Skills Section 2

General

The skills in this section build on the skills in Skills Section 1. They are aimed at students who are making progress in their skills development but who are still at an early stage in a two-year learning process and who are working towards being exam ready.

Encourage students to remember the learning process and skills they used in Section 1 and to use them. Encourage students also to be more independent. At this stage, it is more important that they should try a skill for themselves than that they do it well. Students need to learn – and really believe from the teacher’s responses – that their own thoughts and efforts are valuable. They also need to learn that developing and pushing their own thinking is the path to success. Attempting to “know” the answer in the teacher’s head can stunt development in Global Perspectives skills.

Difficult issues

The Global Perspectives approach to difficult issues is to find ways to deal with them, to overcome emotive responses and to foster thoughtful, respectful debate.

The course has been planned to introduce smaller difficulties in earlier chapters, moving towards broader social difficulties in later chapters. Issues in Section 2 that students may find personally or culturally upsetting include:

- the effects of ecosystem loss and climate change on people and animals
- the effects of flooding and starvation
- the possibility of water wars (specifically between Egypt and Uganda).

Emotional response and empathy

Some students may naturally respond emotionally or empathetically to these issues. Others may need assistance to empathise or to see how these issues affect their own lives and emotions. Some of the same strategies used to deal with emotional responses can be used to assist students in appreciating the emotional impact of, for instance, flooding.

Encourage students to remember and revisit the strategies you used in Section 1 for helping them to deal with their emotional responses to issues:

- allowing expression of personal emotional responses
- acknowledging emotional responses (but not emotional attacks on others)
- allowing space for exploration of these responses, in group or private situations as appropriate
  - discussion
  - drawing
stories

- creating distance (or reducing distance if you are seeking to create empathy) between the event and the emotion by using the third person, for example, talking about how someone else feels in a painful situation rather than how you feel/the student feels in that painful situation

- distinguishing between emotional responses and reasoned approaches

- creating tables with columns for emotional approaches and reasoned approaches

- using different colours to group these

- moving to different parts of the room

- creating diagrams showing complex relationships between emotional and reasoned reactions and responses (it’s not an easy, direct dichotomy)

- discussion of the consequences of reactions driven by emotions and reason.

Further strategies that might be useful for encouraging empathy may include:

- using fiction, poetry, drama or film (reading or writing)

- using first-person accounts of the aftermath of tragedy

- discussing the consequences of actions driven only by reason, with no emotional understanding.

Guidance to activities

Activity 1

(a) Examples:

- **Fact:** Is my region wet or dry?
- **Prediction:** What happens if food prices rise?
- **Opinion/value judgment:** Aid? (If this means, “How should we use aid?”)

(b) Encourage students to explain (in pairs or small groups) why a particular question interests them. Let them know that this might be the starting point for some research that really interests them.

(c) This will depend on (b) for each student.

(d) Try to allow all students to begin working independently (in pairs or small groups), rather than making suggestions for them. Give them the opportunity to see how different search terms can have different results. Work as a mentor encouraging students to think about different possibilities and to work together, rather than as someone who has the answers.

(e) Encourage students to really explore. Prompt with questions if necessary. Reasonable avenues for exploration might include: flooding, coastal flood defences, whether we should fight the elements, genetic engineering, technology in farming, food in space.
(f) Again, encourage students to take control and manage their own discussions. Allow them to remind you of strategies they can use, prompt if necessary with questions, but begin to step back and expect independence.

(g) As above.

Activity 2

(a) (i) This does not yet raise issues. Answers would be: to run cars, to cook, to heat homes. (A candidate who answered that “we need fuel to ensure our economic and political dominance over other nations” would be raising issues because of the assumptions and values that underlie this sophisticated answer.)

(ii) This question does raise issues. Answers need to make predictions, weigh up costs and possibly consider values, for example: What is a cost? Is it only economic? What about human suffering? Therefore the answer needs to be discussed.

(iii) This question raises issues to do with values. The answer would need to be discussed and debated.

(iv) This question raises issues. There is room for debate and discussion about whether genetic engineering is any kind of way to achieve food security, never mind the best way.

(v) This question does not raise issues. The answer is a matter of fact, physics and calculations.

(vi) This question does raise issues. The answer needs to be discussed and debated.

(vii) This question does not raise issues. The answer is a matter of fact.

