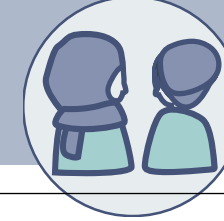


Generation Global Core Skills Framework





Global Communication



Definition	Key Action	Learning Outcome	Learning Objectives	I Can' Statements of development
<p>The ability to speak authentically when communicating across cultures by sharing personal stories ,experiences, values, and perspectives and respectfully challenging perspectives and opinions when in disagreement</p>	<p>Sharing</p>	<p>Share personal stories and experiences with confidence in an honest and open manner to promote understanding.</p>	<p>Students are able to use 'I' statements to share about their own personal experiences and perspectives and avoid speaking on behalf of other individuals and groups.</p>	<ul style="list-style-type: none"> • I share basic information about myself such as my interests, daily life, or opinions. • I share more personal information about myself and my experiences using “I” language. • I talk about my own beliefs and experiences giving examples and using feeling words to say how I feel. • I share about my personal experiences in detail, explaining how they exist in my life and why they are important. • I identify and talk about the complexities of the issues/my experiences and ensure that what I am sharing is understood clearly by others.
			<p>Students provide clear and detailed descriptions about themselves (including their identity and communities they feel they belong to), their perspectives and experiences, and how they relate to the topic.</p>	
			<p>Students are able to explain personal values, meanings, and the importance of their own experiences when engaging with individuals and groups from different cultures and backgrounds.</p>	
	<p>Challenging</p>	<p>Challenge the perspectives of others with respectful disagreement.</p>	<p>Students can pose challenging questions or statements using language that is unbiased and does not denigrate themselves or others.</p>	<ul style="list-style-type: none"> • I notice different points of view or opinions to my own • I make challenging statements or questions to participate in complex conversations • I show I am willing to disagree and take responsibility for my perspectives by using 'I' statements like 'I believe' or 'I think'. • I respond to other statements or questions with a challenge that is respectful in tone, uses clear language and sentence starters like 'Thank you, have you considered...' or 'In my opinion'. • I intentionally create opportunities to challenge what I have written (e.g. asking 'Do you agree or disagree? I'd love to learn different perspectives at the end of a post).
			<p>Students can respectfully challenge another perspective or idea when in disagreement by using supportive sentence starters such as 'In my opinion' or 'Thank you for your perspective' and 'I think' or 'I feel' statements.</p>	



Active Listening



Definition	Key Action	Learning Outcome	Learning Objectives	I Can' Statements of development
<p>The ability to listen to others, understand what they are saying, and show empathy and recognition</p>	<p>Appreciating /Acknowledging</p>	<p>Appreciate and acknowledge the perspectives of others, providing feedback in various forms (written explanation, tone, body language) to demonstrate listening.</p>	<p>Students can demonstrate they are listening to others by acknowledging their contributions with gestures or thanks and responding appropriately to what is being shared.</p>	<ul style="list-style-type: none">• I show that I appreciate what my peers say by liking a post or nodding when they speak.• I say what I really like about what someone has said and give them feedback.• I reference something specific someone has said and build on it to go deeper in the conversation.• I explain why someone else's post is valuable for the dialogue and how it helped my understanding.• I provide detailed feedback explaining how I value someone else's the post, specifically elements that make it a good statement or questions for dialogue, how it has inspired or impacted me.
			<p>Students are able to logically build on what is being said in order to go deeper in a dialogue and build a dialogic thread.</p>	
			<p>Students are able to provide descriptive feedback about why what they are reading/hearing is of value to them and the dialogue.</p>	



Critical Thinking



Definition	Key Action	Learning Outcome	Learning Objectives	I Can' Statements of development
<p>The ability to evaluate, analyse and interpret information about self, others and the world.</p>	<p>Analysing</p>	<p>Analyse knowledge about the world, multiple perspectives, and identity, including what influences who we are, how we think and what we believe.</p>	<p>Students are able to analyse a topic or issue and identify diverse and multiple perspectives.</p>	<ul style="list-style-type: none">• I think about a topic or what I hear and state my opinion in response.• I identify similarities and differences in what I hear or read about a topic and what my peers have shared about their perspective, opinion, or experience.• I analyse a topic and what I hear or read and identify multiple and diverse perspectives in a dialogue.• I analyse information on a topic, as well as my own and others' ideas, to understand meaning and the influences that shape the information or personal perspectives.• I analyse and interpret the complexities of my own identity and others to better understand how I and others relate to a topic and what makes a unique individual.
			<p>Students are able to analyse what they hear or read by investigating its meanings and the influences that shape it.</p>	
			<p>Students are able to evaluate and interpret the complexity of their own and others individual identities, seeing others as unique individuals, not only as members of the groups to which they belong.</p>	



Questioning



Definition	Key Action	Learning Outcome	Learning Objectives	I Can' Statements of development
The ability to inquire for deeper understanding, the inclusion of all voices, and to move the dialogue forward	Asking	Construct and ask questions that promote deeper learning about self and others, and explore the topics of dialogue.	Students are able to construct and ask relevant questions to learn about the values, ideas, perspectives and experiences of others.	<ul style="list-style-type: none">• I ask questions about people's favourite things, hobbies, or interests• I ask more open questions that seek clarification and information about lifestyles, communities, opinions, and beliefs
			Students are able to prompt respondents to go deeper into the dialogue by constructing questions that cannot be answered with 'yes or no' .	<ul style="list-style-type: none">• I ask my peers questions about their experiences and why those experiences are important to them• I ask response questions that cannot be answered with 'yes or no' to build a thread in the dialogue based on what my peers are saying (I don't comment once and stop there)
			Students are able to evaluate their own and other's questions for inherent assumptions and judgments in an effort to construct questions that promote inclusion and diverse perspectives.	<ul style="list-style-type: none">• I construct questions that include plain language, without assumption or judgement, that prompts the respondent to share in detail about their own experiences.



