

TORTHAÍ FOGHLAMA I BHFÓCAS

Ba chóir go mbeadh sé ar chumas an scoláire:

- 1.11 a léiriú go dtuigeann sé a fhreagracht féin chun a chuid cearta daonna féin agus cuid daoine eile a chur chun cinn agus a chosaint
- 2.9 anailís a dhéanamh ar shaincheist nó ar dhúshlán domhanda amháin, faoi na ceannteidil seo a leanas: cúiseanna, iarmhairtí, tionchar ar shaol daoine agus réitigh fhéideartha.
- 2.10 a mheas conas is féidir leis cabhrú i leith dúshlán amháin atá roimh an domhan san am i láthair.
- 2.12 machnamh a dhéanamh ar an méid a foghlaimíodh sa snáithe seo.

AINM AN MHEASÚNAITHE RANGBHUNAITHE

Gníomhú ar an athrú aeráide

AN COMHTHÉACS TEAGAIS AGUS FOGHLAMA

Chuaigh na scoláirí i ngleic le roinnt ceachtanna roimh an MRB seo ina díriodh ar an méid a d'fhoghlaim siad sa chéad bhliain faoi chearta an duine/dhínit an duine a nascadh le saincheist an athraithe aeráide. Scrúdaigh siad saincheist an athraithe aeráide ag cur na míreanna seo a leanas san áireamh: iarmhairtí, cúiseanna, tionchar (ar chearta an duine go háirithe) agus réitigh. D'fhiosraigh scoláirí an nasc idir an tsaincheist seo agus Spriocanna Domhanda na NA.

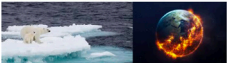
Tugadh an tasc a bhaineann leis an bhfoghlaim sin dóibh agus iarradh orthu feasacht a ardú faoi shaincheist domhanda an athraithe aeráide ag díriú ar na rudaí is féidir le daoine a dhéanamh le dul i ngleic leis na cúiseanna agus le roinnt réiteach.

TAIFEAD AR GHNÍOMH SAORÁNACHTA AN SCOLÁIRE


Student citizenship action record: Creating awareness about the effect climate change is having on the world

Why I chose this action / issue ?

I chose this issue to work with because all over the world, not just this country, not just this continent, the whole world is suffering from climate change. The whole world is feeling the consequences. Such as how the ice caps are melting and how the sea levels are rising, yes, these things are important but nobody is focusing on how in 70 years Venice may not be there. Or how many historical sites such as Stonehenge or Easter Island may not have any of their historic features left.



As for my actions to present all this information to children in a fun way I chose to make a board game as many studies show children between the ages of 5 and 16 retain information better when taught or given the information in fun, inventive and creative ways.



The board game

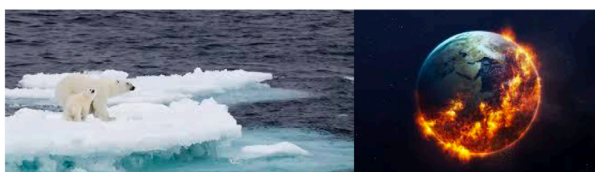
What I hoped to achieve ?

Throughout this project I have had ambitions to teach the younger students at my school the consequences they would face unless we all come together and try to stop any further contributions our generation might add. Now that I have showed the 1st year students at my school the game I am

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very pleased with the outcome. For instance before they played the game I asked the students what they already knew about climate change. As for the results of this they varied from not knowing anything to a few people having lots of valid interesting facts. Then after they played the game I asked the students what they know now. The results of this question was very promising with nearly all students retaining facts from the board game.

How I contributed to this action ?

I contributed to this action by inventing and creating a board game focused around climate change and the effect it is having on the world. After I was finished making this board game I brought it to a 1st year class in my school and presented them with my game. After I did this the class then gotta play the game. I also gave them information about guidelines they could take to help stop the further affect climate change is having on our planet

What I learnt about this issue ?

While completing this project I learned a lot of information such as how the dead sea is evaporating (slowly but surely) , how soon enough many historical sites such as Stonehenge and Easter Island may no longer be some of the beauties of our heritage by 2100 CE and future generations may not get to experience visiting these sites or how Venice a major holiday destination may be submerged in water by again 2100 CE . Lastly how many species of plants and animals in the Amazon are becoming extinct due to rising temperatures destroying them or their habitats .

What skills have I developed ?

I am very thankful for this project as I have advanced my skills in relation to speaking in front of large crowds as this always makes me nervous but it wasn't as bad this time. I also think this has also prepared me for speaking in front of my class or large crowds in future situations. I have developed skills when addressing my peers and teachers and even right now as I am writing this I am developing skills in relation to reflecting on future projects as this is my first time having to do a reflection on a project.

How have my opinions or attitudes changed, challenged or confirmed ?

Since beginning this project and learning about all the different aspects of climate change and how it affects our lives I have grown more concerned in how we need to take action to stop this as we are on a slippery slope and soon enough we won't be able to stop. This will result in many of the great places around this world being no more. So whoever is reading this I hope you will listen to me now as I am saying we need to take action against climate change and stop contributing to what are known as CO2 emissions as well as other greenhouse gasses, stop burning fossil fuels, buy food with less packaging, use reusable bottles/ cups / plates / straws / and shopping bags and lastly take public transport or carpool when at all possible. We need to help stop climate change before it is too late.