(b) Encourage students to really think the answers through. If necessary, help them to distinguish between “I don’t know that answer” and “there is room for discussion”. But don’t worry too much if students do not always get the distinction right. The process of thinking about this is much more important than getting the right answers.

(c) As above.

Activity 3

Encourage students to think beyond their initial thoughts, and always to take the next step. As there is no “right” answer, they don’t need to stop with the first thing they think of. There may be another, more exciting idea waiting for them.

One option is to play a game in teams. The first team member of Team A has to give a consequence of a fact. The second team member has to give a further consequence as quickly as possible. The third has to give another, and so on. The round ends either when Team A has run out of ideas, or when Team B decides (reasonably) that team A’s consequences are very unrealistic. Team B then repeats the process. The winning team is the team with the most realistic consequences.
Alternatively, you could play consequences ping pong. Team A says a consequence, then Team B, then Team A and so on. The winning team would be the last team to give a reasonable or realistic consequence.

Activity 4
There are no fixed answers. Encourage students to think.

Activity 5
(a) (i) National perspective (could also be someone’s personal perspective on their own country)
(ii) Personal perspective (with elements of national Maldives perspective) – main focus is on the effects on “my home”
(iii) Personal perspective (with no thoughts of any other)
(iv) Global/international perspective
(b) Encourage students to read opinions from Egyptian and Sudanese media, but remind them that there isn’t necessarily a single national perspective. There may be disagreement within a country. Encourage them also to think of the reasons why Egypt and Sudan might have different perspectives on the dam, and what the consequences could be for each country.
(c), (d), (e), (f) Encourage students to be independent and to persevere – if their search is not getting results, should they change the terms?

Activity 6
Once again, encourage students to think for themselves and look for gaps in what they know as independently as possible. Recognising the “right” answer is much less valuable than learning how to think about what else we need to know. The following are examples, but accept other reasonable suggestions. Some students may be ready at this stage for the follow-up question “How will this be useful?” Others will simply need the confidence to recognise that their own thoughts are worth having.

(a) You also need to know whether there are other environmental problems or health issues with GE crops. The green movement shouldn’t stop its opposition if GE foods are, overall, bad for the environment. You could also ask whether GE foods are prolonging the problem, by feeding an excess population and thus contributing to the damage we are doing to the planet (global warming, desertification, overgrazing, deforestation). The solution might be to reduce the human population rather than to feed it.

(b) You need to know what kind of products and whether they are likely to be effective or to sell well. You wouldn’t want to invest in a product that no one will buy, because you wouldn’t get a return on your investment. You also need to know more about John and Jasvinder. Do they know much about setting up a company or about manufacturing environmentally friendly products? If they don’t, then investing in them might be very risky.
Activity 7

Encourage students to work independently, remembering all the search and note taking skills they have practised, by themselves if possible, prompted if not. If/when they struggle, try to help them to use their mistakes to help themselves, to refocus using the skills they have been developing.

Some students may find 100 words too limiting. These students will need to be encouraged to reduce their notes to the bare ideas. Others may find 100 words too many – this is alright, as long as they can convey the ideas through diagrams.

Activity 8

(a) Students may wish to make a display of these (if there is time) with notes on reliability and checking of sources.

(b) Catching an asteroid in a bag seems like a hoax, but reliable sources indicate that it is a real plan. Whether it is realistic is another matter.

(c) (i) Encourage students to think the issues through, going beyond their first thoughts, and starting to weigh up reliability. The answers below are samples. Students might well think of other reasonable answers.

Preetha’s best friend did not see what happened, so she isn’t a reliable eyewitness. She will base her account on what she knows about her friend and on what Preetha told her. She is likely to be on her friend’s side (biased), and her information comes mostly from Preetha, who will also see things her own way. But Preetha’s best friend isn’t completely unreliable. She might know enough about Preetha to say what Preetha would normally do or not do. “That’s not like Preetha” would be a reliable comment.

The teacher did see the incident, so he or she is an eyewitness. However, if the teacher dislikes Sala, then he or she is likely to see Sala as being at fault. Personal dislike can make us interpret what we see in a particular way, but you would hope that a teacher would try to be fair and neutral. (After all, who says that the teacher dislikes Sala? Are we sure this is true, or is it just Sala’s opinion after she has been told off?)

