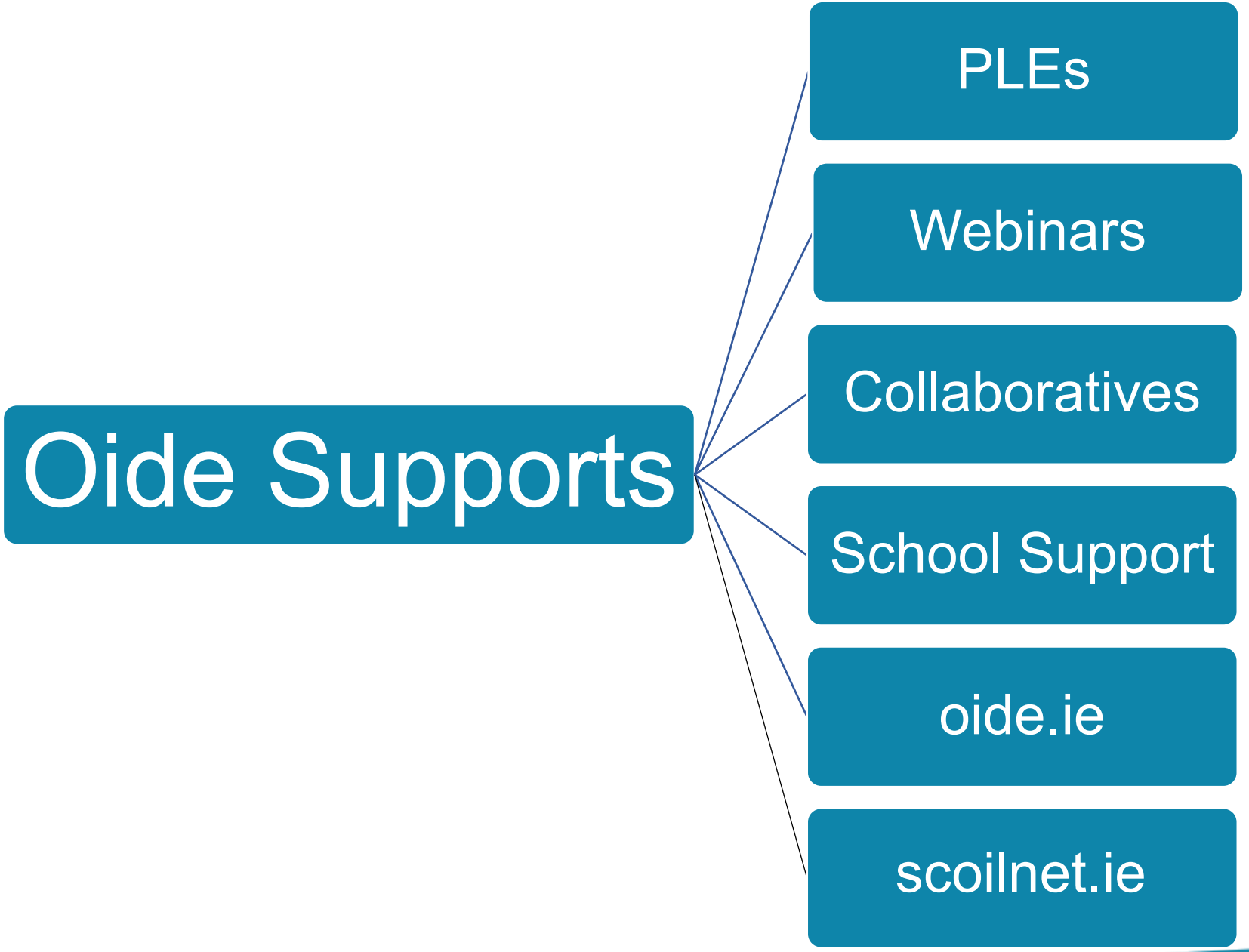
Planning and Action in Climate Action and Sustainable Development

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Our journey so far

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Introducing Climate Action & Sustainable Development Concepts





