



The knowledge, skills and understanding developed by the **Secondary** SEAL/Global Dimension Resource

Working document – 17th September 2009

SEAL/Global Dimension Advisory Group

This working document shows how the **secondary** SEAL learning outcomes can be adapted to create one set of learning outcomes that integrates the 8 key concepts of the global dimension.–It will be used to develop exemplar learning opportunities that explicitly promote both social and emotional skills and add a global dimension to learning. They will be piloted, evaluated and revised during development of teacher resources for the national SEAL / Global Dimension Project 2008-2011

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Introduction

In July 2009 the SEAL (Social and Emotional Aspects of Learning) / Global Dimension Advisory Group developed a first (draft) set of learning outcomes as part of a national project to develop teacher resources (staff training and curriculum materials) based on primary and secondary SEAL, to support learning in the Global Dimension. This was slightly amended in September 2009.

The secondary SEAL learning outcomes have been integrated with the 8 key concepts underlying the idea of global dimension as outlined in the Curriculum & Standards document *Developing the global dimension in the school curriculum (DfES 1409-2005DOC-EN)* (p12 and p13).

The existing secondary SEAL learning outcomes all contribute to learning in the global dimension, however, some have been developed and new ones written in order to promote more direct and specific learning.

Text in **red** shows amendments made to existing Secondary SEAL knowledge skills and understanding (as set out in Appendix 1 of the Secondary SEAL Guidance document) in order to focus the learning on the Global Dimension.

Text in **green** indicates where a particular global key concept has been covered. For example **VP 3** indicates the third bullet point listed in the key concept **Values and Perceptions** - *developing multiple perspectives and new ways of seeing events, issues, problems and opinion, as set out in Developing the global dimension in the school curriculum (DfES 1409-2005DOC-EN)* (p12 and p13).

Advisory Group

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Secondary SEAL/Global Dimension learning outcomes

Self-awareness

Knowing myself

1. I know that I am a unique individual, influenced by my background, experiences and perceptions.
2. I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, language, place, religion, experiences and social and cultural traditions). GC6 VP6 D6
3. I can identify my strengths and feel positive about them.
4. I can identify my current limitations and try to overcome them.
5. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.
6. I can identify, challenge and choose to retain or change (including my, norms, beliefs, values and ways of knowing) what is important for me and what I expect from myself, taking into account the beliefs, values and expectations that others (e.g. friends, family, school staff) have of me. VP 7
7. I can reflect on my actions and their consequences, take responsibility for them and identify lessons to be learned from them. I understand that my actions are influenced by my personal values. VP6
8. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset or angry for reasons that others may find difficult to understand.
9. I can reflect critically on the factors which influence and determine the quality of my life.
10. I can recognise and explore my own place as part of the natural world.
11. I can recognise the limits of my perspective and I am receptive to new understandings and ways of knowing about the world.

Understanding my feelings

12. I know and accept what I am feeling, and can label my feelings.
13. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.
14. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.
15. I can recognise conflicting emotions and manage them in ways that are appropriate.
16. I can use my knowledge and experience of how I think, feel, and respond to choose my own behaviour, plan my learning, and build positive relationships with others.
17. I can recognise and deal with prejudice feelings and attitudes within myself.

Managing my feelings

Managing my expression of emotions

18. I can express my emotions clearly and openly to others and in ways appropriate to situations.
19. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.

20. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me or for other people.

Changing uncomfortable feelings and increasing pleasant feelings

21. I know what makes me feel good **that this is more than material things** and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others. SD 4

22. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.

23. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.

24. I can recognise and deal with feelings resulting from culture shock.

25. I can deal with feelings resulting from uncertainty, change and ambiguity.

Motivation

Working towards goals

26. I can **imagine (visualise) how I would like our world to be, critically weighing up alternative ideals and taking in to account the consequences for myself, others and the environment.** SD3 SJ4

27. I can break a long-term goal into small, achievable steps, **set criteria for success and celebrate when I achieve this.** SD3 SJ 4

28. I can anticipate and plan to work around or overcome potential obstacles.

29. I can monitor and evaluate my own performance.

30. I can look to long-term not short-term benefits and can delay gratification (for example working hard for a test or examination now to get a good job or go into further/higher education later).

31. I know how to bring about change in myself and others.

32. I can think imaginatively about what people can do to develop a more sustainable future and a more just world.

Persistence, resilience and optimism

33. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.

34. I can identify barriers to achieving a goal and identify how I am going to overcome them.

35. I can choose when and where to direct my attention, resisting distractions, and can concentrate for increasing periods of time.

36. I can discover routes to influence others as agents of change.

Evaluation and review

37. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.

38. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind.

39. I can critically evaluate complex and conflicting information including information presented by the media and other sources and use this to make wise choices about my life and how I relate to the wider world. GC1 VP5
40. I can reflect on the consequences of my actions, now and in the future.

