

Observation form global citizenship education for very young learners

<p>Pupil</p> <p>Name: _____</p> <p>Age: _____ years and _____ months</p> <p>Grade: _____</p>	<p>Notation:</p> <p><input checked="" type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> not yet developing</p> <p><input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/><input type="checkbox"/> beginning to develop</p> <p><input type="checkbox"/><input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/> is developing to a reasonable extent</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input checked="" type="checkbox"/> highly developed</p>
<p>The observation list consists of indicators that relate to the competency profile for very young children. Global citizenship education consists of two domains: <i>Intercultural competencies</i> and <i>Democracy, society and general knowledge of the world</i>. The first domain consists of the components <i>knowledge, skills</i> and <i>attitude</i>. The indicators focus primarily on social-emotional development (laying the foundation for social behaviour), cultural orientation (recognising and respecting differences between people), social orientation (What is happening around me and how can I make a positive contribution?) and the development of English as a lingua franca.</p>	

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Intercultural competences	Date of observation			Comments:
Knowledge				
The child is aware that there are different languages.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
The child knows that there are different ways of communicating and uses different types of conversation, such as	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Sharing their own opinion. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Retelling an experience. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Explaining what happened. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
The child has knowledge of themselves and others:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Can identify their own (physical) characteristics and the similarities or differences with other children. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Skills				
The child develops as a user of the English language:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Understands (with visual support) the English language input. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Can pronounce the words and chunks correctly. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Understands (with visual support) the instructions and carries them out. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Responds to closed and semi-open questions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<ul style="list-style-type: none"> • Can hold short conversations in cooperative structures (with language support). 	□□□□	□□□□	□□□□	
The child can actively listen and observe:	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Responds appropriately to what others say. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Sticks to the topic of conversation. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Can give meaning to images (e.g. in a picture book) by looking at them intently and communicating about them. 	□□□□	□□□□	□□□□	
The child can cooperate with others:	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Takes the initiative to collaborate. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Takes the wishes and ideas of others into account. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Sticks to agreements and rules within the group. 	□□□□	□□□□	□□□□	
The child can empathise with others:	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Recognises and names emotions in other children. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Responds appropriately to the emotions of others. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Shows compassion, for example by helping or comforting. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> • Can put themselves in someone else's shoes during play or conversation. 	□□□□	□□□□	□□□□	
The child recognises, discusses and resolves conflicts:	□□□□	□□□□	□□□□	

<ul style="list-style-type: none"> Is aware of their own behaviour and its effect on others. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> Can explain the causes and consequences of a conflict situation. 	□□□□	□□□□	□□□□	
Attitude				
The child...				
<ul style="list-style-type: none"> is curious about others. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> accepts that there are differences in thinking, appearance and habits. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> respects others. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> is involved with others. 	□□□□	□□□□	□□□□	
Democracy, society and general knowledge of the world				
The child ...				
<ul style="list-style-type: none"> adheres to agreements and rules within the group. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> is curious about the world around them, asking questions. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> can compare their own environment with environments elsewhere. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> takes care of their own living environment. 	□□□□	□□□□	□□□□	
<ul style="list-style-type: none"> makes a positive contribution to various global issues. 	□□□□	□□□□	□□□□	