Hope, Togetherness , Community









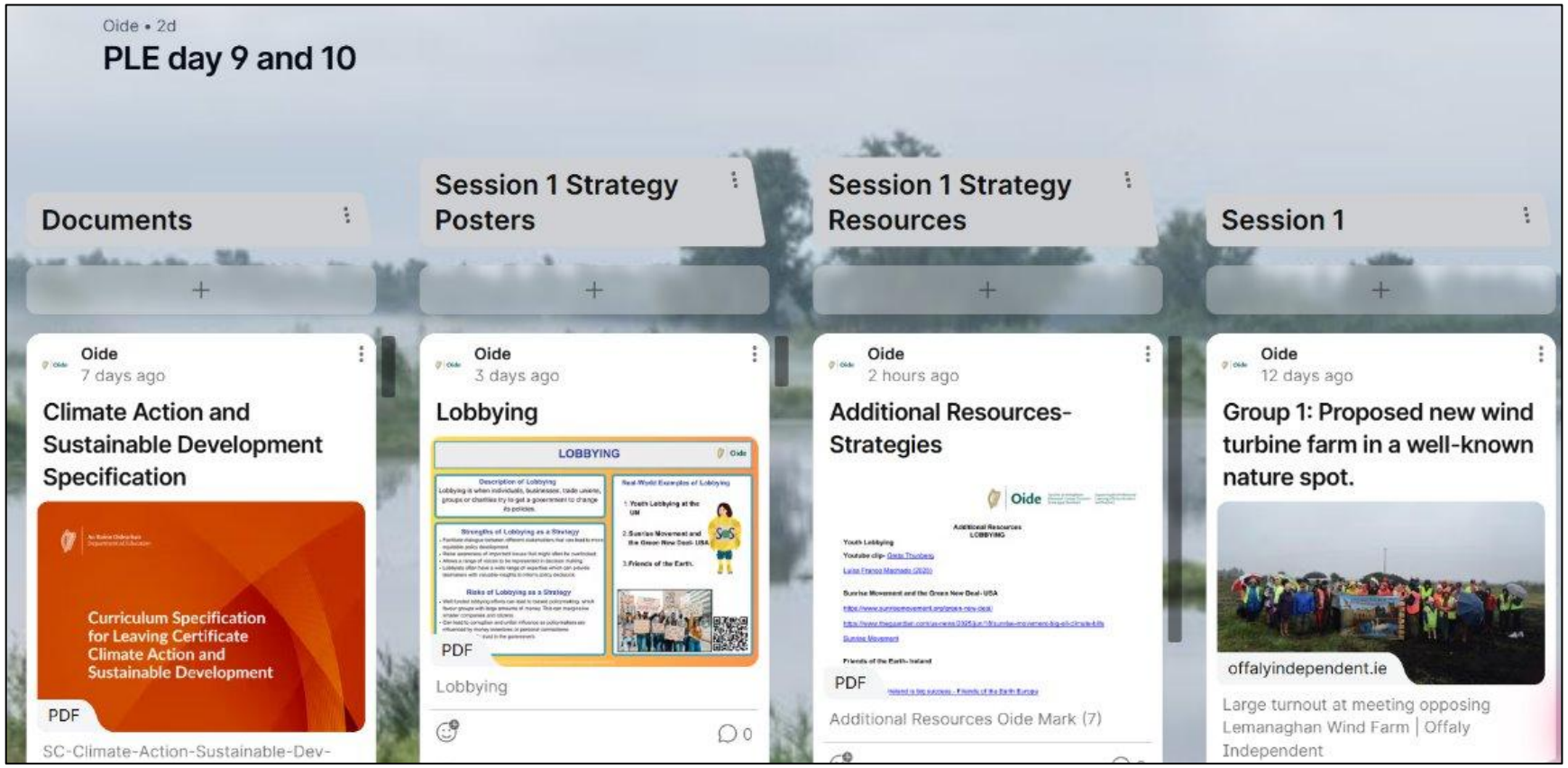
Teaching for a Changing World: Learning About and Through Action