Ramesh has no reason to interpret the incident in favour of either Sala or Preetha, and he did see the incident. So to that extent, he could be seen as a reliable eyewitness. But he has a bad reputation for telling stories that aren’t always true to get attention, and this would make him less reliable – if he often lies, how can we know that he is telling the truth now? We could check what he is saying. Does it make sense? Is it plausible? Does it fit with what we know, or does it sound like the stories he tells to get attention?

(ii) Encourage students to think things through, going beyond their first thoughts and starting to weigh up overall reliability.
The oil company is definitely lying because they are to blame for the leak.

This is too extreme and doesn't think about reliability. We don't know whether the oil company is to blame for the leak (encourage students to think of ways an oil leak could happen). We also don't know that they are definitely lying – just that they have a reason not to tell all of the truth if they are to blame.

The divers: not reliable as they don't want to get in trouble if didn't do their job properly.

This gives one good reason why the divers might not be reliable. Encourage students to weigh this up against their expertise and the fact that they could see the state of the oil pipe recently. The note form is good practice.

The divers are quite reliable because they have recently seen the condition the oil pipe was in, so they'd have a good idea what really happened. On the other hand, they might have a reason to lie if they caused the leak.

This looks at reasons why the divers might and might not be reliable, with good justifications and a strong link to the purpose – finding out what happened. Encourage students to weigh up how reliable the divers are overall, and to think of other things to take into consideration.

The answers below are sample answers. Students may well think of other valuable points.

The representative of the oil company is paid to present the leak in the way that does least damage to the oil company. This is a reason to only tell parts of the truth, or even to lie – although in many countries public lies are a crime, so there are serious consequences of getting caught lying. This means the representative is not the most reliable source.

Divers who recently serviced the oil pipe have seen the condition of the pipe, and are in a position to know if there was anything wrong. But they might have a reason to lie or to only tell part of the truth: if the oil leak was their fault, they might try to avoid getting the blame. Or they might not tell the whole truth if they thought they would lose their jobs. This means they are fairly reliable, but not completely.

The government of the country that owns the oil pipe will have a strong reason to tell only the parts of the truth that are favourable to the country/the government, or that are already in the public eye. Governments around the world have different levels of honesty and willingness to admit to negative things. Also, a government is made up of individuals – some of these individuals are honest and truthful, whereas others are corrupt and power hungry. This needs to be taken into consideration when you are deciding how reliable they are. Governments also have access to experts.

A sensationalist newspaper in a country affected by the oil leak is likely to exaggerate and sensationalise the incident’s effects on people. Laws in many countries mean that even sensationalist newspapers have to report true facts, but they can suggest consequences or causes, exaggerate emotions, present opinions as facts and blame other countries or the company that owns the oil pipe. This kind of newspaper is less likely to investigate and analyse causes and consequences carefully. So, while they
are unlikely to lie about the facts, they are unlikely to be a completely reliable source.

The professor at the elite university is an expert, so she may be able to work out what happened, or to interpret the facts more accurately than others. For instance, she may be able to look at the precise consequences of the oil leak (through scientific data, for example) and know that similar consequences (data) in the past have come from a particular cause. She may or may not have dived to the site, but she is likely to have access to and to understand the data that is available. This means she is fairly reliable in this way but we don’t know where her research funding comes from. She may have a reason to keep quiet if the oil company funds her work. We would need to check this before making a decision on how reliable she was.

(d) Ask students how they are going to plan their review of the reliability of the sources from their research. What tools and strategies are they going to use to help themselves? Ideally, most students will see for themselves that they can use the bullet points on page 52, or make a table. Encourage students who use tables to have a column for “overall reliability”, and to think about what is “reliable enough to use” rather than in absolutes of reliable or not reliable.

**Activity 9**

Encourage students to think things through as far as they can, always pushing for one more step in the reasoning. The sample answers given are quite sophisticated, but many young people can arrive at similar thoughts, especially if someone helps them to focus on whether the reasoning works well – naturally, students are inclined to agree or disagree.

