

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

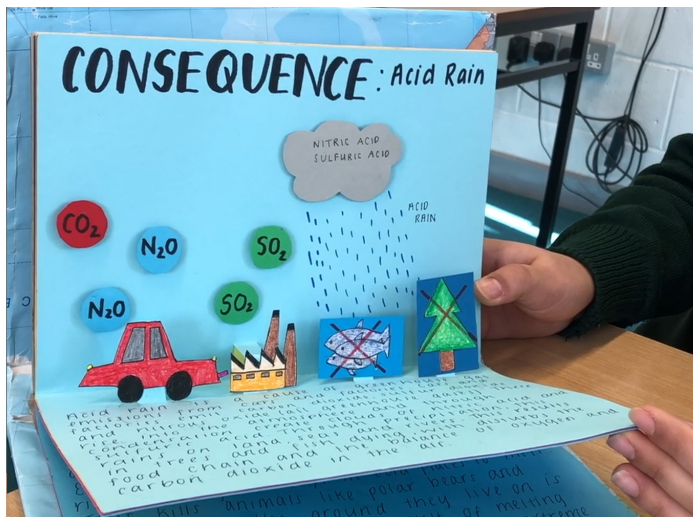
Taking action on climate change

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



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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 action record demonstrates that the student engaged in an action that was personally meaningful. The action record explains clearly the motivation behind the action, what it hoped to achieve and its impact – at both a personal level and in relation to the younger students she engaged with.

The action of creating a pop-up book to explain the causes and consequences of climate change shows innovation and creativity. The idea of creating a visually attractive book with simple messages is an effective way of raising awareness with a younger audience. The action record provides evidence of the development of a range of skills, including skills of research, communication and awareness of audience.

The action record includes good reflections about the knowledge and skills gained as well as a final reflection on how the action might have been more effective (through greater focus on what students can do). The organised way that the testimony is presented through an audio recording for the action record is effective and clear.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =

Above expectations



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