

LEARNING OUTCOMES IN FOCUS

Students should be able to:

- 1.11 show an appreciation of their responsibility to promote and defend their individual human rights and those of others.
- 2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions.
- 2.10 evaluate how they can contribute in responding to one challenge currently facing the world.
- 2.12 reflect on what has been learned in this strand.

NAME OF CBA

Taking action on climate change.

TEACHING AND LEARNING CONTEXT


In the lead up to this CBA the students engaged in a number of lessons aimed at linking their learning about human rights/human dignity from first year with the issue of climate change. They examined the issue of climate change through the lens of consequences, causes, impact (especially on human rights) and solutions. Students also explored how this issue links to the UN Global Goals.

Arising from this learning they were set the task of raising awareness about the global issue of climate change focusing on how people can contribute to addressing the causes and some solutions.

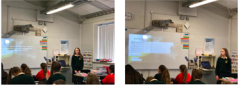
STUDENT CITIZENSHIP ACTION RECORD

My record on my action taken towards the global issue of climate change

I chose the global issue of climate change because I have a particular interest in this problem and I really felt an urge to take action on it. Climate change is playing a huge part in people's lives and thoughts today and I know this was my chance to investigate further into this global issue. I am very passionate about this subject and I felt it was my duty to educate young people like myself on climate change. I have a desire to help everyone understand the causes, consequences and solutions in relation to climate change. I needed to let people know that even the smallest changes that we can have a huge effect on climate change. I greatly hope that the action I took will make people think harder on the consequences of everyday items such as single use plastic bottles. I thought of this task as an enjoyable way to share information on the subject of climate change to my peers. I was so delighted when I finished all my homework for the day and got to work on this assignment.

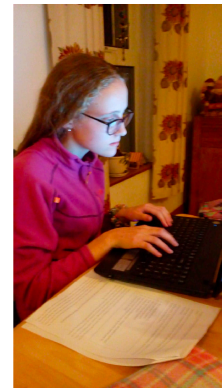


I contributed to this action by going to every second year class in my school and giving a presentation I had composed concerning climate change. I was delighted when I noticed everyone was impressed in what I had to say. It was fascinating to see everyone engaging so well in the action that I had undertaken. When I was presenting my project I couldn't wait to move onto each slide to share more interesting facts and important material regarding climate change. Many of my peers approached me at the end of my presentation inquiring me of the aspects they hadn't been enlightened about before my slides had been in view to them. This made me feel very proud as I realized that I had really made a difference to people's thoughts in relation to this global issue.

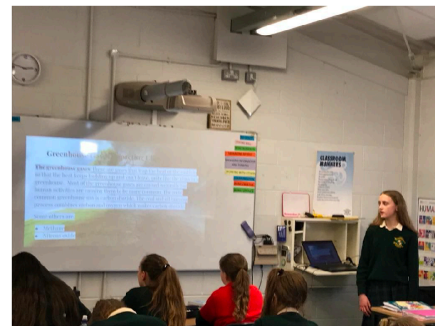


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I reflected on the new information I had received after finishing my project. I realised that I had gained much better knowledge on climate change. To give an example, when researching details on the causes of climate change I did not realise that the coal and oil burning process combines carbon and oxygen which forms carbon dioxide. This little fact made me think differently about everything around me. It also made me realise that the little pieces of information are what helps form your understanding of the bigger things regarding climate change. When reflecting on what I learnt, I discovered the definition for climate change and noticed what is different about climate change now rather than past changes in the climate. For instance, the ice age occurred due to natural reasons but this time, it is different, it is caused by human activities. This really interested me because I felt ashamed because it is partially my fault climate change is taking place.

I developed many skills when carrying out this assignment. One example, my public speaking skills improved immensely through this assignment. Being able to go up in front of all the second year classes and informing them about the causes, consequences and solutions of climate change. This gave me an extreme boost in confidence in speaking in front of others and also confidence in myself. I feel I have also definitely further developed my skill of discussing and expressing my thoughts on certain things. For example, when I made a slide on my opinion about how people can stop climate change from getting to an irreversible point. The final skill I feel this has helped me excel in is contributing to make the world a better place. From providing my peers with a greater understanding of climate change, I feel they will be able to share their knowledge to individuals about new information they have gained from paying attention to the action performed by myself. From learning new facts about climate change I realise that I need to take further action on this global issue, one of which would be to only use reusable water bottles and completely remove single use plastic bottles as an option for me storing my water in. When I begin to do this, I hope that my friends and other individuals I know will change their ways to do so too.

Many of my opinions on different aspects of climate change have changed whilst doing this project. I realise now the correct answers to queries I have been unsure about for quite awhile now. This project has helped me change my attitude and actions towards various areas of my everyday life. An example, I now realise how much of an effect my petrol car has on the environment. My parents have now decided to purchase an electric car which will be much better for the environment. I am so glad that my family is now taking into consideration the future generations.

My record on my action taken towards the global issue of climate change

My overall reflection on my learning is that I need to keep into consideration the impact of my everyday life on future generations. I need to note down all of the changes in my day to day life I need to undertake to be a greener citizen. I am determined to do this so that I will be on my way to leading a life people will look upon and decide to change their lifestyle to be like mine. I can't wait to begin on this journey to be a greener citizen. I believe everyone is in a position to do this they just need to put their mind to it. I will always remind myself of the many new pieces of information I have learnt when completing this assignment. I have found a much bigger interest in researching about this global issue that I will most definitely investigate further on this topic outside of creating this presentation.

FEATURES OF QUALITY

Exceptional

- The action record shows how the student fully and effectively engaged in meaningful action.
- The student's personal reflections on their learning are of excellent quality.
- The record is presented in a comprehensive, creative and highly effective manner.

Above expectations

- The action record provides evidence of how the student engaged in meaningful action.
- The student's personal reflections on their learning are of good quality.
- The record is presented in an organised, creative and effective manner.

In line with expectations

- The action record provides evidence of the student's engagement in the action.
- There is some evidence of personal reflection on their learning.
- The action record is presented in an organised manner with some creativity.

Yet to meet expectations

- There is limited evidence of personal engagement in the action taken.
- There is very limited evidence of student reflection on learning.
- The action record provides a very basic summary of information although it may lack detail and creativity.

The annotations capture observations by the student's teacher, using the Features of Quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance Group, consisting of practising teachers and representatives of the Department of Education and Skills Inspectorate, the State Examinations Commission and the Junior Cycle for Teachers Support Service.

TEACHER ANNOTATIONS

This record shows evidence that the student engaged in meaningful action. The student's personal engagement is demonstrated through undertaking research to understand climate change and then creating a presentation with the aim of raising awareness among every second year class. It would have enhanced the record if it said what specific aspect of climate change was being addressed. The inclusion of some screen shots of sample slides used in the second year presentations would provide helpful information on the particular focus as well as further evidence of how the student engaged in the action.

Some attempt to evaluate the impact of the awareness-raising presentations on the second years would enhance the action and throw light on the effectiveness of the action (for example, by surveying students about their knowledge and behavior before and after the presentations).

The reflections on learning are of good quality and include reflection on how engagement in the action has changed the student's personal understanding, skills, attitudes and behavior.

The mode chosen for presenting the action is simple but effective. The record could be enhanced by further use of images to capture each step along the way. The use of subheadings and formatting would also be helpful in breaking up long sections of text.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =

In line with expectations



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