| They do need to use oil to develop the economy because poverty will kill them before global warming does. | ☒ This student has simply repeated a part of the reasoning – possibly expressing agreement but possibly just copying. Encourage the student to express their agreement using extra reasons, and more of their own words. Ask them to consider whether the people are so poor that poverty is killing them, or whether there are other possible solutions than developing an oil-based economy. |
| This is really good. Why shouldn't they use their oil to develop their economy? They deserve to get richer. | ☒ This student has started to think about the issue, and to react to it. But at the moment this is just agreement with the opinions in the reasoning and statement of another opinion. It does not look at how good the reasoning is. Encourage the student to use the list of questions on page 54, or help them to tease out the emotions that are bound up in the issues of fairness here. |
| It's irrelevant that people in developed countries are rich. Global warming is happening anyway. | ☒ This student has thought of an important point, but hasn’t used it to show how the reasoning doesn’t work well. Encourage this student by asking, “So, can you explain how this makes the reasoning poor?” |
This is emotional reasoning, using a loaded or rhetorical question to make the audience feel upset and as though the West is being unfair to them. But if you think about trying to answer the question, it’s obvious – they should use less oil because it will harm them as well as the West, and harm places like the Maldives too, which aren’t even rich. So it’s not logical.

This student has really thought through what is wrong with the reasoning, and explained it in terms of emotional and logical reasoning. It will be an unusual student who thinks this clearly and deeply at this stage of the course, but if they do, encourage them to progress by asking: So, is it all bad? Is there anything that’s reasonable here? Is there anything else that makes it weak? Overall, how good is this reasoning?

(a) There is some logic in this reasoning, but also some emotion used to make the reader agree. “Poverty will kill our people faster than global warming” could be a reason why we need to use oil to develop our economy, but it is not well structured or very logically connected; it almost sounds like two different thoughts here. It might also be too extreme. The question in the middle of the reasoning is using emotions, presenting developed countries only as selfish, and presenting climate change as a problem that only rich countries are worried about. This isn’t good logic – just one example can show that some less developed countries have real concerns. But there is a real concern in here, which could be argued better.

(b) The use of evidence to make a prediction in the first part of this reasoning is strong. We can check the statistic, that 80 per cent of the Maldives are less than a metre above sea level. And if our check does show this is true, permanent flooding in the Maldives is likely with even a small rise in sea levels. “It’s destroying my home” is emotional, seems quite extreme and there are gaps, other things you also need to know (encourage students to suggest some). You do need to accept that burning oil is causing the rise of sea levels (through global warming). But actually, we can accept this because there is good scientific evidence for it. And if a significant proportion of the Maldives is under the sea, this person’s home will have been destroyed. It’s mostly emotional rather than logical to talk about people in the West burning oil to make their lives more convenient. This trivialises the reasons for using oil, and is likely to make people in the West upset rather than respond logically. So again, this argument makes a reasonable point. There is some logic in here but the way it is put together is too emotional.

(c) From a purely personal (and rather selfish) point of view, there is a logic to this – one holiday option has been eliminated so another must be used. However, this is not constructed as a logical argument. It does not give reasons or evidence at all. The main problem with this is the offensive narrowness of the perspective and the lack of empathy for people living on the Maldives.

(d) This is an argument to support the proposal that the UN has to work with national governments to reduce ecosystem damage around the world. But it is a limited argument. It gives logical reasons, examples and evidence why these ecosystems provide global benefits. It is very objective and not emotional but there are gaps. We do not know whether or to what extent it is possible to reduce ecosystem
destruction. We do not know whether the cost of preventing ecosystem destruction will be worth the benefits. We do not know why the UN should be involved – what can they do that national governments can’t?

**Activity 10**

As with similar exercises in Section 1, encourage students to be creative and think of lots of possibilities. Encourage them to think about which are more likely.

Suggestions are given – other answers are possible.

(a) (i) Agreements made in the twentieth century by old colonial powers about who should use the water; increased water use per person as a result of washing machines, flushing toilets and other similar conveniences becoming more common.

(ii) Natural processes; climate change – caused by need not greed?

(b) (i) Environmental damage caused by fracking; increased energy use because we don’t think we need to be careful with oil any more; economic difficulty for conventional oil-producing countries; increased oil security for many countries.

(ii) The local residents will campaign noisily against the wind farm; local residents will move away; the electricity will serve national needs, not the needs of the local community; environmental damage in the local areas.

(c) Encourage students to set up their own procedures for thinking of the possibilities, and to work in pairs or small groups to help each other, again with the focus on working well together and applying skills rather than on thinking of the right answer.

**Activity 11**

Again, there are no right answers, although, of course, some consequences are more likely than others. The key is for students to learn how to work out which consequences are more likely and why. Some students might respond well to the question: if something unlikely happens, does that then make it more likely?