Think Forward, Learn Forward

Padlet PLE Day 9 and 10



Icons



Activity



Reading



Feedback



Reflection



Modelling

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Supporting the Professional Learning of School Leaders and Teachers

Session 1

Climate Justice Strategies

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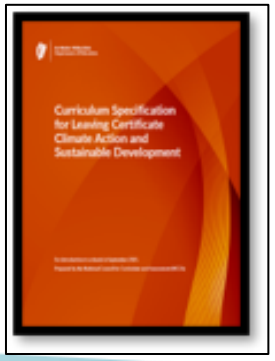
The focus of our day

- **Identify a range of strategies used by groups and social movements to pursue climate justice and bring about change**
- Plan and design an action on an issue related to climate action and sustainable development
- Describe how you will support students at each stage of the Action Project.

Applied Learning Task (ALT) 4.1

Students learn about	Students should be able to

• strategies including:
  ◦ lobbying
  ◦ community organising
  ◦ trade union organising
  ◦ legal actions
  ◦ civil disobedience
  ◦ boycott
  ◦ creative arts expression
• strategies employed by indigenous activists or groups, NGOs, civil society groups, etc.
	1. identify strategies used in the pursuit of climate justice by groups and social movements to achieve change, taking into account local knowledge gathered from their community



P.25

Identify recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

What would you do?

Your school discovers that a nearby area is experiencing frequent flooding linked to climate change.

Students want change.

- What could you do (as a student) in the next 30 days to move towards your vision for change?
- What could you do (as a student) over the next 3 years?
- What could you do (as a student) over the next 30 years?

Strategies Used in the Pursuit of Climate Justice

Participants will rotate around the stations, taking notes at each station on the following:

- What are the main strengths of this strategy?
- What are the challenges?
- In what situations might this strategy work best?
- In what situations might this strategy not be appropriate?





Strategy Challenge

- Group 1: Proposed new wind turbine farm in a well-known nature spot
- Group 2: Loss of biodiversity at a local lagoon
- Group 3: Rising transport congestion and emissions in a town
- Group 4: Flood risks affecting a community.



Strategy Challenge

Choose 3 strategies to respond.

Justify choices using:

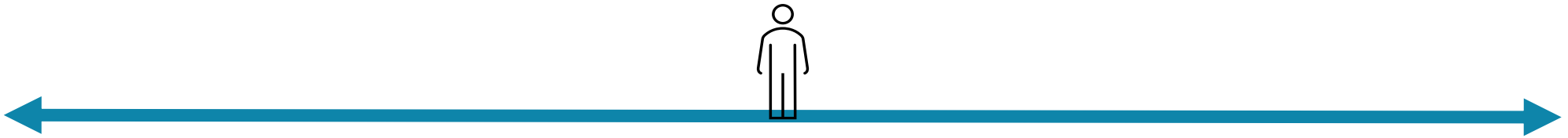
- Context
- Local knowledge
- Potential impact.





Ethics Line Debate

For each statement, stand where you feel best aligns with your views



Strongly agree

Uncertain

Strongly disagree







Reflection

- What key competencies could students further enhance during the activities of this session?
- How can I teach the strategies used in the pursuit of climate justice in a balanced way that encourages critical thinking and respectful discussion?



Planning in Action

With your colleague, consider how you could support students to engage with this learning outcome (ALT 4.1) through a climate justice issue in **your local** context.

- What do students need to be able to do or know?
- What would learning look like for this learning in your classroom?
- How would you gather evidence of learning?
- What would appropriate feedback look like here?





