

Level descriptors

Source: Steiner, 1993, pp. 32—3

CONCEPT: Fairness

Fairness involves respecting the rights of other people and seeking solutions to conflicts which take into account the interests of all parties.

Level 1

- can take a turn in a group, willingly rather than reluctantly
- can list some of their rights
- can recognise inequalities in stories
- can 'cool off' in playground quarrels

Level 2

- can encourage others to take a fair turn
- can discuss school rules and make suggestions
- can recognise stereotypes in stories
- 'cool off' sooner

Level 3

- can organise a group so that all take a turn
- can recognise that responsibilities match rights
- can give examples of inequality and injustice in the world (local and global), e.g. sexism, apartheid, inequalities of income
- can identify acceptable compromises to conflicts with others in their lives

Level 4

- can accept that some may need a longer 'turn'
- can explain why rights and responsibilities go together
- can offer reasoned views on how to create change
- can challenge stereotypes constructively
- can begin to accept that not all conflicts have easy solutions

KNOWLEDGE: Future awareness

Thinking about the future at a personal, local, national, and global level. Becoming aware of ways in which their actions can influence the future.

Level 1

- 'We're getting a dog at Christmas'.
- 'I need to save up for Mum's birthday'.
- 'I'm going to be a pilot'.
- developing a sense of time.

Level 2

- 'I will have to take it for walks'.
- 'We will be moving house when I'm 10'.
- 'I hope the rainforests don't all get chopped down'.
- developing ability to predict.

Level 3

- 'I would like to go to the new high school'.
- 'Too much litter is bad for the environment, I'll be more careful'.
- 'I won't smoke when I grow up'.

Level 4

- 'It would be great if our city staged the Olympics'.
- 'We need to do something about the rainforest, I'll tell my parents not to buy so much paper'.
- 'I hope it's easier to have a job when I grow up'.

SKILL: Cooperation

Being able to work with others and accept a variety of roles that involve listening, explaining, sharing, negotiating and compromising.

Level 1

- can work with a partner taking turns to listen, speak, and share ideas and resources
- can use the term 'cooperate' appropriately
- can disagree with others and explain why

Level 2

- can work this way in a friendship group
- can relate cooperation to life outside the school
- can accept others' differing and critical viewpoints

Level 3

- can work in a mixed group, not all self-chosen
- can negotiate between differing outlooks
- can identify issues (local to global) where cooperation is not occurring

Level 4

- can work with any group, of mixed gender etc.
- can suggest alternative solutions to personal, local and global issues using cooperative tactics

ATTITUDE: Empathy

Being willing to imagine the feelings and perspectives of other people, in the present and the past, around us and in more distant places. Without empathy for the thoughts and feelings of others, children will have difficulty understanding the processes and purposes of democracy, cooperation and consensus.

Level 1

- can accept that there can be more than one side in a disagreement
- can share feelings and explain behaviour
- can describe the feelings of characters in stories

Level 2

- can recognise that another child or adult has reasons for wanting something different than you
- can express awareness of the different life experiences of others in the class

Level 3

- can explain that people do things differently because of their background and situation
- can challenge the use of insults in school based on gender, disability, nationality, poverty

Level 4

- can challenge stereotypical statements made about people different from themselves
- can make and articulate judgements about the fairness and justice of current and historic conditions of the world