

Diploma Programme subject outline—Group 3: individuals and societies

School name	Alruwad International School	School code	060563
Name of the DP subject <i>(indicate language)</i>	Geography		
Level <i>(indicate with X)</i>	Higher Level <input checked="" type="checkbox"/>	Standard level <input checked="" type="checkbox"/>	<input type="checkbox"/>
Name of the teacher who completed this outline	Ibrahim Abdraham	Date of IB training	Oct 2019
Date when outline was completed	Set 27th , 2019	Name of workshop <i>(indicate name of subject and workshop category)</i>	Geography Cat 1

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
 - This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
 - This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is	minutes.		
				50		
			In one week there are	3-5	classes.	
Year 1	1. Geographic Perspectives: Global Change (SL & HL) Sub-Topic 1: Population Distribution- changing population	<ol style="list-style-type: none"> 1. Population change 2. Responses to high and low fertility 3. Movement responses— migration 4. Gender and change 		SL & HL 70 H	Formative: <ul style="list-style-type: none"> - Oral extended questioning - Fluency reading - Class discussion and post it notes on board regarding “how population change has affected the power balance” between neighbouring countries in the horn of Africa - Peer and self-assessment reflections - Practice writing mock examination questions related to this topic Summative: <ul style="list-style-type: none"> - Key terminology (self-assessed) - Exam skills based questions on population distribution (teacher assessed) - Class debate on either population policies OR migration with a focus on different stakeholders from different cultures (see 	<ul style="list-style-type: none"> - IB Geography Course Book: Author(s): Garrett Nagle, Briony Cooke ISBN-13: 9780198396031 ISBN-10: 0198396031 Edition: 2nd Revised edition Publisher: Oxford University Press Publication Date: 02-Mar-17 - Population, Resources and Development, J.Chrispen, 2000, Landmark - Cities and Megacities; Problems and solutions, F.Sieger, 2018, Springerbriefs - The age of migration – International population movement in the modern world, S, Castles, 2009, Palgrave - Teacher-made powerpoints - Films taken from the UNHCR websites http://www.unhcr.org/innovation/7-videos-guaranteed-to-change-the-way-you-see-refugees/

	<p>Sub-Topic 2: Global climate - vulnerability and resilience</p>	<ol style="list-style-type: none"> 1. Atmosphere and change 2. Soil and change 3. Water and change 4. Biodiversity and Change 5. Sustainability and the environment 	<p>3 hours 3 hours 5 hours 6 hours 6 hours</p>	<p>international mindedness connection below) peer assessed. -Student choice into short essay on either migration or megacity case study (causes, effects and responses) -Timed exam question on demographic dividend (10 marker) self and teacher assessed.</p> <p>Formative: - Knowledge harvest “What do you already know about climate change?” & True or False Quiz - Classify and rank consequence of global climate change card sort - Oral questionings Class discussion and post-it notes on board on “why do different people have different perspectives on the need and urgency for action on climate change” - Peer and self assessment - White board answers - No hands up policy - Practice writing mock examination questions related to this topic</p> <p>Summative: -Key terminology (self assessed) -Student group presentation on different countries</p>	<p>- Talk from UNHCR refugee minister - Documentaries: Welcome to Zattri - IB Geography Study Guide, G, Nagel, 2017, OUP Oxford - Climate Matters: Ethics in a warming world, J.Broome, 2014 - Our changing planet, S. Codrington, 2017) - The dictionary of physical Geography, D.Thomas, 2016, Wiley Blackwell - Atmosphere, Weather and Climate, R.Barry, 2009, Routledge - When a billion Chinese jump: voices from the frontline of climate change, J, Watts, 2011, Faber and Faber - Earth in the Balance; Forming a common purpose, A.Gore, 2007, Routledge</p>
	<p>Sub-Topic 3: Global resource consumption and security</p>	<ol style="list-style-type: none"> 1. Patterns of resource 2. Consumption 3. Changing patterns of energy consumption 4. Conservation strategies 	<p>6 hours 6 hours 5 hours 5 hours</p>	<p>Class discussion and post-it notes on board on “why do different people have different perspectives on the need and urgency for action on climate change” - Peer and self assessment - White board answers - No hands up policy - Practice writing mock examination questions related to this topic</p> <p>Summative: -Key terminology (self assessed) -Student group presentation on different countries</p>	

