Educating the Heart Programme

Nurturing Compassionate Global Citizens

Research Evaluation
Acknowledgements

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Key Findings

**Curriculum Links** – the Educating the Heart Pupil Programme can be taught through any primary and post-primary curriculum areas/subjects and in particular those related to social and personal development and citizenship.

**Whole School Approach** – there was strong teacher support for a whole school approach. This could be achieved by integrating the programme within the curriculum and developing it through current educational initiatives. (In Northern Ireland the Educating the Heart Programme could be developed through the Shared Education Programme). Teachers cited a range of benefits to the pupils, school and wider community and outlined a range of practical strategies to implement a whole school approach.

**Sharing Practice** – teachers valued opportunities to share practice. This enabled teachers to build relationships and networks.

**Inquiry-based Active Teaching and Learning Methods** – teachers developed and used a range of inquiry-based methods.

**Knowledge and Understanding** – teachers developed a deeper understanding of Compassion, Compassionate Global Citizenship and a range of social injustice and social inequality issues.

**Promoted Pupil Voice** – teachers actively encouraged pupil voice in Educating the Heart lessons and in all aspects of their practice. Pupils were motivated and more involved in their learning and developed confidence.

**Developed Pupils’ Metacognitive Abilities** – understanding the thinking process encouraged pupils to self-reflect and to better understand themselves, their thinking and emotions and those of others.

**Developing Pupils’ Critical Thinking and Critical Literacy Skills** – enabled pupils to question their beliefs, values and views and to become more discerning and critical of information. Enabled pupils to think more deeply about the underlying causes and consequences of social injustice and social inequality issues.

**Developing Pupils’ Emotional Literacy** – contributed to pupils’ mental wellbeing, healthy mind and being happy. Provided pupils with a vocabulary and language to express their emotions. Pupils were better able to understand and manage their emotions and those of others.

**Developing Pupils’ Resilience** – many teachers used grounding, tracking and resourcing techniques to develop resilience in their personal and professional life. Pupils used these techniques as coping strategies to help them deal with difficult situations. Encouraged pupils to overcome challenges.

**Developing Pupils’ Growth Mindset** – enabled pupils to realise how their attitude could affect motivation and their ability to achieve success. Having a growth mindset supported pupils to be more resilient by giving pupils confidence in their ability to overcome challenges.

**Developing Pupils Knowledge, Understanding, Skills and Values** – pupils developed knowledge and understanding of Compassionate Global Citizenship and a range of social injustice and social inequality issues. Pupils developed skills such as, critical thinking, critical literacy and working with others and values such as, Cooperation, Empathy, Compassion, Fairness and Trust.

**Teaching Controversial Issues** – teachers were more confident to teach controversial issues.

**Educating the Heart Pupil Programme** – teachers were very positive about the programme. Teachers said the lessons and pedagogy placed students and the centre of learning process and engaged them cognitively, emotionally and physically.

**Reconciliation and Peacebuilding** – Compassionate Global Citizenship can contribute to reconciliation and peacebuilding.
Introduction

Children in Crossfire’s Educating the Heart Programme was developed to support teachers’ Continuing Professional Development (CPD). The programme was created for primary and post-primary teachers across the island of Ireland. The purpose of the Educating the Heart programme was to support teachers to engage students in cultivating the necessary knowledge, skills, attitudes and values for participating in the world as Compassionate Global Citizens1.

Children in Crossfire provided two days training for teachers participating in the programme. The purpose of the training was to develop teacher understanding of compassion and Compassionate Global Citizenship and to provide them with a range of active teaching and learning methods. From September 2017 to October 2018, 157 teachers from 87 schools participated in the training in preparation for teaching an Educating the Heart Pupil Programme of 12 lessons.

Participating teachers had the option of submitting assessments in a Teachers’ Course Handbook (assessment portfolio) for an Open College Network (OCN) Level 3 qualification in Nurturing Compassionate Global Citizens. 46 teachers submitted assessment portfolios for accreditation to Children in Crossfire.

This report is based on a thematic analysis of selected teacher assessments from all 46 assessment portfolios submitted for Open College Network (OCN) Level 3 accreditation. The purpose of the report was to collate information on the teachers’ experiences of participating in the Educating the Heart Programme and in particular, their experiences of teaching the Pupil Programme. The report findings will be used to inform future developments of the Educating the Heart programme.

Two of the most important themes, compassion and the importance of Compassionate Global Citizenship are given prominence in the opening section of the report to provide a context for exploring other themes.

What is Compassion?

Many teachers referenced quotes to help explain their understanding of compassion including, Children in Crossfire’s definition of compassion for Global Citizenship:

Recognising and Responding to Systemic Oppression, Inequality and Injustice from a place of common humanity, peace, resilience, personal and social wellbeing.

Other referenced quotes included:

Everyone may benefit from a greater knowledge and awareness of ourselves as compassionate individuals, interconnected in a global community (Richard Moore, founder of Children in Crossfire).

...being in tune with oneself, the other person(s) and the whole world. It is goodness at its most intuitive and unreflecting. It is harmony which opens itself and permits the flowing of love towards others without reward... (Brandon, 1990).

1. Children in Crossfire’s educational approach is rooted in Development Education (DE). DE seeks to develop the knowledge, skills and attitudes required so that people can participate actively in their own development and in the development of local and global communities. It has a strong focus on global interconnectedness, and aims to awaken in people the need to take individual and collective action to bring about a more just and peaceful world. DE envisions a world based on solidarity, equality and sustainability. It empowers people to create this world, through a process of thinking critically and active citizenship.
The whole idea of compassion is based on a keen awareness of the interdependence of all living beings, which are all part of one another and all involved in one another (Thomas Merton).

Each person is considerate and caring. There is a recognition that everyone from time to time feels hurt, confused angry or sad. Instead of ignoring such.

The whole idea of compassion is based on a keen awareness of the interdependence of all living beings, which are all part of one another and all involved in one another (Thomas Merton).

Each person is considerate and caring. There is a recognition that everyone from time to time feels hurt, confused angry or sad. Instead of ignoring such conditions, people reach out to one another. In the case of conflict, members of the community seek reconciliation and try to understand each other and even to forgive (Primary School Development Plan).

While teachers agreed compassion was difficult to define generally, they viewed compassion as being comprised of two parts and related to the heart, head and body. The first was an emotional (heart) and cognitive (head) response to others' suffering, expressed as emotions, feelings, thoughts and views. Teachers defined the first part in terms of being kind, considerate towards others, thinking, caring about others, interested in, valuing and respecting others, empathetic, putting yourself in their position, suffering together, thinking about others' backgrounds, circumstances, experiences, feelings, sympathy for others' pain or distress, why they feel that way and forgiving.

The second part of compassion, as viewed by teachers, was having a desire and responsibility to act or acting to help to alleviate the suffering of others by peaceful, non-violent ways (body). Teachers referred to recognising, but not accepting unfairness, social injustices and social inequalities, having a desire to make a difference, being motivated to take action, taking action, building relationships, challenging norms and the status quo.