Empathy

Understanding the thoughts and feelings of others

41. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.
42. I understand that people are who they are because of their personality, background and experiences, language, place, religion, social and cultural traditions etc HR1 D1 D2 D3 D6 GC6 VP1
43. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.
44. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences perceptions and beliefs.
45. I appreciate how people's identities affect their opinions and perspectives.
46. I understand the interdependence of social, economic, political and economic ideas and this impacts on the lives of people around the world. SD2 D5 I3

Valuing and supporting others

47. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.
48. I value diversity and respect, and can learn from, the thoughts, feelings, beliefs and values of other people. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments and attitudes. I am interested in, enjoy and celebrate differences. HR1 D1 D2 D3 D6 GC6 VP1
49. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
50. I can support others who are experiencing personal problems.
51. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others locally and around the world. I1 I5 HR1 HR2 ST3
52. I can reflect critically on the factors which influence and determine the quality of the lives of others.
53. I know that my actions have both intended and unintended consequences on people's lives around the world and that I can use this information to make informed choices about my actions SJ3

Social skills

Building and maintaining relationships

54. I can communicate **and work** effectively with others **in my class, school, community and in the wider world**, listening to what others say as well as expressing my own thoughts and feelings. **GC4**
55. I can take others' thoughts and feelings into account in how I manage my relationships.
56. I can assess risks and consider the issues involved before making decisions about my personal relationships.
57. I can make, sustain and break friendships without hurting others.

Belonging to groups

58. I can work and learn well in groups, taking on different roles, **knowing that my opinions are listened to and valued** cooperating with others to achieve a joint outcome.
59. I understand **and accept** my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community **and the wider world and can use human rights as a framework for challenging inequalities and prejudice**. I can balance my rights with those of other people. **HR1 HR2 HR4 SJ5 SD5 D7**
60. I know how my decisions, choices and actions affect other people around the world, affecting their quality of life, making them feel better or worse **and that their decisions, choices and actions can do the same for me**. **HR1 HR2 SJ 3 SD3 I2 I3 I5**
61. I know some ways that I can make our world a safer and fairer place for everyone and can use this understanding to make a difference. **SJ1 SJ6 GC2 GC3**
62. I can recognise the presence and absence of social justice (equality and fairness for all) within my school, community and the wider world and can act wisely to make things fairer, by myself, or by belonging to a group. **SJ1 SJ6 GC2 GC3**
63. I know that there are different types of power (e.g. economic, political, physical and social) **SJ2**
64. I know that some people and organisations (e.g. Governments, NGOs Multi National Companies) have more power than others and that they can use this power positively or negatively, e.g. in making key decisions that affect people around the world. **SJ2 I1 GC2 GC3**
65. I know that there are international agreements that entitle everyone to the same human rights and that these rights are universal and indivisible. I understand that there are competing rights and responsibilities in different situations and know some ways in which human rights are being denied and claimed, locally and globally. **HR1 HR3 HR5 HR6 VP2**
66. I can identify the inter connections between diverse cultures and ideas, understand that these are complex, and use this knowledge to influence my actions. **I3 I4 GC5**
67. I understand how the world is a global community and my role as a global citizen **I4**
68. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.
69. I can give and receive feedback and use it to improve mine and other people's achievements.

Solving problems, including interpersonal ones

70. I can use a range of strategies to solve problems with other people, (including those involving prejudice and discrimination), such as mediation and conflict resolution. **CR6**
71. I can monitor and critically evaluate the effectiveness of different strategies for resolving conflict, locally, nationally and internationally and can use this knowledge together with my experiences to help me choose my behaviour and make decisions **CR6**
72. I understand the importance of dialogue, tolerance, respect and empathy in preventing and managing conflict. **CR3**
73. I know the importance of communication, advocacy, negotiation, compromise and collaboration in managing and reducing conflict and practice using these skills myself. **CR4 CR6**
74. I understand some of the reasons why conflict occurs (locally, nationally, internationally) and can escalate, that conflict is natural and that the outcome can be creative/positive or destructive/negative to people, places and the environment, locally and globally. **CR1 CR2 CR5 CR7**
75. I can question and challenge widely held assumptions and perceptions, develop multiple perspectives, leading me to see events, issues, problems and opinions in new ways **VP3 VP4**
76. I understand how past injustices affect relationships (local, national and global) and I have strategies for repairing damaged relationships. **SJ7**
77. I can be assertive when appropriate taking responsible action that might influence local and global issues in a positive way. **GC4**
78. I can argue a case on behalf of myself and others and can develop or change position through reasoned argument.
79. I know that the earth's resources are finite and value the diversity of living things. I can use the earth's resources responsibly (e.g. Using the 5 Rs: rethink, reduce, repair, re-use, recycle, and obtaining materials from sustainable resources) **SD1 SD7 D4**
80. I can use the precautionary principle in decision making in the light of uncertainty. (e.g. in deciding on a change which might have an effect on the environment, biodiversity or human health.)