Reflection



Definition	Key Action	Learning Outcome	Learning Objectives	I Can' Statements of development
<p>The ability to evaluate and assess our own and others experience of dialogue and the impact it has on our own development</p>	<p>Reflecting</p>	<p>Reflect on the experiences of self and others to make connections with different stories and identify opportunities for deeper learning.</p>	<p>Students are able to think about the experience of the dialogue and recognize the impact it has had on them and/or the group.</p>	<ul style="list-style-type: none"> • I give thanks for my peer’s participation in the dialogue when I am reflecting • I reflect on the dialogue and talk about what was said regarding the topic • I recall specific details of what was said in the dialogue and how it made me feel or think. • I say what I learned and note any new ideas or perspectives that came out of the dialogue. • I form and respond to critical questions about the process of learning, the impact the experience has on myself and others, and think about new ways to move forward and grow.
			<p>Students can reflect on the experience of dialogue and say what they have learned from others and about themselves, including any ways the dialogue has helped them to shape new perspectives.</p>	
			<p>Students are able to identify any challenges and learning opportunities in the dialogue and how this can further their skills development.</p>	



Key Action disagree	Encounter	Engagement	Beginning	Good	Advanced
Appreciating	Basic acknowledgement such as liking posts and showing simple non-verbal communication. e.g. smiling/smiley faces and staying focused on the speaker.	Saying what I really like about what was written or said and why in the feedback. e.g. 'I like what you said about girls having the same rights as boys because I think we are all created equal too.'	Referencing and building on what others have said to go deeper in the conversation. e.g. 'I liked reading your story about how your family celebrates holidays, what are some special ways you contribute?'	Explaining why what has been shared is valuable to me, my understanding and my learning. e.g. 'Your perspective X is valuable to me because it provides a different perspective to my own and has taught me something I didn't know'	Gives detailed explanation of the value about what was shared, specifically elements that foster understanding or pose good questions for dialogue, and how it has impacted learning, attitudes, behaviours. e.g. Same as Proficient example and includes 'my attitude or behaviour has changed in the following ways as a result'
Sharing	Generic information about self, uses "we" language. e.g. 'I use social media and think we all fall for fake news.'	Shares more personal information and experiences, uses "I" language like 'I think'. e.g. 'I see fake news on social media like Twitter and once believed a story that turned out to not be true.'	Shares own beliefs, perspectives and values using personalized descriptions/examples and feeling words e.g. Once I believed a story online about X that was fake news and I felt embarrassed for sharing that information.'	Not just shares the what (the experience) but also the how and why it is important e.g. I have experienced X and this is how it happened (explains) and impacted me. This was an important experience because...'	Articulates the complexities of the issues/ their personal experiences. Ensures that what is shared is understood by those from other cultures. e.g. Same as Proficient and includes a personal example of how the topic has affected them. Also may add 'This is a part of my culture, do you understand what I mean?'
Asking	Closed questions that seek basic info. e.g. 'What are your favourite hobbies, food, media?' or 'Do you like sports?'	More open questions, seek information about lifestyles, communities, opinions and beliefs e.g. 'What kind of activities do you do to build community?'	Seeks to go deeper in learning about peers experiences and why their beliefs and values are important to them e.g. 'What is a traditional experience in your culture and why is this important to you as an individual?'	Continuing to ask exploratory response questions that cannot be answered with yes or no in an effort to build a thread of dialogue. e.g. 'What do you think the impact of climate change will be on your own future?'	Constructs questions that include plain language, being mindful of assumption or judgement, to prompt the respondent to share in detail about their own experiences. e.g. 'What do you think the impact of climate change will be on your future and what will you do to address it?'
Challenging	No challenge evident, consistently relies on being polite and in agreement. e.g. 'I agree' or avoids saying what they think or feel to avoid a feeling of discomfort	Posing challenging statements or questions to begin a dialogue in a way that doesn't denigrate themselves or others. e.g. Uses unbiased language to show respect when starting dialogue. 'Why do some cultural norms differ on the way women dress?'	Showing a willingness to take ownership for their own perspectives. e.g. Takes the opportunity to disagree and uses statements like 'I disagree because I believe or I feel' etc.'	Responding to peers statements or questions directly with a challenge in a way that shows ownership and does not denigrate themselves or others e.g. Self-manages any feelings of discomfort and uses respectful sentence starters like 'Have you considered' or 'In my opinion'	Students intentionally create opportunities for others to challenge what they have written or said. e.g. asking 'Do you agree or disagree? Please explain', or saying things like 'I'd love to learn different perspectives'
Reflecting	Gives thanks for the dialogue without explanation. e.g. Takes time to thank others for the experience without showing awareness of the impact.	Generally recalls and describes what happened in the overall topic. e.g. Shows awareness of the experience by saying things like 'We were able to share lots of perspectives on the issue'	Shows they are thinking about the topic and what was said in the dialogue, describing how the experience made them feel or think. e.g. May say: 'When we were talking about X, I felt your sadness and think that this is a common issue because...'	Able to say what was personally learned and any new ideas or perspectives that came out of the dialogue. e.g. 'While listening to X speak, I learned that not everyone feels the same as me and I can see this new point of view about (the topic).'	Forms critical questions about the process of learning, the impact the experience has on self and others, and thinks about new ways to move forward for growth. e.g. 'After hearing peoples stories, I wonder what else I need to know in order to be a better listener. I will try repeating what people say back to them so I know I am hearing them correctly.'