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Supporting the Professional Learning of School Leaders and Teachers

Session 2

Planning for Action

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The focus of our day

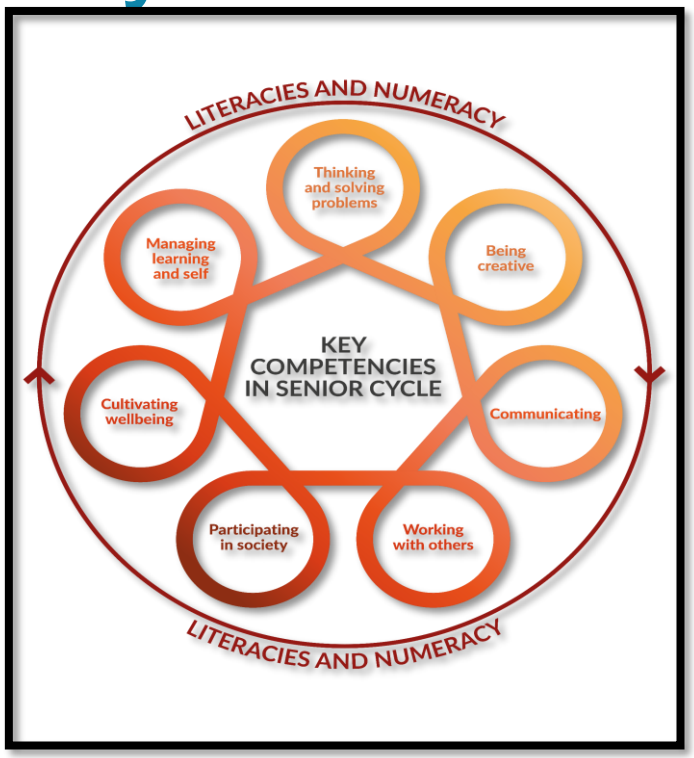
- Identify a range of strategies used by groups and social movements to pursue climate justice and bring about change
- **Plan and design an action on an issue related to climate action and sustainable development**
- Describe how you will support students at each stage of the Action Project.

ALT 4.2-4.5

Students learn about	Students should be able to
• a given issue they wish to address related to climate action and sustainable development	2. research and define a problem related to the issue 3. plan and design a potential action to address the problem 4. identify the strategies and resources needed to address the problem 5. reflect on the potential impact of the action

Reflection

How can I best support students in turning broad sustainability issues into researchable problems?





Student Challenge

Consider one of the following issues:

- Biodiversity
- Food and sustainability
- Plastic products and resource use
- Energy use in schools.

Turn the assigned broad issue into a clear, researchable problem.

Ensure it is:

- Specific
- Local/school/community based
- Evidence-based (How does one know that it is a problem?).

- a given issue they wish to address related to climate action and sustainable development

2. research and define a problem related to the issue
3. plan and design a potential action to address the problem
4. identify the strategies and resources needed to address the problem
5. reflect on the potential impact of the action

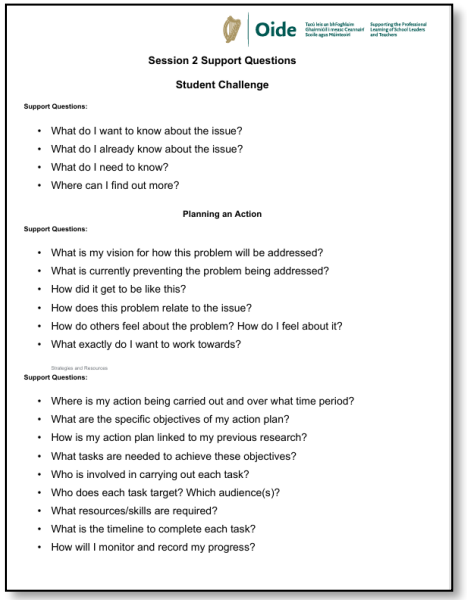


Example

Broad issue: Air quality



Evidence:
News articles about international air quality; national data about air quality



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Session 2 Support Questions

Student Challenge

Support Questions:

- What do I want to know about the issue?
- What do I already know about the issue?
- What do I need to know?
- Where can I find out more?

Planning an Action

Support Questions:

- What is my vision for how this problem will be addressed?
- What is currently preventing the problem being addressed?
- How did it get to be like this?
- How does this problem relate to the issue?
- How do others feel about the problem? How do I feel about it?
- What exactly do I want to work towards?