Teachers’ quotes about compassion included:

"...kindness, care and a willingness to help others."

"...recognising that not everything is fair but we must strive to make things fairer. It is about looking after our own wellbeing and in a strong emotional state be able to act in small ways, but aiming for one goal of stamping out injustice, working to make things equal and helping people to have a decent, rewarding life."

"...is when we have such feelings of sympathy and empathy and are motivated to act on them."

"...building relationships is a key component of compassion."

A few teachers’ suggested compassion was a ‘more than’ concept that is, it went beyond how it could be defined using language and words. It had a spiritual quality.
The Importance of Teaching Compassionate Global Citizenship

All the teachers commented on the importance of teaching Compassionate Global Citizenship. The teachers’ rationale was based on the view that the world/humanity lacked compassion. Teaching Compassionate Global Citizenship was a way of helping to address this, by developing children and young people’s knowledge, understanding skills and values and motivating them to act with compassion to tackle social injustice and social inequality issues.

Teachers outlined three main reasons for the world’s/humanity’s compassion deficit. The first was based on the teachers’ world views of humanity. Teachers suggested globalisation, conflict, the rise of terrorism, capitalism, consumerism and systemic and institutional failures were casual factors. These factors contributed to a rapidly changing world, with an uncertain future. One in which people placed greater value on wealth and ownership of possessions over common humanity and the welfare of others.

Teachers often linked these factors to the power and influence of the media/social media and to the access and wealth of information provided. Media was the main source of information about social inequality and social injustice issues. Teachers commented on the difficulty in knowing what was truth, recognising bias and hidden agendas and becoming desensitised to the suffering of others.

The second reason was a common criticism of local education systems for functionalists’ approach to education. Teachers said, education systems (with reference to NI and RoI) laid too much emphasis on what was relatively easy to measure in terms of outcomes such as, academic achievement, test and examination results. As one teacher stated, this approach,

“...misses out on the magic that happens on a daily basis in classrooms which can't be measured in tests. We risk missing the eureka moments and transformations that occur unless we give them time and space to explore, make mistakes, enjoy and discover things for themselves.”

Teachers agreed that education should be more holistic. They felt strongly that greater value should be placed on subjects and programmes such as, Educating the Heart which contributed to the broader aim of education based on educating the heart, head and body.

The third reason was that pupils lacked awareness of the global dimension and of interconnections, interdependencies and interrelationships between humanity at local and global levels.

Teachers stated that Compassionate Global Citizenship was about making a difference to people’s lives, society and the world. They viewed Compassionate Global Citizenship as a way of empowering people and in particular, young people to take action to address social inequalities and social injustices at local and global levels, and essential for reconciliation and peacebuilding. Teachers’ comments included:

“The Educating the Heart lessons allows the student to visualise their place as a citizen in a global world who has the opportunity and power to change things.”

“Through these (Educating the Heart) lessons we will encourage pupils to have a more outward looking view of our world and to become a Compassionate Global Citizen.”
“...It’s (Compassionate Global Citizenship) about considering one’s actions and their consequences and putting informed compassion into action in ways that benefit others everywhere around the world...Actions matter. We have power to make a real difference to the lives of others.”

“Being a Compassionate Global Citizen involves not only thinking about another’s feelings/suffering but taking action against social injustice and social inequality. It’s about giving young people the emotional resilience, critical thinking skills and values to become an active change maker. A change maker who can and will work towards making a fairer and more compassionate world.”

**Research Aim**

The aim of the research was to explore teachers’ experiences and views of Children in Crossfire’s Educating the Heart Programme with a focus on its implementation and teaching in schools.

**Research Objectives**

The research objectives were to:

- Thematically analyse teachers’ responses to assessments submitted for OCN Level 3 Accreditation in Nurturing Compassionate Global Citizens.
- Provide a report to inform future developments of the Educating the Heart Programme.

**Research Methods**

A thematic analysis was conducted of 46, the total number of Teachers’ Course Handbooks (assessment portfolios) submitted to Children in Crossfire for an OCN Level 3 qualification in Nurturing Compassionate Global Citizens.

There were four Teacher Course Handbooks, one for each of the main groups of participants: NI primary teachers, RoI primary teachers, NI post-primary teachers and RoI post-primary teachers. The assessments were essentially the same in each handbook but the wording of some assessments was adapted to match the curriculum context (Appendix 1). Teachers responses in the following assessment tasks were selected for analysis (Table 1.)
### Table 1. Selected Teacher Assessments

<table>
<thead>
<tr>
<th>Assessment Task No</th>
<th>Question</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>How the Educating the Heart supports Teaching and Learning...</td>
<td>Diagram</td>
</tr>
<tr>
<td>1.2</td>
<td>How and what critical literacy skills will pupils develop when learning about... through the Educating the Heart Approach?</td>
<td>Written -key discussion points</td>
</tr>
<tr>
<td>2.2a</td>
<td>Explore the challenges and opportunities contained within the school curriculum for incorporating pupil voice to the heart of active learning</td>
<td>SWOT analysis</td>
</tr>
</tbody>
</table>
| 2.2b               | a.) Please discuss the potential for incorporating pupil voice through Educating the Heart active learning methods  
|                    | b.) How could the challenges identified in the SWOT analysis be overcome? | Written 300 words, Written 200 words     |
| 3.1                | Proposal for developing a whole school approach                           | Written summary                           |
| 3.2                | Discuss how the Educating the Heart training has supported your practice. Critically reflect on the extent to which you think implementing Educating the Heart in Practice will develop pupils as Compassionate Global Citizens. | Written 1500 words                       |

### Rationale

Initially, the idea was to identify and explore themes in teachers' responses to assessment 3.2:

*Discuss how the Educating the Heart training has supported your practice. Critically reflect on the extent to which you think implementing Educating the Heart in Practice will develop pupils as Compassionate Global Citizens.*

After analysing a few teacher responses to assessment 3.2 it became clear that pupil voice, critical thinking, inquiry-based active teaching and learning and whole school approaches were emergent key themes. As assessments 1.2, 2.2a, 2.2b and 3.1 also provided information about these concepts it made sense to include them in the analysis.

### Outline of Educating the Heart Programme

The Educating the Heart Programme consisted of two main components. The first, two days training for teachers who participated in the programme. The aim of the training was to provide teachers with a range of active teaching and learning methods which would enable them to explore social inequality and social inequality issues with pupils and to facilitate the cultivation of the necessary knowledge, understanding, skills and values for participating in the world as a compassionate global citizen. Teachers participating in the programme had the option of completing assignments to achieve an OCN Level 3 Qualification at primary or post-primary level in Nurturing Compassionate Global Citizens.

The training was in preparation for the second component of the programme, when teachers would deliver the Pupil Programme which included 12 lessons and activities (Appendix 2). The Pupil Programme was produced by Children in Crossfire. Teachers could adapt the lessons and resources to suit pupil needs.

