

<b>Independent enquirers</b>	<b>Creative thinkers</b>	<b>Reflective learners</b>
<p>Understanding the feelings of others in relation to global warming: chapter starter on page 69 of <i>geog.2 students' book</i></p>	<p>Creating ideas and considering solutions: <i>What if...?</i> on page 71 of <i>geog.2 students' book</i></p>	<p>Revising and reflecting on the topic: question 1 on page 73 of <i>geog.2 students' book</i></p>
<p>Considering the opinions and feelings of others, and reflecting on how they might affect an issue: questions 1 – 3 on page 71 of <i>geog.2 students' book</i></p>	<p>Adapting to changing circumstances: question 4 on page 71 of <i>geog.2 students' book</i></p>	<p>Asking questions to extend learning: question 14 on page 104 of <i>geog.2 teacher's handbook</i></p>
<p>Supporting conclusions made about global warming: question 4 on page 79 of <i>geog.2 students' book</i></p>	<p>Adapting to changing circumstances and offering opinions/solutions: question 4 on page 73 of <i>geog.2 students' book</i></p>	<p>Completing a revision task – includes an opportunity for feedback: page 41 of <i>geog.2 workbook</i></p>
<p>Understanding different views and experiences: question 1 on page 104 of <i>geog.2 teacher's handbook</i></p>	<p>Providing new solutions and alternative ways forward: question 6 on page 75 of <i>geog.2 students' book</i></p>	<p>Applying success criteria to level-marked assessment: criteria given on pages 86 and 87 apply to the level-marked assessment on pages 84 – 89 on <i>geog.2 assessment file &amp; OxBBox CD-ROM</i></p>
<p>Carrying out research for an individual project on Sir John Franklin: question 4 on page 104 of <i>geog.2 teacher's handbook</i></p>	<p>Providing solutions to a problem: question 7 on page 79 of <i>geog.2 students' book</i></p>	<p>Completing a test on the chapter: <i>Our warming planet scored test</i> on pages 91 – 95 on <i>geog.2 assessment file &amp; OxBBox CD-ROM</i></p>
<p>Carrying out research into the nature of fossil fuels: question 23 on page 105 of <i>geog.2 teacher's handbook</i></p>	<p>Generating ideas and considering a change in circumstances: question 30 on page 105 of <i>geog.2 teacher's handbook</i></p>	<p>Reviewing and analysing their own work: <i>Our warming planet self-assessment form</i> on page 97 on <i>geog.2 assessment file &amp; OxBBox CD-ROM</i></p>
<p>Supporting conclusions: question 2 on page 37 of <i>geog.2 workbook</i></p>	<p>Considering the changing circumstances surrounding global warming: questions 1 and 2 on page 36 of <i>geog.2 workbook</i></p>	
<p>Considering different feelings and opinions of people involved in the global warming debate:</p>	<p>Connecting ideas and considering changing circumstances, with developing countries becoming major polluters: question 1 on page 39 of <i>geog.2 workbook</i></p>	

<p>questions 1 and 2 on page 38 of <i>geog.2 workbook</i></p> <p>Analysing different kinds of maps: question 2 on page 39 of <i>geog.2 workbook</i></p> <p>Supporting conclusions: question 1 on page 40 of <i>geog.2 workbook</i></p> <p>Using a graph and data tables to answer questions on carbon dioxide emissions: <i>Carbon dioxide emissions</i> (a worksheet) on <i>geog.2 resources and planning OxBow CD-ROM</i></p>		
<p><b>Team workers</b></p> <p>Contributing to a group project that involves research into news stories: question 9 on page 104 of <i>geog.2 teacher's handbook</i></p> <p>Working within a group to identify consequences of global warming: question 15 on page 104 of <i>geog.2 teacher's handbook</i></p> <p>Conducting questionnaires and bringing the results together: question 19 on page 105 of <i>geog.2 teacher's handbook</i></p> <p>Designing an energy-efficient house (undertaken as a group project): question 31 on page 105 of <i>geog.2 teacher's handbook</i></p> <p>Carrying out an environmental audit of school (undertaken as a group project): question 33 on page 105 of <i>geog.2 teacher's handbook</i></p> <p>Working together to prepare an assembly for</p>	<p><b>Self managers</b></p> <p>Carrying out an individual project on the North West Passage, resulting in a magazine article; students should be encouraged to set their own goals and deadlines: question 5 on page 104 of <i>geog.2 teacher's handbook</i></p> <p>Carrying out an individual project into the French heat waves of 2003 with the aim of producing a written report: question 10 on page 104 of <i>geog.2 teacher's handbook</i></p> <p>Identifying major rivers that make up borders and understanding if there is the potential for war (setting personal aims and deadlines should be a part of this challenging individual project): question 11 on page 104 of <i>geog.2 teacher's handbook</i></p> <p>Carrying out an enquiry into the impact of climate change: question 15 on page 104 of <i>geog.2 teacher's handbook</i></p>	<p><b>Effective participators</b></p> <p>Exploring issues surrounding global warming: <i>Did you know?</i> on page 69 of <i>geog.2 students' book</i></p> <p>Dealing with an issue, advocating an opinion and influencing people: question 3 on page 75 of <i>geog.2 students' book</i></p> <p>Exploring local and global issues connected with fuel usage: question 1 on page 77 of <i>geog.2 students' book</i></p> <p>Considering local and global issues: question 4 on page 77 of <i>geog.2 students' book</i></p> <p>Advocating own opinions surrounding issues and influencing others: question 2 on page 40 of <i>geog.2 workbook</i></p>

<p>the whole school: question 34 on page 105 of <i>geog.2 teacher's handbook</i></p> <p>Undertaking group work on the impacts of global warming: <i>Trying to agree</i> (a longer learning activity) on <i>geog.2 resources and planning OxBBox CD-ROM</i></p>	<p>Carrying out an enquiry into the industrial revolution: question 27 on page 105 of <i>geog.2 teacher's handbook</i></p> <p>Analysing how the school wastes energy (done as individual work): <i>Does your school waste energy?</i> (a worksheet) on <i>geog.2 resources and planning OxBBox CD-ROM</i></p>	
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