

Independent enquirers

Analysing photos: chapter starter on page 127 of *geog.3 students' book*

Analysing the data shown on maps: question 4 on page 129 of *geog.3 students' book*

Understanding others' feelings about global development: question 6 on page 133 of *geog.3 students' book*

Understanding different views about carbon emissions: question 16 on page 167 of *geog.3 teacher's handbook*

Analysing data in tables and graphs: question 1 on page 64 of *geog.3 workbook*

Answering questions by analysing maps: question 1 on page 65 of *geog.3 workbook*

Supporting conclusions: question 2 on page 65 of *geog.3 workbook*

Creative thinkers

Considering a change in circumstances and its related impacts: *What if...?* on page 127 of *geog.3 students' book*

Connecting ideas about carbon footprints: question 4 on page 129 of *geog.3 students' book*

Dealing with the prospect of water shortages: question 3 on page 131 of *geog.3 students' book*

Providing solutions for a sustainable future: question 2 on page 135 of *geog.3 students' book*

Generating ideas and considering the changing circumstances in the future: question 15 on page 167 of *geog.3 teacher's handbook*

Generating ideas and offering solutions: question 17 on page 167 of *geog.3 teacher's handbook*

Creating ideas for a sustainable style of fashion: question 18 on page 167 of *geog.3 teacher's handbook*

Proposing alternative ideas and solutions to save the planet: question 23 on page 167 of *geog.3 teacher's handbook*

Reflective learners

Revising the topic to create a mind map: question 29 on page 167 of *geog.3 teacher's handbook*

Reflecting over the topic and revising to sum the topic up: question 30 on page 167 of *geog.3 teacher's handbook*

Answering questions in a reflective quiz on the topic: questions 1 – 3 on page 68 of *geog.3 workbook*

Applying success criteria to level-marked assessment: criteria given on pages 147 and 148 apply to the level-marked assessment on pages 146 – 153 on *geog.3 assessment file & OxBBox CD-ROM*

Completing a test on the chapter: *Our world in 2030* on pages 154 – 158 on *geog.3 assessment file & OxBBox CD-ROM*

Reviewing and analysing their own work: *Our world in 2030 self-assessment form* on page 160 on *geog.3 assessment file & OxBBox CD-ROM*

	<p>Designing a T-shirt to promote sustainable living: question 25 on page 167 of <i>geog.3 teacher's handbook</i></p> <p>Generating ideas and offering solutions for a sustainable future: question 1 on page 66 of <i>geog.3 workbook</i></p> <p>Proposing solutions for the future: question 1 on page 67 of <i>geog.3 workbook</i></p> <p>Considering alternative futures: <i>Our ecological footprint</i> (a worksheet) on <i>geog.3 resources and planning OxBow CD-ROM</i></p>	
<p>Team workers Participating in a group investigation into ecological footprints: question 1 on page 166 of <i>geog.3 teacher's handbook</i></p> <p>Working in a group to develop and compare footprints: question 6 on page 166 of <i>geog.3 teacher's handbook</i></p> <p>Participating in a class debate on whether we can give up our luxury lifestyle: question 20 on page 167 of <i>geog.3 teacher's handbook</i></p> <p>Working as a group to plan a school campaign: question 2 on page 67 of <i>geog.3 workbook</i></p> <p>Working with a partner to build a web of causes and consequences: <i>The pressure is on...</i> (a worksheet) on <i>geog.3 resources and planning OxBow CD-ROM</i></p>	<p>Self managers Self-managing work on ecological footprints: <i>Overview</i> on page 166 of <i>geog.3 teacher's handbook</i></p> <p>Carrying out an independent and self-managed challenge to consider ecological creditor and debtor countries: question 9 on page 167 of <i>geog.3 teacher's handbook</i></p> <p>Carrying out an enquiry into desertification: question 12 on page 167 of <i>geog.3 teacher's handbook</i></p> <p>Self managing and planning a project to warn the world about environmental dangers: <i>Warn the world!</i> (a longer learning activity) on <i>geog.3 resources and planning OxBow CD-ROM</i></p>	<p>Effective participators Advocating opinions while considering global issues: question 5 on page 131 of <i>geog.3 students' book</i></p> <p>Expressing and justifying opinions: question 4 on page 133 of <i>geog.3 students' book</i></p> <p>Influencing others about issues relating to giant pandas: question 3 on page 135 of <i>geog.3 students' book</i></p> <p>Considering global issues and explaining actions: question 28 on page 167 of <i>geog.3 teacher's handbook</i></p>