Children in Crossfire viewed developing Compassionate Global Citizenship as a journey to be navigated, with different paths to explore, comprised of different components, illustrated by its compassion compass (Figure 1.).
It is a holistic model designed to educate the heart, mind and body as shown in Table 2.

<table>
<thead>
<tr>
<th>Educating the Whole Person</th>
<th>Heart</th>
<th>Head</th>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Literacy</td>
<td></td>
<td></td>
<td>Pupil Voice and Participation</td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td>Universal Values</td>
</tr>
<tr>
<td>Wellbeing</td>
<td></td>
<td></td>
<td>Active Compassion</td>
</tr>
<tr>
<td>Knowledge and Understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metacognition</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Pupil Programme's 12 lessons and activities were designed to enable teachers to navigate the components of compassion to explore with pupils local and global social injustice and social inequality issues.
Appendix 2. provides an outline of the 12 Educating Heart Lessons. Each lesson includes learning intentions. Teachers could also use the Educating the Heart Learning Framework - Developing Knowledge and Understanding (Appendix 3.) and Framework for Cultivating Skills and Values (Appendix 4.) to plan and create their own lessons, activities and to set their own learning intentions.

Teacher Participation

From September 2017 to October 2018 eight cohorts with a total of 157 teachers from 87 schools participated in Children in Crossfire’s Educating the Heart Programme. Table 3 provides a summary of levels of teacher participation and teacher assessment portfolio submission for OCN Level 3 accreditation. Almost one third of teachers submitted assessment portfolios for accreditation and gained an OCN Level 3 qualification in Nurturing Compassionate Global Citizens (Table 3).

Table 3. All Cohorts (1 to 8 totals)

<table>
<thead>
<tr>
<th>Cohorts</th>
<th>Primary</th>
<th>Post-primary</th>
<th>SEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No schools</td>
<td>No teachers</td>
<td>OCN L3</td>
</tr>
<tr>
<td>NI</td>
<td>32</td>
<td>55</td>
<td>8</td>
</tr>
<tr>
<td>RoI</td>
<td>27</td>
<td>45</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>100</td>
<td>27</td>
</tr>
</tbody>
</table>

Common Themes

Curriculum Links

Teachers suggested the Educating the Heart Programme could be delivered through any curriculum areas/subjects and therefore it could be developed through a whole school approach. One teacher commented:

“*Its (Educating the Heart Programme) value and importance cannot simply be overstated... There is scope for integration with all aspects of the curriculum.*”

Although, most teachers, agreed certain curriculum areas/subjects are more aligned than others to teaching Compassionate Global Citizenship, because of the content and topics they covered. These included:

- Art
- English
- Drama
- History
- Language
- Music

2. Cohorts were delivered in Derry, Dublin, Newry, Galway, Cookstown, Enniskillen, Belfast and Limerick
Developing a Whole School Approach to Educating the Heart

All the teachers highlighted the value of developing a whole school approach to Educating the Heart. Teachers commented:

“Since implementing a whole school approach to Educating the Heart we have fewer problems with pupil behaviour. Teacher/pupil morale has improved and the general atmosphere of the school has changed.”

“Unquestionably, our school is more compassionate, kinder and more open minded. Our pupils have better understanding of Compassionate Global Citizenship and a better understanding of how they make the world a better place to live for everyone.”

Teachers discussed the benefits, challenges and ways to overcome challenges of a whole school approach.

Benefits to Pupils and School

- more compassionate and understanding pupils, staff and school
- more inclusive school
- improves pupil/teacher relationships
- improves teachers’ and pupils’ understanding of world and local and global issues
- develops teachers’ and pupils’ sense of independence and interconnectedness with others around the world
- develops pupils’ understanding of global issues – social justice, equality and fairness
- develops the whole pupil-supports their personal development – self-confidence, self-esteem
- develops pupils as critical thinkers and problem solvers – encourages pupils to challenge assumptions/views and media
- develops pupils’ skills e.g. personal and intra-personal skills, communication, working with others
- develops shared values e.g. empathy, compassion, self-respect, respect for others
- develops understanding of others, equality, diversity and inclusion
- encourages collaboration between teachers
- encourages pupils to work together
- promotes pupil advocacy/pupil voice
• encourages pupils’ participation in wider community
• empowers pupils to take action and make a difference
• develops pupils’ sense of belonging to school
• improves pupils’ mental health and wellbeing
• develops pupils’ emotional intelligence – pupils better able to self-reflect, recognise, understand and manage their emotions and those of others – may reduce conflict
• supports pupils to build good relationships with others who may be different
• supports pupils to be able to discuss controversial issues
• supports pupils’ life-long learning – transferable knowledge, understanding, skills and values
• enjoyable and interesting experience for pupils which they will remember
• improves behaviour

Benefits to Wider Community

• encourages greater community participation
• builds stronger relationships between school and community
• develops pupils’ sense of belonging to community
• may encourage volunteering in the community
• pupils’ experience of Educating the Heart may influence parents and friends to become Compassionate Global Citizens
• improved communication with parents and wider community
• gains support of parents and wider community to teach about controversial issues
• pupils learn more about their community and community issues
• builds links and relationships with community
• develops understanding and empathy for others in the community
• parents more aware and involved in their child’s learning

Challenges of Whole School Approach

• lack of awareness of Development Education and Global Issues
• initiative overload – teachers may view Educating the Heart as another educational initiative and additional work
• finding curriculum time for Educating the Heart
• getting support/buy in from Senior Leader Team (SLT), Board of Governors (BoG), all staff, pupils and parents
• staffing, capacity for teaching
• time for staff training
• funding for certain activities/resources
• ensuring sustainability

Overcoming Challenges

• raise awareness about Educating the Heart Programme – clear communication, regular agenda item at staff meetings
• work with Children in Crossfire – invite a representative to raise awareness of Children in Crossfire’s work and Educating the Heart programme
• engage with relevant outside agencies to support specific parts of the programme
• develop Educating the Heart in collaboration with other schools – build partnership working
• gain support of school SLT and BoG – meet, inform and influence key decision makers in school about Educating the Heart Programme and its benefits
• gain support of whole staff
• establish and maintain an Educating the Heart steering/working group
• include Educating the Heart within School Development Plans
• link Educating the Heart to appropriate school policies
• involve staff in training, planning and delivery of Educating the Heart Programme
• utilise staff and parents with relevant expertise
• provide staff training
• develop taster sessions – have short sessions introducing teachers, pupils and parents to the Educating the Heart Programme
• model Educating the Heart inquiry-based active teaching and learning teaching approaches across the curriculum
• develop staff capacity through team teaching
• promote pupil voice – involve pupils in their learning, establish school council and other forums to allow pupils to express their views
• showcase examples of pupil work – videos/photographs
• engage with and encourage parental involvement
• build on and integrate into relevant current school initiatives
  – Croke Park Hours (RoI)
  – Green Flag (RoI)
  – Eco Schools (NI)
  – Global Learning Programme (NI)
  – Habitat Change Makers Programme
Educating the Heart: Supporting Teachers’ Practice

Teachers were very positive about Children in Crossfire's Educating the Heart Programme. Teachers commented on how the training and implementing the programme in school had supported their professional development. They discussed the training, lessons/activities, teaching and learning methods and the Pupil Programme. Teachers commented on how valuable the training was in developing their practice and preparing them for teaching Educating the Heart Lessons. Teachers' views supported those in Children in Crossfires' report on Continuing Professional Development Course for teachers (see https://www.childrenincrossfire.org/wp-content/uploads/2018/12/Children-in-Crossfire-Training-R-report-2018.pdf).

