

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

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

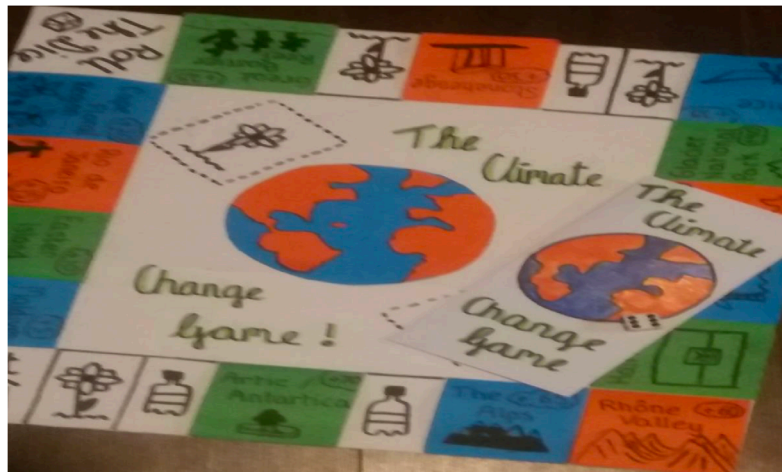
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very pleased with the outcome. For instance before they played the game I asked the students what they already knew about climate change. As for the results of this they varied from not knowing anything to a few people having lots of valid interesting 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

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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.

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 shows that the student engaged very thoughtfully in the action and chose an action that was of genuine interest and concern. The action chosen also showed creativity and an awareness of audience by creating a boardgame which could engage younger students in this topic. The steps taken in the action are meaningful and well considered. Firstly checking prior knowledge of first years in relation to climate change, then developing a board game to enhance their awareness and knowledge, then checking back to see what impact the game had and finally compiling guidelines on what students can do to make a positive difference.

The action record includes good personal reflections about the skills, attitudes and knowledge gained and how this will affect the student now and in the future.

The mode chosen for presenting the action is effective and clear although it could be enhanced by further use of images, such as some images of the cards used in the board game. Some quotes from the younger students in relation to what they learned could have enhanced the presentation and strengthened the evidence of the overall effectiveness of the action.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =

Above expectations



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