				<p>responses to climate change (peer assessed)</p> <p>-Individual student short compassion essay on two countries with contrasting vulnerability (teacher assessed)</p>	
	<p>2. Human Development and Diversity (HL ONLY)</p>	<p>1) Development Opportunities (human development indicators such as SDG's,HDI, GII and the importance of social entrepreneurship approaches)</p> <p>2) Changing identities and culture (the widening and narrowing of different culture traits and identities, local and global culture of diaspora)</p> <p>Local responses to global interactions (local resistance to global interactions, geopolitical restraints to global interactions, promoting international mindedness)</p>	<p>HL ONLY 21 HRS</p> <p>Part 1: 7 hours Part 2: 7 hours Part 3: 7 hours</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Class display on how to reduce the gender gap - Class discussions - Exit cards - Skill based task: Interviews regarding local responses to global interactions - Oral questionings - Student-written questions (homework tasks) - White board answers - No hands up policy - Practice writing mock examination questions related to this topic <p>Summative:</p> <ul style="list-style-type: none"> -Report on the diaspora in/from Eritrea, taking into account carrying perspectives through interviews and questionnaires. - School and local community project proposal (group work) on promoting international mindedness 	<ul style="list-style-type: none"> - IB Geography Study Guide, G. Nagel, 2017, OUP Oxford - IB Geography Course Book: Author(s): Garrett Nagle, Briony Cooke ISBN-13: 9780198396031 ISBN-10: 0198396031 Edition: 2nd Revised edition Publisher: Oxford University Press Publication Date: 02-Mar-17 - The Paradox of Wealth and Poverty; Mapping the ethical dilemmas of global development, D. Little, 2003, Westword Press - Poverty and Development, T. Allen, 2000, Oxford - The Bottom Billion , Why the poorest countries are failing and what can be done about it, P.Collier, 2008, Oxford Access to Geography: Development, G.Nagle

