

## LEARNING OUTCOMES IN FOCUS

Students should be able to:

- 2.3 create a visual representation of data depicting their ecological footprint.
- 2.4 discuss three or more sustainable living strategies they can employ in their lives.
- 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

*Using digital technology or other means to create awareness and reduce our Carbon Footprint.*

## TEACHING AND LEARNING CONTEXT

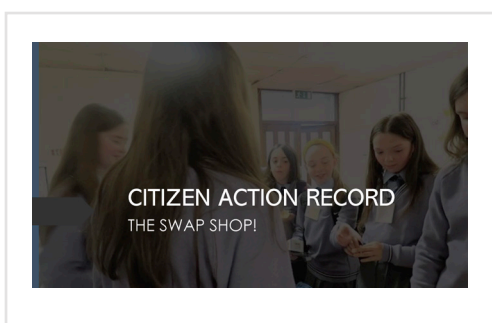
Students used their own devices to calculate their carbon footprint sourced at [World Wildlife Federation](#)

Data was shared to calculate the classroom average. Examination of data to compare Ireland's ecological footprint with the world – sourced at [The Global Footprint Network](#)

Students explored the impact of humanity's ecological footprint on the world around us. Students discussed the [TED Talk by Greta Thunberg](#) on the need to carry out action now.

Students were set the task and the guidelines for undertaking the CBA were shared; including what is a Citizen Action Record, presentation formats, importance of engagement/reflection on an ongoing basis and an introduction to the Features of Quality.

## STUDENT CITIZENSHIP ACTION RECORD





**CITIZEN ACTION RECORD**  
THE SWAP SHOP!

### Why I Chose This Action/Issue

I chose this issue because climate change is a huge problem that is not going to go away. I wanted to do something about it. A swap shop will not prevent climate change, but it is a step in the right direction.





## What I Hope to Achieve

- I hope that this swap shop will be successful and that many people will cut down on their carbon emissions by swapping things that are not useful to them, for things that are.
- I hope that this action will raise awareness about people's carbon footprint, and they will be more mindful and responsible about their carbon emissions in the future.
- I hope to have learned more about climate change during this CBA.



## How I Contributed to the Action

- I worked with a partner to do this action.
- I started off by doing my own research on our carbon footprint and climate change.
- My partner and I researched ideas on how to reduce peoples carbon footprint and decided to do a swap shop in the school together.
- I wrote a list of items that would be acceptable for students to swap.
- I designed posters to advertise our action to put up around the school.
- I wrote an announcement that was said over the school intercom.
- My partner and I carried out the action.
- I donated items that were left over to a charity shop.



## What I learned About the Issue/Topic

While researching for this action, I learned that we can't stop climate change because it's already here, and it's already too late to reverse many of its catastrophic effects. Even if we stopped emitting greenhouse gases today, global warming would continue to happen for at least several more decades, if not centuries. That's because it takes a while for the planet to respond, and because carbon dioxide lingers in the atmosphere for hundreds of years. There is a delay between what we do and when we feel it. With that in mind, we should still try to cut down on our carbon emissions. If we don't, the Earth will **never** recover. That is why we decided to do a swap shop.

## Skills I Developed

- ▶ Research skills
- ▶ Communication skills
- ▶ Digital Skills
- ▶ Artistic skills
- ▶ Groupwork skills
- ▶ Organisational skills

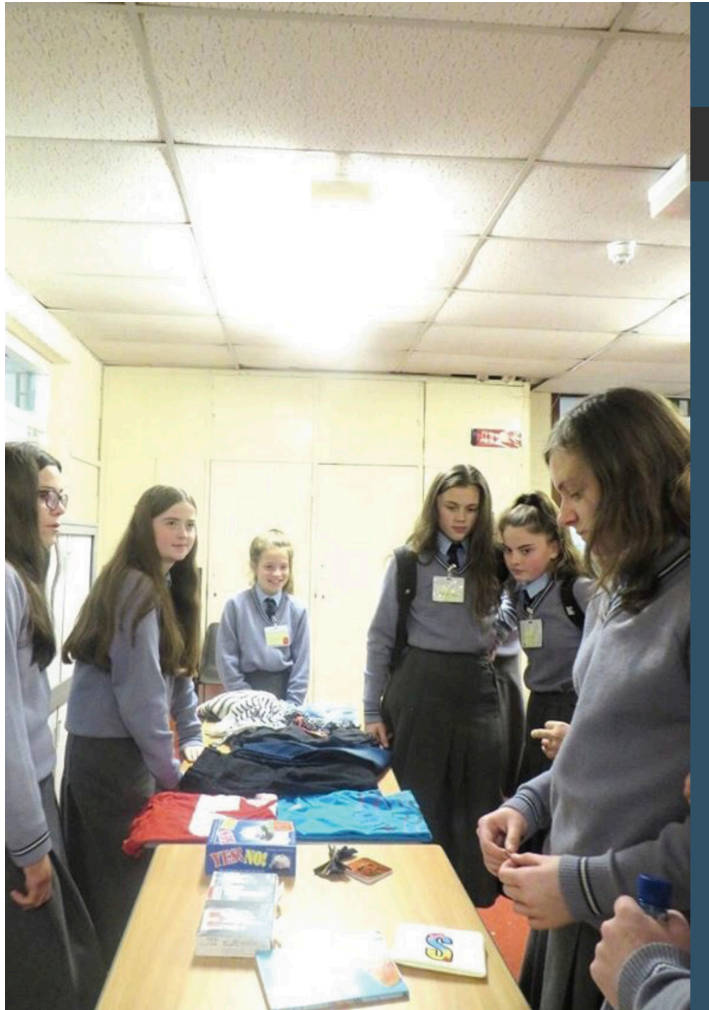




## How my Opinions or Attitudes Have Been Changed, Challenged or Confirmed

- Before I did this action, I thought that we could still stop climate change. I now know that it is already happening.
- I was surprised to find out the average carbon footprint in my class is 12.9 tonnes, I thought that it would be lower than that since the UK average is 10.2.
- I didn't know about all the terrible effects of climate change that are already taking place around the world until now.





## My Overall Reflections on my Learning and What this Means for me in the Future

- Working with a partner helped because we could split the work up between us. This meant that we were able to take on quite an ambitious action.
- I enjoyed working with another student and if I had the chance, I would like to work in a group again.
- I will try to make better choices in the future regarding my carbon footprint because I hate that many people are suffering because of climate change.

## 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

The record provides good evidence of the student's engagement in the action and the action of organizing a swap shop demonstrates genuine commitment and creativity. The student's action appears to have been meaningful for the students involved although the longer-term impact of the action in raising awareness is not clearly evidenced. The questions "what next?" and "how does this impact on the wider world?" are not addressed. It would also have enhanced the record if it explained why this particular action matters, using evidence on the impact of fashion on the environment.

Although somewhat lacking in detail, overall the record shows clear evidence of personal engagement and learning. It could be improved by the inclusion of more detail such as facts that influenced the decision to organize a swap shop, comments from other students about the swap shop event, and evidence of understanding the links between climate change and our consumption of fashion. In addition, this record could be improved if the emotional reflections were balanced with reflections on what the student has learned through engaging in this action and further ideas regarding next steps.

The record is presented very effectively through a PowerPoint presentation. It is comprehensive, well-structured and visually attractive.

## LEVEL OF ACHIEVEMENT

Best fit on balance judgement =

In line with expectations



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