Educating the Heart training has helped me understand that teaching young people is not all about increasing knowledge but also about giving time and space to ask questions, to discuss and to think critically about their place in the world and to understand their central role in changing it for the better.

“Educating the Heart has had a huge impact on my professional practice and personal wellbeing.”

“Educating the Heart was easily one of the most interesting courses I have ever been on... It was stimulating, inspiring and incredibly thought provoking.”

“I believe in the importance of linking head and heart and body... I have developed my knowledge about compassion and a sense of what it looks like in practice.”

Teachers discussed how they applied learning from training into their practice and provided examples of this in lessons and activities.

Sharing Practice

Most teachers referred to how the Educating the Heart training days provided them with opportunities to meet and build relationships and networks with colleagues from different types of schools. Teachers commented on the value of being able to share practice, discuss their experiences, ideas and view and learn from others.

Developing a Deeper Understanding of Compassion and Compassionate Global Citizenship

The majority of teachers said that through their experience of the Educating the Heart Programme they had
developed a deeper understanding of compassion and Compassionate Global Citizenship.

Teachers said, the Educating the Heart training days and the lessons/activities covered a range of social injustice and social inequality issues. These included, human rights, human rights abuses, conflict, local and global inequalities, resource distribution and use, poverty, fairness, fair trade, exploitation and environmental sustainability. Many teachers commented on how the Compassion Compass was a valuable tool for exploring these issues using inquiry-based active teaching and learning methods. The Compassion Compass provided a reference framework for teaching Compassionate Global Citizenship. Teachers said Educating the Heart training encouraged self-reflection and critical thinking. The training activities challenged teachers to think more deeply about concepts and issues and how to teach them.

Teachers further developed their understanding of compassion and Compassionate Global Citizenship through teaching the 12 Educating the Heart Lessons. They had to think about their own understanding of these concepts in order to support pupils’ understanding. Teachers recognised three main aspects to understanding and having compassion and to being a Compassionate Global Citizen. The first was developing a deeper understanding of themselves. The second was a better understanding of others. The third was understanding the relationship, connections and interdependence between the them as an individual and others within the frame of common humanity. This view also helped them better understand how developing compassion linked to the heart, head and body.

Teachers used the Compassion Compass to focus on developing different components of compassion. Teachers recognised how components of compassion related to heart, head and body (see Table 2). This helped teachers to focus on specific learning outcomes e.g. developing understanding of their thinking and emotions, empathy, compassion, critical literacy skills, critical thinking skills, research skills, working with others, universal values.

Over the period of teaching the lessons teachers gained a better understanding of the components of compassion. They were better able to see and explore different relationships between the components e.g. local and global interdependence, recognising common humanity and building relationships, developing empathy and how developing a deeper understanding of these contributed to Compassionate Global Citizenship. This understanding helped teachers when planning and teaching lessons to draw attention to connections and relationships between key concepts.

Developing Practice

Teachers discussed a range of ways participating in the Educating the Heart Programme had enabled them to develop practice including the following:

Inquiry-based Learning and Active Teaching and Learning Methods

Educating the Heart training facilitators discussed and modelled inquiry-based learning and a range of active teaching and learning methods. Teachers were given time to reflect on their practice and to adapt and use
different methods to teach Compassionate Global Citizenship.

Most teachers discussed how pupils responded positively to the inquiry-based learning approach. The approach promoted independent learning, pupil voice. It provided opportunities for group work, to develop pupils’ knowledge, understanding, metacognitive abilities, emotional intelligence, skills and values. Teachers said, pupils were interested, motivated, willing to engage in lessons and to express their views. Pupils gained a sense of ownership and enjoyed participating in activities.

Some teachers commented that the inquiry-based learning required them to be facilitators of learning. This required teachers to guide pupils thorough the learning process and to scaffold learning to take pupils to the next stage. Teachers developed more effective questioning techniques by using more open, exploratory type questions which encouraged critical thinking and by giving pupils more thinking time.

Creating a Safe Space

Creating a safe space was viewed by teachers as an essential precondition for the success of the lessons/activities and for promoting pupil voice. To illustrate this some teachers shared their experiences of teaching Lesson 1. Pupils Securing the Space. Teachers commented that the lesson helped pupils to understand the importance of inclusion, making everyone feel valued and respecting others’ views. This provided the basis for discussing the need for ground rules and involving pupils in their creation. A few Northern Ireland primary school teachers linked this to the Rights of the Child as part of being a Rights Respecting School (UNICEF, 2019).

Pupil Voice

One of the main objectives of the inquiry-based learning approach was to enable teachers to promote pupil voice through the 12 Educating the Heart Lessons. Teachers could then use their experience to build in strategies for developing pupil voice in all aspects of their practice. With the support of Senior Leader Teams, teachers could share their experiences and work collaboratively with colleagues to develop pupil voice as part of a whole school approach.

Teachers found promoting pupil voice encouraged pupils to actively engage in activities and with their learning. This helped pupils become more confident. Teachers promoted pupil voice by a creating safe space and by allowing time for and providing opportunities for pupils to express themselves. Teachers said:

“I made sure to ask students throughout the lessons what they enjoyed and what they learned. I used strategies such as, Tweet Me, where students wrote down how they felt after thinking using their emotional brain.”

“All the lessons are based on promoting pupil voice. This had made me think more about involving pupils in the lessons. I ensure pupils views are listened to and valued.”

Many teachers made the connection between heart, mind and body and pupil voice. They commented on how developing pupils’ emotional literacy, self-awareness and self-reflection enabled pupils to better understand their emotions and feelings. It also provided them with a vocabulary and language to express emotions and feelings.

Critical literacy and critical thinking supported pupils to think more deeply about their emotions, feelings
and views. Giving pupils thinking time enabled them to communicate more effectively. While most teachers thought of pupil voice mainly as an oral or written expression a few teachers highlighted the importance of other ways pupils could express themselves. These included through drama; invisible theatre, street theatre, creating an art piece for the school or local community, mural, sculpture or a school or community garden.