Year 2	<p>3. Global risks and resilience (HL ONLY)</p>	<ol style="list-style-type: none"> 1) Geopolitical and economic risk (threats to individuals and businesses, new and emerging threats, correlation between globalisation and nationalism/tribalism) 2) Environmental Risk (Transboundary pollution, environmental impact of global flows and environmental issues linked with the shift of industry) 3) Local and global resilience (awareness and solutions for the risks associated with global interactions, building reliance to re-shoring TNC economic activity and the management of the global flows of people), 	<p>HL ONLY 21 HRS</p> <p>Part 1: 7 hours Part 2: 7 hours Part 3: 7 hours</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Key Terminology Bingo (peer assessed) - Student generated question on “how successful?” related to the international civil society organizations in raising awareness and finding solutions for environmental and social risks - Oral questions - Flash cards on resilience strategies - Exit cards - Practice writing mock examination questions related to this topic <p>Summative:</p> <ul style="list-style-type: none"> - Posters on TNC/wealthy individual tax avoidance (teacher and peer assessed) - Comparative essay (non-comparative for weaker students) on geopolitical conflict/tensions (teacher assessed) - Skill based assessment: Student produced annotated map on TBP - End of unit exam (teacher assessed) 	<ul style="list-style-type: none"> - IB Geography Study Guide, G, Nagel, 2017, OUP Oxford - IB Geography Course Book: Author(s): Garrett Nagle, Briony Cooke ISBN-13: 9780198396031 ISBN-10: 0198396031 Edition: 2nd Revised edition Publisher: Oxford University Press Publication Date: 02-Mar-17 - The Dictionary of Human Geography, R.Johnson, 2009, Wide - Cities and Megacities; Problems and solutions, F.Sieger, 2018, Springerbrief - The globalization of world politics; An introduction to International relations. J Bayliss, 2013, Oxford
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	<p>4. Leisure, sport and tourism (SL & HL)</p>	<p>1. Leisure 2. Leisure at the international scale: tourism 3. Leisure at the international scale: sport 4. Leisure at the national/regional scale: tourism 5. Leisure at the national/regional scale: sport 6. Leisure at the local scale: tourism 7. Leisure at the local scale: sport and recreation 8. Sustainable tourism</p>	<p>SL & HL 30 H</p> <p>2 hours 4 hours 4 hours</p> <p>6 hours</p> <p>3 hours</p> <p>4 hours</p> <p>4 hours</p> <p>3 hours</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Oral extended questioning - Fluency reading - Design your own and debates concerning the ethics of tourism. (i.e. what 'kind' of tourists do) - Peer and self assessment reflections - Exit cards <p>Summative:</p> <ul style="list-style-type: none"> - Collaborative project involving the construction of a plan for improving the flow of targeted tourist (to be assessed by the teacher with the help of an Omani Tourist Board representative) - End of unit exam (teacher assessed) - Write a persuasive essay or speech to be delivered to members of the local government dealing with one of the following subjects: (1) How do Omani people become more physically active? (2) Diabetes on the rise: What do Omani youth need to know? (3) Tourism: How can we make it more sustainable? 	<ul style="list-style-type: none"> - IB Geography Study Guide, G, Nagel, 2017, OUP Oxford - IB Geography Course Book: Author(s): Garrett Nagle, Briony Cooke ISBN-13: 9780198396031 ISBN-10: 0198396031 Edition: 2nd Revised edition Publisher: Oxford University Press Publication Date: 02-Mar-17 - The Dictionary of Human Geography, R.Johnson, 2009, Wide - Video: Expoza Travel's 'Sultanate of Oman's Travel Guide' (https://www.youtube.com/watch?time_continue=8&v=I9Dov1oS3nE) - Documentary: Oman - An exotic journey from Muscat to Salalah 3D Planet (https://www.youtube.com/watch?v=fheSyXB2er4) - Guest speaker from Oman's Board of Tourism: (https://omantourism.gov.om)
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	<p>6. Urban environments (HL ONLY)</p>	<ol style="list-style-type: none"> 1. Urban populations 2. Urban land use 3. Urban stress 4. The sustainable city 	<p>HL ONLY 27 HRS</p> <p>6 hours 7 hours 7 hours 7 hours</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Exit cards - Rate your progress living graphs - Oral questionings - Student written questions (homework tasks) - Peer and self assessment - White board answers - No hands up policy - Practice writing mock examination questions related to this topic <p>Summative:</p> <ul style="list-style-type: none"> - Key terminology (self assessed) - Mini-fieldwork task based on social stress levels in Asmara - Case study comparison timed question on contested land use (slum clearance) - Creative task, group project, design