CIVICS - Peace and Justice Competencies

Receiving Feedback

1 - Struggles to accept any form of feedback; may interrupt, dismiss, or become visibly upset.

2 - Acknowledges feedback but often responds defensively or with justification; reluctant to reflect on it.

3 - Listens respectfully to feedback without reacting emotionally; begins to show signs of internal reflection.

4 - Reflects thoughtfully on feedback and makes visible efforts to apply it in future situations.

5 - Proactively seeks feedback from peers and facilitators and integrates it consistently into behaviour, modelling a growth mindset.

Participation

1 - Attends meetings but remains silent or disengaged; may appear distracted or reluctant to contribute.

2 - Participates when directly asked but offers limited input or engagement with the group's ideas.

3 - Contributes relevant ideas or questions, demonstrates active listening, and engages with peers' contributions.

4 - Regularly volunteers to participate, proposes ideas, and helps to guide group discussions constructively.

5 - Leads or chairs discussions, ensures inclusive participation, and actively supports quieter voices in being heard.

Conflict Resolution

1 - Avoids conflict altogether or escalates situations due to lack of self-regulation or perspective-taking.

2 - Engages in conflict resolution only when supported by an adult or peer; tends to rely on others to solve issues.

3 - Uses basic conflict resolution strategies (e.g., I-messages, listening) to resolve minor issues independently.

4 - Demonstrates emotional regulation, empathy, and problem-solving during conflict; can mediate between peers.

5 - Models and teaches effective conflict resolution techniques; supports a restorative approach within the community.

Empathy

1 - Shows little awareness of how actions affect others; rarely responds to emotional cues from peers.

2 - Recognises when someone is upset but struggles to offer appropriate or consistent support.

3 - Expresses concern and checks in with others when they are struggling or excluded.

4 - Consistently recognises emotional dynamics in the group and takes initiative to offer comfort or support.

5 - Cultivates a climate of empathy; actively encourages others to consider different perspectives and feelings.

Effective Communication

1 - Has difficulty expressing ideas clearly; may interrupt, speak aggressively, or remain silent.

2 - Communicates basic ideas but may lack clarity, tone awareness, or respect in delivery.

3 - Shares thoughts clearly with some assistance; is learning to adapt language and tone to the situation.

4 - Expresses ideas clearly and respectfully in group settings; uses body language and active listening effectively.

5 - Facilitates constructive group dialogue, resolves miscommunications, and encourages open expression of diverse viewpoints.

Role Modelling Integrity

1 - Follows rules inconsistently and primarily when authority is present; may blame others or avoid accountability.

2 - Demonstrates integrity when prompted or to gain approval; behaviour may shift depending on audience.

3 - Acts honestly and fairly even when unsupervised; takes ownership of actions and accepts consequences.

4 - Consistently models ethical behaviour; supports peers in doing the right thing through positive influence.

5 - Inspires a culture of integrity by upholding high standards and holding self and others accountable with compassion.

Understanding Democracy, Equality, Diversity, and Fairness

1 - Demonstrates limited understanding; may use exclusionary language or show bias without awareness.

2 - Recognises the importance of inclusion, fairness, and democratic values but struggles to act on them.

3 - Acts respectfully toward diverse peers; strives to include others and shows awareness of systemic fairness.

4 - Actively challenges exclusion or unfairness; promotes inclusive practices in discussions and decisions.

5 - Advocates for systemic changes and leads initiatives that enhance democracy, equity, and inclusion in the community.