Strategies and Resources

Support Questions:

- Where is my action being carried out and over what time period?
- What are the specific objectives of my action plan?
- How is my action plan linked to my previous research?
- What tasks are needed to achieve these objectives?
- Who is involved in carrying out each task?
- Who does each task target? Which audience(s)?
- What resources/skills are required?
- What is the timeline to complete each task?
- How will I monitor and record my progress?

Local context considered – how might this affect us?

Specific problem: Traffic congestion around our school is affecting air quality

Planning an Action

Consider a range of actions that students could take within the school or local context in relation to the refined problem.

Decide on one action that students could realistically take.

• a given issue they wish to address related to climate action and sustainable development	2. research and define a problem related to the issue 3. plan and design a potential action to address the problem 4. identify the strategies and resources needed to address the problem 5. reflect on the potential impact of the action



Design a Plan

Complete a structured plan which details the following:

- Problem definition
- Action plan
- Strategies/resources needed to address the problem.

• a given issue they wish to address related to climate action and sustainable development	2. research and define a problem related to the issue 3. plan and design a potential action to address the problem 4. identify the strategies and resources needed to address the problem 5. reflect on the potential impact of the action





Reflecting on Potential Impact

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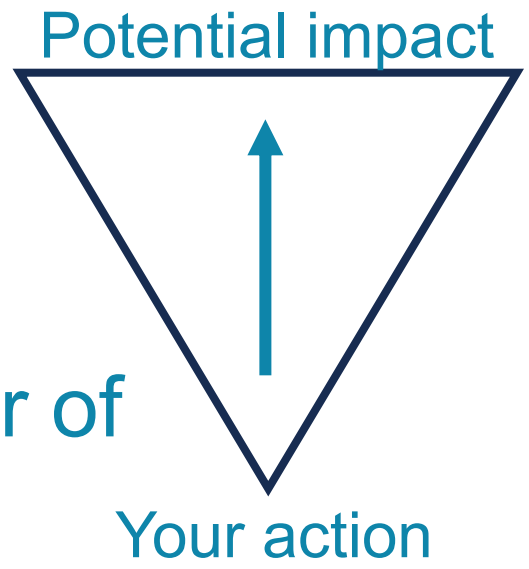
Consider and discuss the potential impact of the action on the following:

- Individual awareness
- Behaviour change in school
- School policy/practice change
- Wider community/environmental impact/behaviour of others

