so learners can engage in more depth and in different contexts.

**Strand** – a collection of learning objectives in the curriculum framework that form an area of learning (see Section 1).

**Sub-strand** – sub-sections in the curriculum framework which divide the strands into more specific areas for teaching and learning (see Section 1).

**Success criteria** – descriptions of how learners can demonstrate achievement of a learning objective (or part of a learning objective); they help learners to know if they have been successful in achieving the learning objective at an appropriate level (see Sections 4.2 and 6.2).

**Talk partner** – a classmate with whom a learner discusses the answer to a question before responding (see Sections 3.3 and 4.3).

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## Changes to this Teacher Guide

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This Teacher Guide has been amended. The latest Teacher Guide is version 2.0, published September 2022.

- We have made changes in order to make the Teacher Guide digitally accessible. For example, we have increased the font size and spacing and added alternative text to images and tables.
- We have included subject-specific examples in each section.
- We have made the planning section more relevant to Cambridge Lower Secondary Global Perspectives to reflect the different ways it can be delivered in your school (Section 2).
- We have added more guidance on adapting Challenges and examples from selected Challenges that include example lesson plans (Section 2).
- We have added more guidance on learning resources and connecting with other Cambridge schools (Section 2).
- We have added guidance on the role of the Global Perspectives teacher (Section 3).
- We have included a new section on language and dialogue with more guidance on providing language support in the classroom (Section 4).
- We have added guidance on sensitivity around topics and issues (Section 4).
- We have added more guidance and subject-specific examples about parental involvement and links to the wider community (Section 5).
- We have removed information about Cambridge Lower Secondary Checkpoint Global Perspectives as this is now included in a new document *Checkpoint Instructions* (Section 6).
- We have added guidance on the new Assessment guidance (Section 6).
- We have included new diagrams to represent skills and demonstrate the components of a Challenge.
- We have removed case studies. Any existing or new case studies will be available on the Cambridge Lower Secondary support site.
- We have added more guidance on support for teachers and schools (Section 7).
- All sections of this Teacher Guide are now downloadable as separate documents.

There may be other minor changes that do not affect teaching and learning.



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