What are my overall reflections on my learning and what does this mean for me now and in the future?

I have tried my very best throughout this project. In my opinion it went very well making the project, presenting it and even down to this last part, my reflections.

I believe I have taken a big step forward in the right direction when it comes to my learning throughout this project. Right now that doesn't mean that much but for the future it means I will

have more confidence when presenting projects in the future as I know there is nothing to worry about as long as I give it my best. I also hope that the students I addressed about this issue will take a step in the right direction and follow my guidelines on how they can help stop the further effect climate change is having on the world.

NA GNÉITHE CÁILÍOCHTA

Thar barr ar fad

- Léirítear sa taifead ar ghníomh mar a thug an scoláire go hiomlán agus go héifeachtach faoi ghníomh fóna.
- Tá caighdeán den scoth i machnamh pearsanta an scoláire ar a chuid foghlama.
- Cuirtear an taifead i láthair ar bhealach cuimsitheach, cruthaitheach atá thar a bheith éifeachtach.

Os cionn na n-ionchas

- Léirítear sa taifead ar ghníomh fianaise ar an mbealach ar thug an scoláire faoi ghníomh fóna.
- Tá caighdeán maith i machnamh pearsanta an scoláire ar a chuid foghlama.
- Cuirtear an taifead i láthair ar bhealach eagraithe, cruthaitheach agus éifeachtach.

Ag teacht leis na hionchais

- Léirítear sa taifead ar ghníomh fianaise ar an mbealach ar thug an scoláire faoin ngníomh.
- Tá roinnt fianaise ann ar mhachnamh pearsanta ar a chuid foghlama.
- Cuirtear an taifead ar ghníomh i láthair ar bhealach eagraithe ina bhfuil roinnt cruthaitheachta.

Níor chomhlíon na hionchais go fóill

- Tá fianaise theoranta ann ar rannpháirtíocht phearsanta sa ghníomh a rinneadh.
- Tá fianaise an-teoranta ann ar mhachnamh an scoláire ar a chuid foghlama.
- Tá achoimre an-bhunúsach ar fhaisnéis sa taifead ar ghníomh cé gur beag soiléireacht nó cruthaitheacht atá ann

Tugtar tuairimí mhúinteoir an scoláire bunaithe ar na Gnéithe Cáilíochta sna nótaí, ag féachaint leis an leibhéal gnóthachtála atá i gceist sa saothar seo a dhéanamh amach. Dheimhnigh Grúpa um Dhearbhú Cáilíochta, ina raibh múinteoirí atá istigh sa rang agus ionadaithe as Cigireacht na Roinne Oideachais agus Scileanna, Coimisiún na Scrúduithe Stáit agus Seirbhís Tacaíochta na Sraithe Sóisearaí do Mhúinteoirí na nótaí agus na breithiúnais.

NÓTAÍ AN MHÚINTEORA AG ÚSÁID NA GCRITÉAR RATHÚLACHTA

Léirítear sa taifead seo go ndeachaigh an scoláire i ngleic leis an ngníomh ar bhealach an-mhachnamhach agus roghnaigh sé gníomh a raibh fíorspéis aige ann agus inní air faoi. Léiríodh cruthaitheacht agus feasacht ar an lucht rannpháirtithe sa ghníomh a roghnaíodh ag cruthú cluiche cláir a bheadh suimiúil do scoláirí níos óige agus trína rachaidís i ngleic leis an ábhar. Tá na céimeanna a tógadh mar chuid den ghníomh fóna agus rinneadh an-mhachnamh orthu. Ag dul i dteagmháil le scoláirí sa chéad bhliain i dtosach báire chun a n-eolas ar an athrú aeráide a fháil amach, ag forbairt cluiche cláir d'fhonn a bhfeasacht agus a n-eolas a mhéadú, ag dul i dteagmháil leo arís ansin le fáil amach cén tionchar a bhí ag an gcluiche orthu agus faoi dheireadh ag cur treoirlínte le chéile ar na rudaí is féidir le scoláirí a dhéanamh chun difear dearfach a dhéanamh faoin athrú aeráide.

Áirítear machnaimh phearsanta mhaithe sa taifead ar ghníomh ar na scileanna, na dearcthaí agus an t-eolas a fuair an scoláire agus an tionchar a bheidh ag na rudaí sin air anois agus amach anseo.

Tá an modh a roghnaíodh chun an gníomh a chur i láthair éifeachtach agus soiléir ach d'fhéadfaí é a fheabhsú ní ba mhó dá n-úsáidfí íomhánna ann, cuir i gcás roinnt íomhánna de na cártaí a úsáideadh sa chluiche cláir. D'fheabhsódh roinnt athfhriotail ó na scoláirí níos óige maidir leis an méid a d'fhoghlaim siad an cur i láthair agus neartódh sé an fhianaise ar éifeachtúlacht fhoriomlán an ghnímh.

AN LEIBHÉAL GNÓTHACHTÁLA

An measúnú is fearr maidir le breithiúnas ar an iomlán =

Os cionn na n-ionchas



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