Many teachers explained examples of Pupil Programme lessons and activities which they found useful for helping pupils develop metacognitive abilities, to understand and express their thinking and emotions (Appendix 1). Teachers commented on how important the lessons were in supporting pupils’ mental health, resilience and wellbeing. These included Lesson 2. Paws for Thought. This lesson had a series of activities which allowed pupils to explore their mind states and to express themselves. In Lesson 3. So, What’s in a Brain? pupils considered the thinking and emotional sides of the brain, the thinking brain and emotional brain and how to manage their emotional triggers. Teachers also discussed Lesson 4. The Mind Jar. In this lesson pupils explored their emotional states, how their emotions changed when they became frustrated or angry and coping strategies. These lessons and activities encouraged pupils to discuss their thinking and emotions and helped pupils realise that talking to others could help them cope in difficult situations. Teachers commented:

“These simple activities can have a very deep and meaningful impact if used in the correct way and if time is provided for them to think about their feelings and understanding of issues.”

“Educating the Heart active learning methods incorporate many opportunities for pupils to actively voice their opinions and views in a safe environment... pupils are more motivated... pupils love to get involved in debates.”

“The inquiry-based learning approach has allowed students to have a voice in the learning process and through the participatory activities. I have seen a tangible growth in confidence and self-belief.”

Developing Pupil Voice Through A Whole School Approach

Teachers discussed developing pupil voice through a whole school approach to Educating the Heart and suggested ways to achieve this. These included:

• gain support of SLT
• creating whole school guidelines/framework, linked to teaching and learning, children’s rights and welfare
• link to school policies
• using inquiry based active teaching and learning approaches with a focus on pupil voice across the curriculum
• using Educating the Heart Lessons
• establishing a school council
• providing opportunities for pupils to work with others from different schools
• engaging and training classroom assistants in Educating the Heart learning programme and ways to develop pupil voice
• involving parents and the wider community – providing opportunities for pupil to express themselves
• use social media and school website
• Build on current school initiatives
Developing Pupils’ Metacognitive Abilities

Most teachers recognised the importance of developing pupils’ metacognitive abilities. They said, understanding the thinking process enabled pupils to better understand themselves, their thinking and emotions and those of others. This was an integral part of the learning process which moved pupils beyond thinking about themselves to thinking about others and over time from being understanding, to being empathic, to being compassionate. Teachers said that providing time and opportunities for self-reflection helped pupils to understand their thinking process and emotions. Some teachers acknowledged the significance of metacognition and self-reflection and how they supported the development of critical literacy, critical thinking skills and emotional literacy.

Developing Pupils’ Critical Thinking and Critical Literacy Skills

Educating the Heart lessons provided a range of opportunities for developing pupils’ critical literacy and critical thinking skills. Many teachers commented that it was important to provide pupils with time and ways to self-reflect on their thinking and to encourage them to question their own beliefs, values and views, why they hold them, and who or what influences them. This helped pupils to think about, understand and develop respect, empathy and compassion for others.

This was illustrated in some teachers’ experiences of Lesson 11. We’re going on a Journey (Appendix 1). The lesson encouraged pupils to challenge their own views and assumptions. Pupils had to make a decision about who they would sit beside on a packed train journey. The only information given to pupils were passenger identifying labels e.g. a Syrian refugee, two farmers, a ballet dancer. Teachers promoted honest discussion and encouraged pupils to explain the reasons for their seating choice, including reasons for not sitting beside others. Afterwards teachers revealed information about passengers’ backgrounds with pupils. This was not what most pupils expected. For example, the Syrian Refugee was an accomplished violinist who had to flee his country because of war. During the activity pupils were responsive and honest. The activity enabled pupils to experience how stereotyping, bias and prejudice influenced their decisions. It encouraged them to think more critically before making decisions and to make informed decisions. One teacher said:

“...creating an everyday scene such as travelling by train etc. made the pupils realise that it could be a real-life scenario and made them take the lesson seriously. Also, when the resource cards were turned over, they were genuinely surprised and did make them challenge their own assumptions.”

Critical literacy and critical thinking skills enabled pupils to become more discerning and critical of information. This was important because of the volume of information accessible on line and through social media. Teachers said Educating Heart Lessons encouraged pupils to critically analyse and evaluate the credibility and reliability of information. The activities also helped pupils to recognise, bias, hidden agendas and to explore information, news and evidence from multiple perspectives. Teachers discussed these issues with pupils in Lesson 11. Teachers comments on critical literacy included:

“...critical literacy helps young people to question the messages they receive online and question reality and encourages independent and critical thinking.”

“...critical literacy questioning helped our pupils to explore the different ways we see the world and help them to understand different ‘truths’.”
Teachers discussed how the activities in Lesson 11 and other lessons including Lesson 8, *Space Ship Earth* and Lesson 9 *It’s Not Fair* provided opportunities for pupils to think critically, to ask and respond to questions and to participate in discussions. Lessons 8 and 9 helped pupils to develop their critical thinking skills to understand, relationships and connections between issues at local and global levels. The lessons encouraged pupils to think critically and more deeply about the underlying causes and consequences of social injustice and social inequality issues.

**Developing Pupils’ Emotional Literacy**

Teachers recognised the value of developing pupils’ metacognitive abilities as a foundation for developing emotional literacy (Appendices 1 and 3). Teachers said developing pupils’ emotional literacy would contribute to their mental wellbeing, a healthy mind and being happy. This was essential because many children’s and young people’s mental health was adversely affected by their circumstances, including, broken homes, suicides of friends or family, physical and mental abuse. Some teachers commented on how useful the emotional literacy lessons and activities were in supporting pupils who had difficulty controlling their emotions.

“Educating the Heart gives children the vocabulary to express their emotions. It encourages them to ask for help when dealing with their emotions.”

**Developing Pupils’ Resilience**

Developing resilience was linked to emotional literacy and pupils being able to develop coping strategies to deal with difficult situations. Teachers said, pupils needed to be able to deal with challenging situations and feelings of failure and rejection. Without resilience pupils may give up on a task or avoid a challenging situation. Teachers, thought this could become a habit which could prevent pupils from recognising their full potential as Compassionate Global Citizens.

Some teachers discussed Lesson 3, *So What’s in a Brain* and the *Trigger Tree* resource. In this activity pupils explored a situation which triggered emotional responses, their associated physiological response and how these might impact on their behaviour. Teachers thought this was a good activity because all their pupils could relate to this. Pupils were able to think back to a time/situation that they found stressful, difficult to cope with and which triggered a strong emotional response. One teacher stated:

“...Understanding how to manage their (pupils) emotions allows pupils to pause, reflect and return to the present moment. These steps will aid pupils decision making about how to deal with difficult situations.”
Lesson 3 was a progression from Lesson 1 Pupils Securing Safe Space and Lesson 2, Paws For Thought. Lesson 1 created a safe climate for pupils to share their experiences while Lesson 2 helped pupils to better understand, express and manage their emotions. By lesson 3, pupils were more willing to share their experiences. Teachers commented that the Trigger Tree activity gave pupils some reassurance because everyone had this type of experience. Part of the teacher/pupil conversation was around how pupils reacted and how well they coped in the situation. This led to thinking and discussions about how pupils might deal with the situation differently and on to exploring resilience and the resilience zone. Teachers explored the concepts with pupils using Grounding, Tracking and Resourcing methods (Appendix 5).