either a smart/eco friendly city (peer assessed/assessed from other teachers and students in the school) - End of unit test (teacher assessed) 	<ul style="list-style-type: none"> - IB Geography Study Guide, G, Nagel, 2017, OUP Oxford - IB Geography Course Book: Author(s): Garrett Nagle, Briony Cooke ISBN-13: 9780198396031 ISBN-10: 0198396031 Edition: 2nd Revised edition Publisher: Oxford University Press Publication Date: 02-Mar-17 - Our Planets Urban Environment, S, Codrington, 2017, Solid Star Press - Urban Geography, T.Hall, 2017, Routledge - FILM: Masar City - Visit to UNESCO heritage site and development offices in Asmara. - Sharing Cities: A case for truly smart and sustainable cities, D. McLaren, 2015, MIT Press
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	<p>7. Power, place and Networks (HL ONLY)</p>	<p>1) Global interactions and global power (Globalization indices, organizations and groups) 2) Global networks and flows (trade in goods and services, aid, loans and debt relief, remittance and illegal flows of people and FDI) 3) Human and physical influences on global interactions (Political and the physical environment on global interactions and the effect of the “Shrinking world”)</p>	<p>HL ONLY 21 HRS</p> <p>Part 1: 7 hours Part 2: 7 hours Part 3: 7 hours</p>	<p>Formative: -Oral extended questioning -Fluency reading -Design your own globalization indicator – poster display -Infographic on “shrinking world” -Ranking task, who benefits from Aid, Trade, Loans, Debts relief and remittance -Interconnected task – students to arrange the cards in a pattern of “connections”. - Peer and self assessment reflections - Practice writing mock examination questions related to this topic</p> <p>Summative: -Key terminology (self-assessed) -Skill based: Students to produce annotated maps showing global flows -Exam based question (16 marker) on a choice of global flows -Short essay on people trafficking across the border.</p>	<p>- IB Geography Study Guide, G, Nagel, 2017, OUP Oxford - IB Geography Course Book: Author(s): Garrett Nagle, Briony Cooke ISBN-13: 9780198396031 ISBN-10: 0198396031 Edition: 2nd Revised edition Publisher: Oxford University Press Publication Date: 02-Mar-17 - The dictionary of Human Geography, R.Johnson, 2009, Wiley - Geographies of Globalization, Warwick, E, 2005, Routledge - A globalizing world? Culture, Economics and Politics. Held, D, 2004, Routledge - The globalization of world politics; An introduction to International relations. J Bayliss, 2013, Oxford - International Relations; Disciplines and Diversity. T, Dunn, 2016, Oxford</p>
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	<p>8. Food and Health (SL & HL)</p>	<p>1. Measuring Food and Health 2. Food Systems and the Spread of Disease 3. Stakeholders in Food and Health 4. Future Health and Food Security and Sustainability</p>	<p>SL & HL 30 HRS</p> <p>Part 1: 10 hours Part 2: 10 hours Part 3: 10 hours</p>	<p>Formative:</p> <ul style="list-style-type: none"> -Students to collaborate with MYP P.E. students to develop school-wide diet/menu (to be implemented by cafeteria) -Compare and contrast the fast-food trends in the U.S, versus Oman -Analysis of the impact of video game culture on health -Guest speaker presentation: Mental health and the teenager -Oral questions -Exit cards -Mini-white board use of keywords - Practice writing mock examination questions related to this topic <p>Summative:</p> <ul style="list-style-type: none"> -Key terminology (self assessed) -study of maps showing resource sources and use – students to identify patterns and discuss interrelations (peer task, teacher assessed) -16 marker question plan (and full answer) on nexus -Plan and evaluate your own resource stewardship idea 	<ul style="list-style-type: none"> - The dictionary of Human Geography, R.Johnson, 2009, Wiley - IB Geography Study Guide, G, Nagel, 2017, OUP Oxford - Routledge Handbook of The Resource Nexus, R. Bleischwitz, 2017, Routledge - Nutrition and Academic Performance in School-Age Children The Relation to Obesity and Food Insufficiency, R.Rausch, 2013, St. John’s University - “Introduction to the Geography of Food and Health” (‘thinkib’ website) - “Food Systems and the spread of disease” (‘thinkib’ website) - “Stakeholders in Food and health” (‘thinkib’ website) - “Future Health and Food Security and Sustainability” (‘thinkib’ website) - Elementary students and teachers for team teaching
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	Fieldwork (Internal Assessment) SL & HL	Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.	SL & HL 20 HRS	Fieldwork question to be based on any suitable topic from the syllabus	Jstor EBSCO
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2. IB internal assessment requirements to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