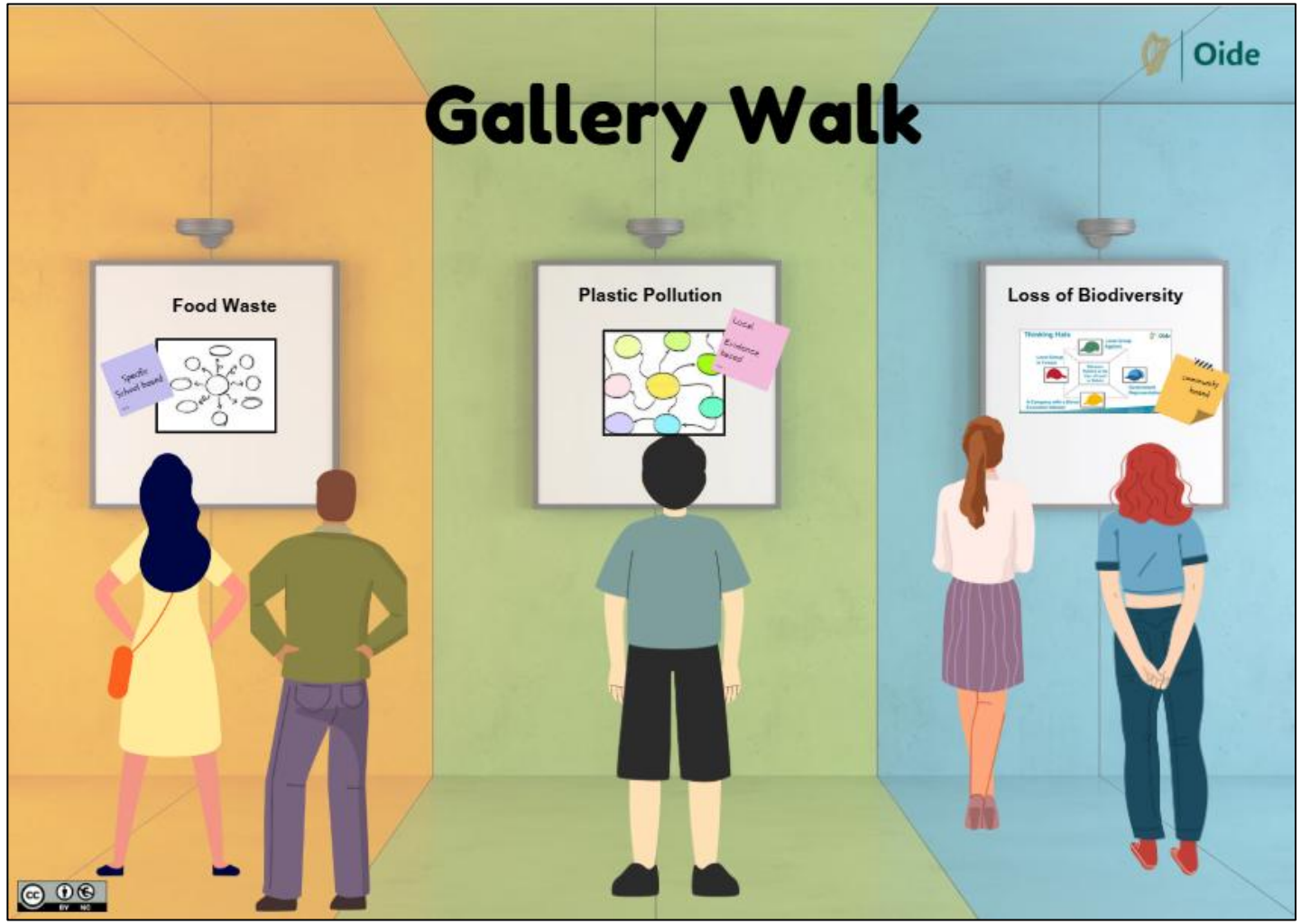


• a given issue they wish to address related to climate action and sustainable development	2. research and define a problem related to the issue 3. plan and design a potential action to address the problem 4. identify the strategies and resources needed to address the problem 5. reflect on the potential impact of the action



Gallery Walk

Read and discuss other groups' proposed plans.







ALT Planning Discussion

Discuss your planning of the ALTs across a two-year roadmap.

- What ALTs have your students engaged with to date?
- What other LOs did they link the ALTs to?
- Where in your two-year roadmap could ALTs be meaningfully integrated?





ALT Planning

With your colleague or individually, look at one of your Units of Learning (UoL) which features an ALT as its central focus. Discuss the following prompts and revise the UoL where required.

Consider:

- Identify the knowledge, skills, values and dispositions that students developed
- Discuss the timeframe for completion of this UoL
- Examine the learner experiences that built toward student action
- Explore how students documented their learning
- What did students need to be able to do or know; how did you gather evidence of that learning and provide feedback?





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Supporting the Professional Learning of School Leaders and Teachers

Session 3

The Action Project

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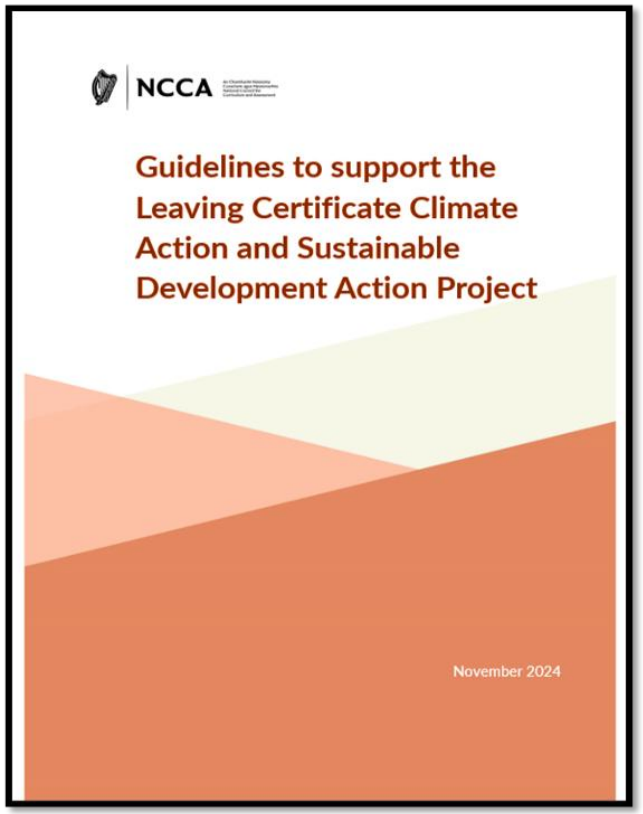
The focus of our day