Teachers said these methods were new to them. They also had benefited from the Educating Heart Training when facilitators explained and demonstrated how Grounding, Tracking and Resourcing could be used by doing activities with teachers. Teachers said, the Grounding, Tracking and Resourcing activities were great. Many teachers discussed how they now used the methods in their personal and professional life to reflect on situations, particularly stressful ones, to resourse themselves and return to the resilient zone. They became a regular feature of their teaching. In addition to using the methods in Educating the Heart lessons teachers created time in other lessons for pupils to apply these techniques.

**Developing Pupils’ Growth Mindset**

Teachers were introduced to the concept of a Growth Mindset at the Educating the Heart Training. Growth Mindset and Fixed Mindset are terms used to describe people's views about learning and intelligence. Pupils with a growth mindset realise that their intelligence is not fixed and they can become smarter, improve their learning and become better at what they do in other areas of life. Conversely, pupils with a fixed mindset tend to view their progress as capped or limited and associated with an I can't do that attitude.

Teachers said that understanding the idea of growth mindset helped pupils to realise how their attitude could affect their motivation and ability to achieve success. Having a growth mindset enabled pupils to be more positive especially when dealing with challenging situations and negative people. Having a growth mindset also supported pupils to be more resilient by giving pupils confidence in their ability to overcome challenges. It moved them from an I can't do to I can do attitude. It also helped pupils to be more open minded and to explore ways to solve problems.

**Developing Pupils Knowledge, Understanding, Skills and Values**

Teachers outlined a range of knowledge, understanding, skills and values that pupils developed through Educating the Heart Lessons (Table 4). They match many of those outlined in Appendix 3 Pupil Learning Framework developing knowledge and understanding and Appendix 4, Cultivating Skills and Values – Nurturing Pupil Voice.
Table 4.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Skills</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compassion</td>
<td>• Metacognition</td>
<td>• Cooperation</td>
</tr>
<tr>
<td>• Compassionate Global Citizenship</td>
<td>• Self-reflection</td>
<td>• Compassion</td>
</tr>
<tr>
<td>• Global connections and interdependence</td>
<td>• Critical literacy</td>
<td>• Empathy</td>
</tr>
<tr>
<td>• Social responsibility</td>
<td>• Communication</td>
<td>• Fairness</td>
</tr>
<tr>
<td>• The importance of participation and taking action - ways young people can make a difference</td>
<td>• Critical thinking:</td>
<td>• Gratitude</td>
</tr>
<tr>
<td>• Human rights abuse Cultural understanding</td>
<td>• Communication</td>
<td>• Interconnectedness</td>
</tr>
<tr>
<td>• Identity</td>
<td>• Problem solving</td>
<td>• Interdependence</td>
</tr>
<tr>
<td>• Diversity</td>
<td>• Working with others</td>
<td>• Respect for others</td>
</tr>
<tr>
<td>• Fairness</td>
<td>• Research</td>
<td>• Social Responsibility</td>
</tr>
<tr>
<td>• Causes and consequences of social injustice, social inequality, global poverty</td>
<td>• Emotional Intelligence</td>
<td>• Solidarity</td>
</tr>
<tr>
<td>• Ethical consumerism</td>
<td>• Resilience and coping strategies</td>
<td>• Spirituality</td>
</tr>
<tr>
<td>• Environmental sustainability</td>
<td></td>
<td>• Trust</td>
</tr>
<tr>
<td>• The role of NGOs in dealing with social injustice and inequality issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The role of and responsibility of government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Causes of bias, prejudice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Causes and consequences of conflict, dealing with conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Refugees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Brain states, thinking and emotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pupil voice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching Controversial Issues

A few teachers said it was important to teach pupils about controversial issues, rather than avoid them, they arise all the time. Pupils needed to develop the skills to be able to participate in controversial discussions, this becomes increasingly important as they get older. Lesson 1. Pupils Securing the Space and creating ground rules provided the conditions for discussing controversial issues. Teachers suggested that developing pupils’ metacognitive abilities and emotional literacy would help them to better understand emotional triggers. Pupils could use coping strategies such as self-reflection, grounding, tracking grounding and resourcing to help them control their emotions when participating in controversial discussions. Developing a sense of empathy would help pupils better understand others’ viewpoints and feelings. While developing critical thinking and critical literacy skills, would help pupils to actively listen to others and to think about and make a reasoned response.

“Educating the Heart has given me the skills and confidence to teach and talk about controversial issues.”
Educating the Heart Pupil Programme

While overall, teachers were very positive about the Pupil Programme, a few teachers of SEN pupils and younger primary school pupils said the lessons were not suited to meet the needs of their pupils. Although, the teachers adapted the lessons, they thought it would be useful to have lessons specifically designed for SEN and younger pupils. Teachers views reflected those in the Report on Children in Crossfire’s Continuing Professional Course for Teachers, 2018.

All the teachers made general comments about the Pupil Programme, and provided comments about the different lessons and activities they had taught. Teachers said the lessons and pedagogy placed students at the centre of learning process and engaged them cognitively, emotionally and physically. They said the lessons, were well organised and structured, easy to use with clear guidelines, lesson outlines and objectives. The Pupil Programme provided teachers with a model for developing further resources and adapting them for different age groups, abilities and curriculum areas/subjects. The lessons and activities were new, fun, enjoyable, thought provoking and engaged pupils in their learning.

“The lessons were invaluable.”

“Educating the Heart is an amazing programme. I believe it offers much that children could learn through its supported scaffolded approach to nurturing Compassionate Global Citizens.”

“Paws for Thought, Lesson 2. really gets pupils engaged ... it works wonderfully with children and helps them associate it with the brain analogy quite easily.”

“The Space Ship Earth Activity was fantastic for showing pupils the reality of the World’s problems...It provided pupils with opportunities to work together and resolve problems.”

“In Lesson 10. Each One Teach One, pupils developed knowledge and understanding of key concepts through independent inquiry and provided opportunities for research, to interpret information and reflect on and express their views.”
Conclusion

The teachers’ OCN Level 3 assessments provided a rich source of information about their experiences and views of the Educating the Heart Programme. Generally, the findings suggested that teachers enjoyed Educating the Heart training and teaching the Pupil Programme. They found it new, interesting, refreshing, motivating and inspiring. Teachers commented on how their experiences benefited them personally and professionally. For many teachers it was time for self-reflection not only about their practice but on their world views and being compassionate.

The discussion about compassion and Compassionate Global Citizenship provided an insight into teachers’ personal, thoughtful and philosophical understandings, all highlighting the importance of motivation and action. Teachers also suggested a rationale for teaching Global Compassionate Citizenship based on the premise that there was a compassion deficit within humanity.