Introducing the students to and preparing them for the Internal Assessment (IA):

- The IA will be introduced to students from the outset of the course.
- Students will be given an early sense of: **(1)** what the process entails, **(2)** its relevance to the overall objectives of the course, and **(3)** the breakdown, in terms of time and mark allocation, of the process
- Students will be guided through the process of topic selection as well as the proposal writing process once the IA begins
- Students will also be given the requisite training/refreshment lessons regarding the elements of field research from the outset (i.e. definition and rationale for 'fieldwork' in the context of the Geography IA, ethics and etiquettes of fieldwork and data gathering, analysis and display)

Geography IA dates:

- Geography IA – 1st June 11, 2021
- Geography IA – 2nd December 15, 2021
- Geography IA – 3rd March 5, 2022

3. Links to TOK

You are expected to explore the links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Population distribution - changing population	How reliable are the methods available for gathering demographic data on hundreds of millions of people? To what extent do maps reflect reality?
Global climate - vulnerability and resilience	How does the scientific method attempt to address them? Are such topics always within the scope of the scientific method?
Global resource	Many geographers and others value diversity in human affairs. Does globalization increase opportunities to share knowledge or does it

consumption and security	diminish diversity?
Human Development and Diversity	Does language simply describe knowledge, or is it part of the knowledge itself?
Leisure, sport and tourism	What roles do emotion and reason play in individuals' lifestyle choices?
Global resource consumption and security	On what basis might we decide between the judgments of experts if they disagree with each other?
Global risks and resilience	What scientific or social factors might influence the study of a complex phenomenon such as global warming?
Leisure, sport and tourism	What are the hidden messages in maps and the stories behind the way maps are presented?
Urban environments	How is statistical data used differently in different areas of knowledge?
Power, place and Networks	Who decides how we classify knowledge? Why might it be useful to classify knowledge? To what extent might possession of knowledge carry with it moral obligations?
Food and Health	To what extent are the methods of the human sciences scientific?

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Population distribution - changing population	Information literacy skills will be needed in completing the case studies used in this and most other units. This will be an opportunity for students to show what research skills they already have and to learn new skills to independently research specific details of the hazard.
Global climate - vulnerability and resilience	Media literacy skills will be a critical component of students' work within the global climate unit. They will be asked to assess the varying media representations of global climate within traditional and non-traditional media outlets and be called upon to critically analyze the varying perspectives on climate-related issues.
Global resource consumption and security	Creative thinking skills will be developed and displayed during this process, as students will be asked to consider alternative means of production, consumption and waste management.
Human Development and Diversity	Critical thinking skills will be developed and tested as students consider the myriad of factors that contribute to the process of development, evolution and diversity of human societies.

Leisure, sport and tourism	Collaboration skills will be developed and practiced throughout this unit. The students will be asked to collaborate with one another as well as community stakeholders (i.e. Oman’s Ministry of Tourism) to develop strategies to increase the flow of tourism into The Sultanate of Oman.
Global resource consumption and security	Organization skills will be developed as students tackle the task of arranging countries into classes based upon their rate of consumption, given a limited set of data. They will then discover patterns and analyze their findings.
Global risks and resilience	Reflection skills will be developed here as students engage in a series of scenarios in which they will be asked to paint a natural disaster scenario.
Urban environments	Affective skills will be activated and developed during the course of this unit as students consider compare and contrast their experiences as city dwellers to those of their families in the Omani villages -many students’ parents were born in and visit these locales on a regular basis.
Power, place and Networks	Social skills will be addressed over the course of this unit as students engage in an activity geared towards assessing power-relations within their school community. they will be asked to consider the ‘making of the clique’ and the power of peer networks on their micro, school level, then consider the linkages between these preliminary networks and their macro equivalents (i.e. local and national governments, the United Nations, etc.)
Food and Health	Innovation skills will be developed all throughout this process, as students will be asked to analyze, then create effective alternatives to the existing governmental food and health campaigns within the Sultanate of Oman. By partnering with such agencies as the Diabetes Society of Oman, students will gain invaluable real-world insights and offer their youthful perspectives to the solving of health-related challenges within their country, their region and beyond.

