

Independent enquirers	Creative thinkers	Reflective learners
Reaching and supporting conclusions about flooding: question 1 on page 93 of <i>geog.1 students' book</i>	Generating ideas and considering a change in circumstances: <i>What if...?</i> on page 91 of <i>geog.1 students' book</i>	Reviewing performance and considering strengths and weaknesses: question 3 on page 101 of <i>geog.1 students' book</i>
Exploring flooding issues from different perspectives: question 3 on page 93 of <i>geog.1 students' book</i>	Generating ideas and asking questions to extend understanding: question 2 on page 93 of <i>geog.1 students' book</i>	Setting questions and self-evaluation: question 10 on page 132 of <i>geog.1 teacher's handbook</i>
Considering the impact of feelings on decisions made about impending floods: question 4 of page 93 of <i>geog.1 students' book</i>	Trying alternative solutions to prevent floods: question 4 on page 94 of <i>geog.1 students' book</i>	Revising chapter content with potential for feedback after assessment: questions 1 and 2 on page 52 of <i>geog.1 workbook</i>
Analysing diagrams: question 3 on page 94 of <i>geog.1 students' book</i>	Connecting ideas and finding links between roles in a flood scenario: question 1 on page 99 of <i>geog.1 students' book</i>	Applying success criteria to level-marked assessment: criteria given on pages 107 and 108 apply to the level-marked assessment on pages 106 – 111 on <i>geog.1 assessment file & OxBBox CD-ROM</i>
Analysing photos and maps: question 7 on page 94 of <i>geog.1 students' book</i>	Considering problems and how they may affect them in later life: question 4 on page 101 of <i>geog.1 students' book</i>	Completing a test on the chapter: <i>Floods scored test</i> on pages 113 – 118 on <i>geog.1 assessment file & OxBBox CD-ROM</i>
Analysing photos and maps to solve problems: question 7 on page 96 of <i>geog.1 students' book</i>	Generating ideas and adapting as circumstances change: question 5 on page 132 of <i>geog.1 teacher's handbook</i>	Reviewing and analysing their own work: <i>Floods self-assessment form</i> on page 120 on <i>geog.1 assessment file & OxBBox CD-ROM</i>
Considering national issues from different viewpoints: questions 2 and 3 on page 99 of <i>geog.1 students' book</i>	Questioning assumptions and generating ideas to deal with a looming flood: question 27 on page 133 of <i>geog.1 teacher's handbook</i>	
Supporting conclusions: question 3 on page 103 of <i>geog.1 students' book</i>	Generating ideas to improve a water treatment plant: question 4 on page 103 of <i>geog.1</i>	
Considering the feelings of others when		

<p>assessing a situation: question 2 on page 132 of <i>geog.1 teacher's handbook</i></p> <p>Appreciating the consequences of decisions leading to flood damage: question 22 on page 133 of <i>geog.1 teacher's handbook</i></p> <p>Understanding the feeling and opinions of others affected by a flood event: question 2 on page 46 of <i>geog.1 workbook</i></p> <p>Supporting conclusions and evaluating information about floods: question 2 on page 47 of <i>geog.1 workbook</i></p>	<p>students' book</p>	
<p>Team workers Working together in groups to produce a TV report: question 1 on page 132 of <i>geog.1 teacher's handbook</i></p> <p>Playing a game of taboo about flood risk: question 9 on page 132 of <i>geog.1 teacher's handbook</i></p> <p>Contributing to a class discussion on flood defences and working together to reach a conclusion: question 28 on page 133 of <i>geog.1 teacher's handbook</i></p> <p>Contributing to discussions about who can help in a flooding crisis (there is potential here for a roleplay exercise): questions 1 and 2 on page 49 of <i>geog.1 workbook</i></p> <p>Working in groups in a decision-making exercise: <i>Flooding in the Kruger National Park</i> (a longer learning activity) on <i>geog.1 resources</i></p>	<p>Self managers Considering options and making decisions: question 2 on page 103 of <i>geog.1 students' book</i></p> <p>Setting goals and managing time to work towards a post-flood report: question 3 on page 132 of <i>geog.1 teacher's handbook</i></p> <p>Being responsible for a personal report into local flood control: question 26 on page 133 of <i>geog.1 teacher's handbook</i></p>	<p>Effective participators Discussing issues of concern regarding floods: <i>What if...?</i> on page 91 of <i>geog.1 students' book</i></p> <p>Using information to influence others about flood defences: question 23 on page 133 of <i>geog.1 teacher's handbook</i></p> <p>Discussing issues of global concern: question 25 on page 133 of <i>geog.1 teacher's handbook</i></p> <p>Understanding issues affecting those around them: question 3 on page 96 of <i>geog.1 students' book</i></p> <p>Identifying improvements in house design made to protect from flooding: question 5 on page 103 of <i>geog.1 students' book</i></p> <p>Identifying ways to cope with a flood event: question 3 on page 46 of <i>geog.1 workbook</i></p>

and planning OxBox CD-ROM

Developing an understanding of world flooding issues: question 2 on page 50 of *geog.1 workbook*

Proposing a way forward for people at risk of future floods: question 1 on page 51 of *geog.1 workbook*

Working in groups in a decision-making exercise; making responsible and informed decisions: *Flooding in the Kruger National Park* (a longer learning activity) on *geog.1 resources and planning OxBox CD-ROM*