Political Literacy Skills Progression

From Early to Fourth Levels

It is the responsibility of all practitioners to decide on the relevant skills progression entwined in the learning outcomes of their classroom activities.
Education Scotland suggest that **Research**, **Debate** can be key skills when teaching political literacy.
The following framework has been designed to support practitioners when teaching the skills of **Research** and **Debate** but it is not exhaustive, nor prescriptive.
Practitioners should consult their own curricular area progression frameworks to make decisions when teaching political literacy.

Skill	Early	First	Second	Third	Fourth
Research	**Demonstrates how to use different resources to find interesting information, e.g. photograph, poster, story book** **Chooses a useful resource to learn something new.**	**Understands what a question is asking.** **Finds and selects different information to answer a question.**	**Creates a number of specific questions to research a topic.** **Finds and selects relevant information from a range of sources.** **Identifies and decides what sources are trustworthy with justification.**	**Creates a hypotheses for a piece of research.** **Uses a range of evidence to link information to a theme or issue.** **Identifies exaggeration and bias in a source of information.** **Identifies sources to support an argument or theory.**	**Analyses a range of evidence to answer a question and conduct research.** **Evaluates evidence to investigate a hypotheses.** **Evaluates the usefulness of a source of information in terms of author, date published /written, content, purpose, bias and exaggeration.** **Evaluates evidence to develop a sustained line of argument, informed opinion or justified conclusion.**

Skill	Early	First	Second	Third	Fourth
Research			Skims and scans text to select and record information from a source to _take_ notes under headings. Paraphrases information to _make_ notes under headings. Summarises the main points of research into own words in a concise piece of text.		
Debate	Describes an event Listens to the views of others and responds with own views	Develops an argument on a local issue	Develops an argument and supplies evidence for a local issue. Compares arguments on a local issue. Organises evidence for an argument in a logical manner.	Uses a range of evidence to form an opinion. Identifies and accepts others' points of view Focuses on argument and purpose to engage an audience.	Uses a range of evidence to develop a sustained line of argument and persuade others on a controversial issue.

Political Literacy Assessment Evidence

From Early to Fourth Levels

Suggested themes	✂ **Make**	💬 **Say**	✏ **Write**	🪧 **Do**
Rights **Local and Global Citizenship** **Cooperation and conflict** **Fairness, Justice and Rule of Law** **Participation**	DVDs/Films/animations/radio programmes and podcasts about social issues, local people and community *Creating campaign materials and displays/viral ads or campaigns for social media* Collecting, editing and presenting news material for mock publications or broadcasts *TV /poster adverts* Publicity flyers *Information factsheets* Academic posters *Audio-Visual presentations*	Answering questions and giving ideas during story sessions *Asking questions about issues* Offering explanations for ideas *Building on the ideas of others* Use of effective questioning /higher order skills *Presenting to an audience* Delivering speeches and talks *Creating campaign songs*	Campaign posters (with key message) *Captions for photos* Story beginnings/endings *Evaluations/Peer Evaluations – 'I like this because…' 'I don't like this because…'* Lists giving tips or advice *Letters/emails to…* Postcards to…from… *Reflective journal entries* Protest banners	Any actions that convey participation e.g. litter pick; garden tidy; class/group rep; Fair Trade/shoe box appeals/school committee etc. *Local and global action campaigns* Planning and running information or enterprise days/fairs/ *Designing and making advertising materials* Supporting local organisations *Volunteering for charities and other organisations*

Suggested themes	✂ Make	💬 Say	✏ Write	Do
Rights **Local and Global Citizenship** **Cooperation and conflict** **Fairness, Justice and Rule of Law** **Participation**	Graffitti wall/models/artwork as communication *Talking heads video clips* Digital storytelling *Blogs, wikis etc.* Graphs/maps/infographics	Floor questions in debates *Experience of a variety of formal and informal debate and discussion techniques/discussions with key figures* Hustings event *Peer reflections*	Extended writing about…(reports, articles, essays, diaries, biographies, obituaries, manifestos, policy writing) *Social media conversations/blogs* Surveys/questionnaires/opinion polls *Note taking and making for research*	Planning and organising hustings to discuss social issues *Participating in local environmental action (e.g. clean-ups, Soup kitchens etc.* Holding a debate to persuade others *Running a TV station / radio station / school newspaper / magazine / online chat / youtube channel* Conducting surveys / opinion polls *Running a mock election or school committee* Researching methods and higher order thinking