5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Population distribution - changing population	Students will find creative ways to bring the school's values of R.E.A.C.H. (Respect, Empathy, Action, Creativity and Honesty) into the conversation concerning population change. This can be emphasized when we discuss the school as a shifting populous and in some ways, an adequate microcosm of the population changes that will be featured in this unit. In what ways can this school and entire nations embody the ideals that are proposed by R.E.A.C.H.?
Global climate - vulnerability and resilience	Students will be challenged to engage international literature and case studies dealing with the subject of climate change. How have these nations addressed the issues that encompass climate change? How is our nation addressing these issues?
Global resource consumption and security	Through our examination of global resources consumption and security, we will attempt to replicate some of the internationally recognized/celebrated strategies for resource consumption (i.e. Earth Day). The hope is that students will espouse some or many of these strategies in their daily lives.
Human Development and Diversity	One link that we are already discussing is the possibility of culminating this unit with a school-wide celebration of cultures. This will not simply be a 'song, dance and food' affair, but will allow students to engage others' cultures with consideration of significant events, long-held traditions and core values.
Leisure, sport and tourism	Students will encounter several examples of best practices within the field of leisure, sport and tourism. They will compare and contrast the mechanisms through which the tourist board of Oman propagates Oman's its image to the world as a desirable tourist destination. They will also compare and con, and
Global resource consumption and security	This unit embodies global and international awareness in several distinct ways. It will examine key global issues such as poverty, sustainability and climate change.
Global risks and resilience	This unit considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the unit, teachers will have considerable flexibility in their choice of examples and case studies ranging from several geographical locations.
Urban environments	Among other subtopics, this unit will be concerned with the development of the notion of the 'urbain' and the cropping up of urban centres in Oman, over the country's 49 years, following the rise of Sultan Qaboos Bin Said. As an extension, students will explore a myriad of other urban environments, spanning from Durban South Africa to Toronto, Ontario.
Power, place and Networks	This unit will concern itself with an exploration of the history of the United Nations, focusing in on its roots in the League of Nations. Through this exploration, students will gain valuable insight into the complex web of relations that run across families, tribes, states, nations, regions and the globe.
Food and Health	This unit will aim to develop values and attitudes that are held across the globe concerning food and health. they will explore their own cultural appetites and the means through which these attitudes have become influenced by processes of globalization.

6. Development of the IB learner profile

Through the course, it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Population distribution - changing population	<p>Inquirers: Develop a natural curiosity that allows them to become lifelong learners</p> <p>This unit, like all others, will require students to lay the groundwork with several loaded questions which will be unpacked as the unit progresses. The content, in this case, will require students to not merely explore the trends associated with changing population, but to analyze data, ask additional questions such as 'why?', 'how?' and 'what now?'</p>
Global climate - vulnerability and resilience	<p>Knowledgeable: They explore ideas of importance and dig deep into its meaning creating a balance of their learning. The subject of global climate change is particularly equipped to give students an opportunity to develop this trait. The conventional thinking regarding climate and climate change tends to place people in a set of very static groups (i.e. 'Global Warming Denier'). Students will be challenged to examine the varying arguments, searching for scientific validation to their claims, and exploring several perspectives through the process.</p>
Global resource consumption and security	<p>Thinkers: They apply thinking skills that allow them to tackle complex problems in creative ways.</p> <p>In order to formulate solutions to global issues around consumption and waste-management, students will be challenged to be creative in their approach. As they explore the themes within this topic/unit, they will be invited to give their unique perspectives on complex issues.</p>
Human Development and Diversity	<p>Communicators: They understand and can articulate information in confident, creative ways, including a second language.</p> <p>At the core of this unit is a concern with effective communication across diverse cultures and beliefs. The unit will help equip students with a more developed understanding of the challenges and opportunities that come with this process of creating a more tolerant, peaceful world.</p>
Leisure, sport and tourism	<p>Principled: Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions</p> <p>Tourism, in particular, presents students with the opportunity to examine their country's core values. What are you inviting people to? What are you willing to compromise on, as a nation, in order to accommodate foreign guests? How will the nation deal with the influx of 'less-than-desirable' tourist fads, should this occur? These and other questions will challenge students to consider their own values/principles and those of their nation.</p>
Global resource consumption and security	<p>Open-minded: Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.</p> <p>The subject of global resource consumption and security calls on us to be open-minded to the various perspectives of others. The</p>

