

<p><b>Independent enquirers</b> Planning and carrying out research about photos and the countries they relate to: questions 1 – 3 on page 11 of <i>geog.1 students' book</i></p> <p>Researching information by selecting a country from photos, learning more about it, and presenting the results: question 15 on page 30 of <i>geog.1 teacher's handbook</i></p>	<p><b>Creative thinkers</b> Writing space-mail describing planet Earth to an alien friend: question 5 on page 7 of <i>geog.1 students' book</i></p> <p>Exploring the possibility of life on Earth without certain major species: <i>What if...?</i> on page 9 of <i>geog.1 students' book</i></p>	<p><b>Reflective learners</b> Reflecting on the facts about Earth and deciding which is best: question 4 on page 7 of <i>geog.1 students' book</i></p> <p>Reviewing the chapter (with potential for feedback): question 3 on page 13 of <i>geog.1 students' book</i></p> <p>Revising the unit and undertaking assessment, with feedback: interactive formative tests on <i>geog.1 assessment file &amp; OxBow CD-ROM</i></p>
<p><b>Team workers</b> Discussing photos in groups: questions 4 – 6 on page 13 of <i>geog.1 students' book</i></p> <p>Telling the story of how the Earth has changed over the last 250 million years, undertaken as a group project: question 6 on page 30 of <i>geog.1 teacher's handbook</i></p> <p>Exchanging photos linked to a strand of geography, and sharing and appreciating views about them with another student: question 16 on page 30 of <i>geog.1 teacher's handbook</i></p>	<p><b>Self managers</b> Telling the story of how the Earth has changed over the last 250 million years, undertaken as a group project with each student being assigned a different period to research: question 6 on page 30 of <i>geog.1 teacher's handbook</i></p> <p>Working towards the goal of creating a story about the dodo, involving time management and finding appropriate maps: question 9 on page 30 of <i>geog.1 teacher's handbook</i></p>	<p><b>Effective participators</b> Discussing local issues and considering if the local area is being harmed: questions 2 – 4 on page 9 of <i>geog.1 students' book</i></p> <p>Understanding different opinions about the place where they live: questions 5 – 7 on page 11 of <i>geog.1 students' book</i></p>