**Activity 12**

This is where it is probably most important for students to believe that there are no right answers, and that their personal perspective is important, even if the teacher or the “clever” students disagree. This can be particularly difficult if students hold views that are prejudiced or could be offensive. Encourage students always to think one step more deeply, and to consider the difference between a well thought through perspective which takes others (and their emotions) into consideration, and a narrow, prejudiced view based on emotions instead of reasoning.

Sometimes the question that helps students to move beyond a prejudice can be “why do you feel like that?” Identifying the emotions that form a view can be the way to helping students to move beyond it, or at least to moderate the view. Acknowledging the fears and feelings behind a prejudice can also help.
In Section 3 we will look at ways of helping students to reflect. At this stage, students might benefit from a consideration of what helps them to think. Is it better to be somewhere quiet? How can they create a quiet space for themselves? What effects do texts, e-mails, alerts on social media and so on have on concentration and reflection? Try using discussion and quiet time for diagrams, and asking students to compare which works better or how they work differently.

Students should be thinking about these issues at home. However, reflection is such an important part of the course, and can be improved so greatly by positive mentoring from an adult, that it would be a shame not to dedicate a reasonable amount of classroom time to it.

**Activity 13**

<table>
<thead>
<tr>
<th>Question</th>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Realistic</th>
<th>Time-bound</th>
<th>Can this be tweaked to be SMART?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) (i)</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>(a) (ii)</td>
<td>Yes</td>
<td>Yes (measure sending of letter, can’t measure it’s effects)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Provide a deadline</td>
</tr>
<tr>
<td>(a) (iii)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Ok as it is</td>
</tr>
<tr>
<td>(a) (iv)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Specify outcome as mugs or T-shirts, specify topic, set deadline</td>
</tr>
<tr>
<td>(a) (iv)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Set a deadline</td>
</tr>
</tbody>
</table>

**Activity 14**

Encourage students to use their own language, and to give it a go. Even a partial attempt is good – it can lead to more confidence and more willingness to keep trying. As with the other skills in this section, the important thing is that students gain the confidence to try. The following are examples.

(a) Having lots of cheap natural gas will make us use more gas, which will make climate change worse. What we need to do use stop making carbon emissions at all.

(b) Growing populations, climate change and pollution will make water scarcity worse. There ought to be enough water for everyone.

(c) (Water) scarcity is not the main cause of violence. Conflict is actually caused by several things including inequality.
### Activity 15

Again, there are no right answers. Encourage students to think carefully, use their own language, and to really concentrate on what would be a good reason. Ask questions like “Why is that a reason for us to turn the lights off?”

(a) If students are ready, ask them to think about different kinds of punishment as well, and to consider the difference between punishment and discipline. Expect students to remember their own rules for class or group discussion. Encourage friendly discussion about circumstances when punishment is or is not appropriate for selfish behaviour.

(b)

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need to reduce consumption of water. We are using too much water. We need to use less.</td>
<td>☹ This student is not focusing on how water consumption can be achieved. Encourage this student to make a specific suggestion about how the school could reduce water use. Also, the reasons here are restatements of the problem, not reasons which support any opinion or proposal.</td>
</tr>
<tr>
<td>One way for the school to reduce energy use is to put solar panels on the roof. We live in a hot, sunny country. Making our own electricity would mean that we don't need to buy so much.</td>
<td>☺ This student has made a specific proposal, and given two reasons, but there is little connection made. Encourage the student to explain why living in a hot sunny country means that solar panels are a good idea, and to use connecting words such as because, therefore, so. Ask the student why making electricity would reduce energy use. Encourage the student also to persuade the head teacher that solar panels would be a good idea, not just one option.</td>
</tr>
<tr>
<td>The best option for our school to reduce our energy use would be to put solar panels on the roof and to have a meter in each classroom showing how much energy we are using. This is because we live in a hot sunny country, so we could generate (make) a lot of electricity with solar panels, which are cleaner than burning oil. If we could also measure exactly how much energy we were using, this would make us more aware, and help us to use less.</td>
<td>☺ ☺ This is a thoughtful and focused argument, which is logically structured using mini conclusions. The student has considered how the proposal would reduce energy use. Encourage this student to explain why generating solar energy will help to reduce use. Ask them why being more aware of our use can help to reduce it. This would take the argument to the next level. Most students will not be at this level at this stage of the course, but if they are, push them to develop and get better. Global Perspectives is a wonderful subject which allows even the most able to keep developing rather than finding a ceiling.</td>
</tr>
</tbody>
</table>