	<p>example of power switches being placed on standard electrical outlets in Asian countries and the absence of such a switch on standard North American outlets provides a small, yet telling example of the diversity of thought around issues of consumption. Should North Americans adopt the power-saving norms of those who use the power outlet switch? Are North Americans inherently wasteful in this regard? There is a need for open-mindedness in one's approach to discussing and debating such issues.</p>
Global risks and resilience	<p>Caring: Students actively care about others and participate in active service.</p> <p>This unit will call on students to consider a number of international examples -several of which will feature citizens of countries whose ways of life differ starkly from their own. They will be told to put themselves 'in their shoes' in order to simulate their experiences and, in a way, relive aspects of their trauma.</p>
Urban environments	<p>Risk-Takers: Students are brave in the face of new challenges. They strive to take on new roles and to defend their own beliefs.</p> <p>Taking a risk, in this unit, will come by way of students' exploration of their home village (most Omani students have ties to an ancestral village that they visit during special occasions, such as Eid). These students tend to shy away from conversations about these places, in large part out of fear of being 'teased' for having close ties with an 'undeveloped' section of the country. Though they will not be forced to do so, students will be strongly encouraged to create profiles of these villages and track their development over the last 49 years -since Sultan Qaboos Bin Said held power in the Sultanate of Oman.</p>
Power, place and Networks	<p>Balanced: Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.</p> <p>Students will be encouraged to understand the importance of taking a balanced approach towards leadership and governance. They will also explore the ways in which balance, or lack thereof, in their personal lives is often mirrored in politics as well as social and political networks in the 'real world' in which they live.</p>
Food and Health	<p>Reflective: Students reflect on their own learning. They are able to adjust for weaknesses and strengths.</p> <p>Through this unit, one of the aims is to help students become more cognizant of their own health and fitness. The unit will help students to engage in formal and informal forms of reflection to this end.</p>

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Power, place and network	<ul style="list-style-type: none"> ● Teaching this topic towards the end of the 2 year course I will really encourage students to try and make connections themselves between topics and issues within this unit and also knowledge and concepts they have learned in other units. ● One activity in particular will really push students to make these connections themselves, to take risks and communicate with their partners without the aid and support (initially) on the teacher. ● This activity is a simple card activity with the cards shaped as hexagons that allow multiple connections to be made when the card is placed against other cards. These cards will contain country names, global organisations, resources, trade/aid/debt flows etc. ● There are also links with the SDG's and water, energy, food nexus. Students need to decide together where to place the cards to make the best connections. They will be expected to explain some of these examples to the rest of the class at the end of the lesson. Originality is encouraged!

7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Students will have access (either physically or digitally) to :

- All the books mentioned above
- Teacher powerpoints and presentation material.
- National Geographic/Time/New scientist/Travel (and other) periodicals
- A large selection of additional reading resources, TED talks and Khan academy resources
- Guest speakers

Websites:

- <https://www.geogalot.com/2019---ib-dp-geography/food-and-health>
- https://www.geographyalltheway.com/ib_geography/ib-global-change/global-change.htm
- <https://www.thinkib.net/geography/page/27321/the-geography-syllabus>