The findings suggested that the Pupil Programme was appropriate for most pupils with the exception of SEN and younger primary school pupils. Through teaching the 12 lessons teachers developed a good understanding of the Educating the Heart Model, the Compassion Compass and relationships between the heart, head and body and components of compassion. Teachers used a range of inquiry-based active teaching and learning methods and promoted pupil voice in lessons and activities.

The key themes were strongly aligned to what might be described as intended outcomes in relation to developing pupil knowledge and understanding (Appendix 3) and cultivating skills, values and nurturing pupil voice (Appendix 4). The teachers’ experiences of delivering the 12 lessons suggested the lessons could be used to achieve many of the intended learning outcomes.

The findings showed pupils responded positively to the lessons and activities. Pupils found them enjoyable and fun. Pupils were interested, engaged motivated to learn and more willing to express their views. Additionally, the focus on emotional development benefited pupils’ mental health and welling.

There was strong support for developing a whole school approach to Educating the Heart. Teachers cited a range of benefits to pupils, the school and wider community. While teachers outlined the challenges of developing a whole school approach, they also suggested practical ways of overcoming these.

It was also interesting to note that some teachers recognised the importance of compassion and Compassionate Global Citizenship to contributing to reconciliation and peacebuilding. This would be particularly important in Northern Ireland given the divided nature of society, the legacy of conflict and threats to fragile peace. Therefore, further research could explore the role of Educating the Heart in building relationships, promoting reconciliation and peacebuilding.
## Appendix 1. Outline of OCN Level 3 Assignments (Primary RoI)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Question/description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1.1</td>
<td>How Educating the Heart Supports Education for Ethics and Education for Wellbeing in the Primary Curriculum</td>
<td>Diagram</td>
</tr>
<tr>
<td>Assessment 1.2</td>
<td>Discussion topic: how and what critical literacy skills will pupils develop when learning about SPSE through the Educating the Heart approach?</td>
<td>Summary of key discussion points</td>
</tr>
<tr>
<td>Assessment 2.1a</td>
<td>In the circle below, colour each segment in the inner circle proportionately to show how successfully the indicator was met – colouring a tip of the wedge represents it being hardly met, the whole wedge represents it being completely met. The outer wedge can be filled in with comments or suggestions for change.</td>
<td>Diagrams</td>
</tr>
<tr>
<td>Assessment 2.2a</td>
<td>Explore the challenges and opportunities contained within the school curriculum for incorporating pupil voice to the heart of active learning</td>
<td>SWOT analysis</td>
</tr>
</tbody>
</table>
| Assessment 2.2b | a.) Please discuss the potential for incorporating pupil voice through Educating the heart active learning methods  
    b.) How could the challenges identified in the SWOT analysis be overcome | Written 300 words  
    Written 200 words |
| Assessment 2.3a | In-class Session Preparation.                                                        | Written outline of preparation |
| Assessment 2.3b | Self-Reflection on Delivered Session.                                               | Written short response     |
| Assignment 3.1 | Proposal for developing a whole school approach to Educating the Heart               | Written summary            |
| Assignment 3.2 | Discuss how the Educating the Heart training has supported your practice. Critically reflect on the extent to which you think implementing Educating the Heart in Practice will develop pupils as Compassionate Global Citizens. | Written 1500 words |
# Appendix 2. Outline of Educating the Heart Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Aim</th>
<th>Pupils will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pupils Securing their Space</td>
<td>To Create a space where pupils can acknowledge the individual and unique qualities they bring to the classroom and to agree some ‘grounding principles’ that will help everyone work together as best they can.</td>
<td>Begin to understand the core principles and values which contribute to creating a safe space to work in. Learn to create a group contract for working together.</td>
</tr>
<tr>
<td>2</td>
<td>Paws for Thought</td>
<td>To help the pupils gain insights and awareness of various mind states, and explore these in a place free from judgement. Links to Pupil Learning Framework.</td>
<td>Begin to understand how their minds work in a variety of ways. Begin to develop the capacity to articulate ‘mind states’ in a creative and expressive way.</td>
</tr>
<tr>
<td>3</td>
<td>So, What’s in a Brain?</td>
<td>To help pupils begin to develop emotional intelligence.</td>
<td>Begin to understand the characteristics of the thinking and emotional side of the brain. Begin to recognise emotional triggers. Explore ideas for managing emotion.</td>
</tr>
<tr>
<td>4</td>
<td>The Mind Jar</td>
<td>To help people begin to develop skills for resilience and wellbeing.</td>
<td>Learn more about ways in which they can calm their bodies and minds through breathing and other techniques. Develop coping skills for responding to situations when things are not calm.</td>
</tr>
<tr>
<td>5</td>
<td>Take Notice</td>
<td>To help people begin to develop awareness and understanding of self and others.</td>
<td>Begin to develop their listening skills. Begin to develop an understanding of various sensations. Develop trust in each other. Develop relationship and team work skills. Begin to develop empathy for each other.</td>
</tr>
<tr>
<td>6</td>
<td>Making Connections</td>
<td>To help pupils appreciate interdependence, and to begin to develop empathy, respect and gratitude for others.</td>
<td>Be able to identify groups that people participate in. Begin to learn about global dimension. Be able to have a sense of global connection and interdependence. Begin to develop social responsibility.</td>
</tr>
<tr>
<td>7</td>
<td>Making Connections in Solidarity</td>
<td>To help pupils develop gratitude for others, and to help them develop the capacity to respond to issues of global injustice in solidarity with others.</td>
<td>Develop an increased sense of gratitude and interdependence. Think critically and conduct research. Identify actions they can take as global citizens.</td>
</tr>
<tr>
<td>8</td>
<td>Spaceship Earth</td>
<td>To help pupils develop motivation to participate and take action as global citizens.</td>
<td>Develop an increased sense of gratitude and interdependence. Think critically and conduct research. Identify actions they can take as global citizens.</td>
</tr>
<tr>
<td>9</td>
<td>It’s Not Fair</td>
<td>To help pupils develop knowledge and understanding of global issues and interconnection, and to develop their capacity to unpack the issues through critical and emotional literacy.</td>
<td>Begin to explore the structural causes of poverty and inequality. Begin to apply critical thought to global issues. Develop a deeper understanding of how they are interconnected through global systems. Develop an awareness of how they respond emotionally, physically and cognitively to the issues. Begin to think through and express imaginative solutions.</td>
</tr>
<tr>
<td>10</td>
<td>Each One Teach One and Each One Debate</td>
<td>To help pupils develop knowledge and understanding of key concepts through interdependent inquiry, and to help them explore perspectives through critical literacy.</td>
<td>Explore perceptions. Challenge and critique their own assumptions. Conduct research. Explore and critique dominant media messages.</td>
</tr>
<tr>
<td>11</td>
<td>We’re Going on a Journey</td>
<td>To help pupils apply critical literacy to their own assumptions and dominant media messages.</td>
<td>Identify and research a specific global injustice issue. Identify actions that the whole class can take to address the issue. Negotiate and agree an overall class action plan. Plan the delivery of the project.</td>
</tr>
</tbody>
</table>
Appendix 3. Educating the Heart: Pupil Learning Framework

