

## National Geographic Learning Framework: Attitudes

	Pre-K (3&4 year olds)	K-1 (5&6 year olds)	2-3 (7&8 year olds)	4-5 (9&10 year olds)	6-8 (11,12&13 year olds)	9-12 (14,15,16&17 year olds)
<b>CURIOSITY:</b> An explorer remains curious about how the world works throughout his or her life. An explorer is adventurous, seeking out new and challenging experiences.	Children display enthusiasm for learning about themselves, others around them, and their environment.  Children display a willingness to try new things in a supervised setting.  Children at this age are naturally curious, which makes this a perfect time for exploration and experiences.	Children display willingness to try new things in a supervised setting.  Children take in everything around them, creating and building on a framework of information about the world.  Children build understanding of biological concepts through direct experience with living things, their life cycles, and their habitats.	Children are interested in the natural world, in how things are put together, and how things work.  Children want to explore society and the world and to think about roles in society.  Children are interested in all areas of knowledge, they begin to conduct research and create ways of processing, exploring, and expressing their knowledge.	Children use reasoning and consider how others think and why they think that way.  Children display a strong sense of curiosity about other cultures.  Children work within small groups to try new things. They also begin to design and take on new adventures individually.	Youth initiate and participate in adventures with little supervision or structure.  Youth experience a re-emergence in learning through doing at this age, with curiosity about "how to" do things.  Youth are curious about philosophical ideas about the natural and cultural world and, specifically, about what they and others can do to make a difference.	Youth deepen their awareness of the world and other people and see issues, problems, and solutions on a global scale.  Youth seek to learn more about themselves, others around them, their environment, and the world beyond their experiences.  Youth actively, and with self-direction, research and seek multiple perspectives to gain deeper understanding.
<b>RESPONSIBILITY:</b> An explorer has concern for the welfare of other people, cultural resources, and the natural world. An explorer is respectful, considers multiple perspectives, and honors others regardless of differences.	Children can engage in caring for plants and animals.  Children begin to carry out simple, daily chores.  Children can give simple help to peers who are in need, upset, hurt, or angry.	Children begin to understand concepts of right and wrong, and they explore ideas of fairness.  Children understand they can do things to take care of the Earth.  Children recognize and appreciate that people around the world have different languages, customs, appearances, rituals, and accomplishments.	Children understand the viewpoints of others and they experience empathy for people considerably different from themselves.  Children rely on rules to guide behavior and play--to provide structure and security.  Children identify situations or circumstances that do harm to the environment.	Children make suggestions for counteracting harm to the environment and working productively to promote environmentally safe activities.  Children recognize differences in opinion as the result of differences in perspective.  Children are governed by moral reciprocity—following rules if there is a known benefit to them and meting out justice according to golden rule logic and based on concerns with fairness.	Youth are able to take increasingly mature action based on empathy and respect for others.  Youth are developing complex ways of thinking that allow them to understand and analyze the broader scope of human wants and needs—beyond their immediate surroundings to the broader world.  Youth identify injustices in the world and problem-solve social and environmental problems.	Youth participate in cross-cultural or international activities designed to increase understanding and empathy across differences in perspective.  Youth respond to actions they perceive as being disrespectful to groups in their community or their society.  Youth assume responsibility for personal and collective contributions to the reduction of and solution to current problems in the environment.
<b>EMPOWERMENT:</b> An explorer acts on curiosity, respect, responsibility, and adventurousness and persists in the face of challenges.	Children begin to express a sense of individuality and personal preferences.  Children show increased levels of physical proficiency and show genuine excitement about physical activity.	Children understand they are valuable members of their family, class, and group of friends, and they have something to contribute.  Children try out different identities and play-act roles.  Children build confidence in language abilities.  Children understand it's OK to make mistakes.	Children identify personal qualities of self and others and the contributions everyone can make to a group or family.  Children participate in simple group problem-solving activities to build skills in stating opinions and listening to others' opinions.	Children identify people who model or embody qualities and characteristics of empowerment.  Children have experiences in leading and following in groups activities.  Children listen to others without judgment or interruption and understand what it means to be "heard."	Youth understand that success and failure are both parts of life for everyone, and that failure can be a positive.  Youth recognize their own skills and abilities and the importance of those skills and abilities to their lives and to others.  Youth make decisions about daily goals and ways to reach those goals.	Youth take positive action in designing plans for addressing issues of interest on a local or global level.  Youth openly share their opinions with peers and adults, and they listen to and celebrate others' opinions.  Youth serve as positive, active role models for younger children.