Developing Knowledge and Understanding

Pupils will develop Knowledge and Understanding of local and global issues by:

- Investigating the causes and consequences of social injustice, social inequality, global poverty, and environmental degradation
- Investigating the causes and consequences of conflict
- Exploring how the security of the planet depends on global cooperation between nations and people
- Exploring how bias, intolerance, and fear of the other can emerge between nations, people and cultures of the world
- Exploring cultural understanding
- Exploring the interdependent nature of a globalised economy
- Investigating the interconnected nature of global political systems
- Exploring the role of human rights, children’s rights and the abuse of human rights
- Examining the role and social responsibility of governments in promoting and safeguarding human rights, global injustice and social equality
- Exploring the role and social responsibility of Non-Government Organisations (NGOs) in promoting and safeguarding human rights, global justice and social equality
- Investigating the role and social responsibility of the media in promoting and safeguarding human rights, social injustice and social equality
- Exploring aid, trade, debt and global corruption
- Exploring the ways young people can actively participate in society and at a local and global level to affect change for the better of all
- Investigating ways to promote and develop the Pupil Voice on global issues
Appendix 4. Cultivating Skills and Values – Nurturing Pupil Voice

Pupils will cultivate the necessary skills and values for participating in the world as local and global citizens by acquiring:

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Emotional Literacy</th>
<th>Metacognition</th>
<th>A Growth Mindset: attitudes and dispositions</th>
<th>Universal Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support pupils to think critically about local and global issues by:</td>
<td>Support pupils to develop compassion for themselves and others by:</td>
<td>Support pupils to develop their metacognitive abilities by:</td>
<td>Support pupils to develop a growth Mindset by:</td>
<td>Support pupils to develop universal values by:</td>
</tr>
<tr>
<td>• asking and working through critical questions about the causes and consequences of local and global inequality</td>
<td>• developing a vocabulary and language for emotions, feelings and compassion</td>
<td>• developing understanding of their thinking process in relation to emotions and feelings</td>
<td>• developing an openness to new ideas</td>
<td>• developing an appreciation of interdependence</td>
</tr>
<tr>
<td>• analysing and interpreting relevant issues</td>
<td>• developing awareness and understanding into the nature of thoughts, emotions and feelings, and how these can change over time</td>
<td>• developing the ability to think about what causes their emotional responses and feelings, and those of others</td>
<td>• developing skills of resilience</td>
<td>• developing an understanding of rights and responsibilities</td>
</tr>
<tr>
<td>• assessing key factors and relationships associated with issues</td>
<td>• communicating and expressing emotions and feelings in constructive ways</td>
<td>• developing the ability to monitor, reflect and evaluate their thinking, emotions and feelings in certain situations, or in response to certain issues</td>
<td>• developing self-belief</td>
<td>• developing gratitude and appreciation for people across the world</td>
</tr>
<tr>
<td>• assessing and challenging evidence, and identifying bias and hidden agendas</td>
<td>• developing awareness and understanding into the thoughts, feelings and emotions of others</td>
<td>• developing the ability to anticipate how they will think and respond emotionally to certain situations and issues</td>
<td>• developing the ability to reflect on personal behaviours, and opinions, and challenge these</td>
<td>• developing an understanding of solidarity and active citizenship</td>
</tr>
<tr>
<td>• challenging assumptions and traditional views about issues</td>
<td>• actively listening to and responding appropriately to others</td>
<td>• developing thinking strategies to manage emotions and feelings</td>
<td>• learning how to think through problems and make decisions</td>
<td>• learning how to listen to others and respond appropriately</td>
</tr>
<tr>
<td>• considering multiple perspectives on issues</td>
<td>• developing awareness and understanding of how they and others feel and respond to certain issues and situations</td>
<td>• developing an understanding of how certain events in a person’s life can have an effect on their emotional well-being</td>
<td>• learning how to critique personal assumptions, beliefs and biases, and how to be impartial in relating to others</td>
<td>• developing empathy and a desire to act to help others</td>
</tr>
</tbody>
</table>
Appendix 5. Helping Pupils Access their Resilient Zones – Activities

Step 1: Grounding

- Feel your feet on the ground
- Feel gravity
- Feel the pressure of your body on what is supporting it
- Feel the texture of objects with your fingers. Concentrate on the sensations running through your fingers and hand
- Put both index fingertips together. Concentrate on the sensation of one fingertip. Concentrate on the sensation of the other fingertip. Concentrate on the sensations of both fingertips together
- Name details of what you touch, see, hear, smell and taste at this moment

Step 2: Tracking

- Set aside some time in your day to invite pupils to pay attention to the sensations in their bodies
- Invite them to identify if the sensations are pleasant, unpleasant or neutral
- Explain that these sensations are like little clues to help us figure out if we are in or out of our RZs
- Invite pupils to behave like scientists who are observing their sensations, and working out how the sensations make them feel
- As a follow-up reflection, invite pupils to identify various emotions. Invite them to describe what this emotion feels like in the body. How does the emotion become a whole-body sensation? This can be completed as a visual representation or through journal entries or a poem

Step 3: Resourcing

- Invite pupils to think of a person, place, thing, memory, or a part of themselves (physically or personality trait) that makes them feel calm, pleasant, peaceful or strong
- Invite them to focus on the sensations in their bodies
- Once again, invite pupils to behave like scientists who are observing these specific sensations
- Invite pupils to challenge themselves to stay with the thoughts and sensations for a period of time, and build their inner strength to feel calm, pleasant, peaceful or strong. Explain to pupils that this helps build out ‘RZ muscle’, and can even widen our overall RZ
“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

- Kofi Annan
“Love and Compassion are necessities, not luxuries. Without them, Humanity cannot survive.”

- His Holiness the 14th Dalai Lama of Tibet
“Educating the Heart has had a huge impact on my professional practice and personal wellbeing.”

“Being a Compassionate Global Citizen involves not only thinking about another’s feelings/suffering but taking action against social injustice and social inequality.”

“Educating the Heart training has helped me understand that teaching young people is not all about increasing knowledge but also about giving time and space to ask questions, to discuss and to think critically about their place in the world and to understand their central role in changing it for the better.”

“Compassionate Global Citizenship ...recognising that not everything is fair but we must strive to make things fairer. It is about looking after our own wellbeing and in a strong emotional state be able to act in small ways, but aiming for one goal of stamping out injustice, working to make things equal and helping people to have a decent, rewarding life.”

“Educating the Heart was easily one of the most interesting courses I have ever been on...It was stimulating, inspiring and incredibly thought provoking.”

“It’s about giving young people the emotional resilience, critical thinking skills and values to become an active change maker. A change maker who can and will work towards making a fairer and more compassionate world.”