- Identify a range of strategies used by groups and social movements to pursue climate justice and bring about change
- Plan and design an action on an issue related to climate action and sustainable development
- **Describe how you will support students at each stage of the Action Project.**

Planning for the Action Project in the CASD Classroom



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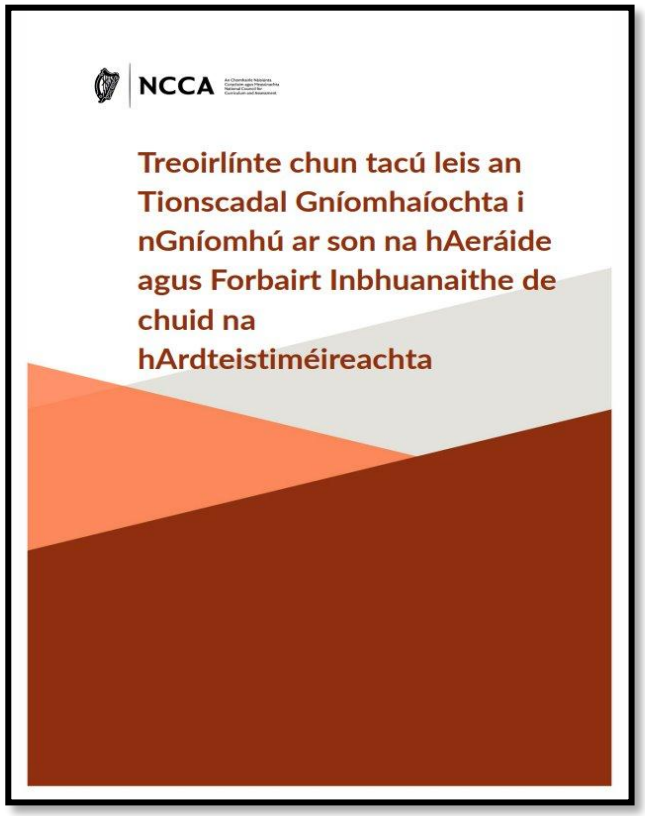
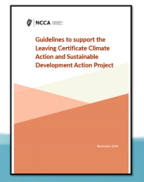


https://tinyurl.com/2ccb6z6a

Overview of the Action Project

The Action Project is designed to naturally integrate into everyday teaching and learning in classrooms.

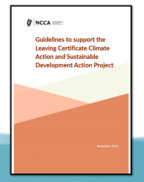
P. 2 - 4



Overview of the Action Project

The Action Project provides students with an opportunity to develop a deeper understanding of the concepts and principles they have learned throughout the course.

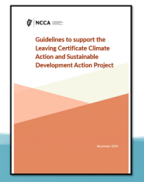
P. 2 - 4



Overview of the Action Project

It is envisaged that the Action Project will take up to 20 hours to complete.

P. 2 - 4



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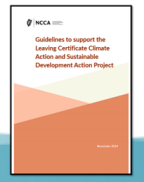
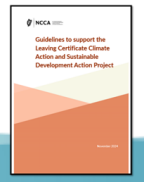


Overview of the Action Project

Whilst students might utilise and work with others in carrying out their Action Project, their evidence of learning is submitted and assessed individually.

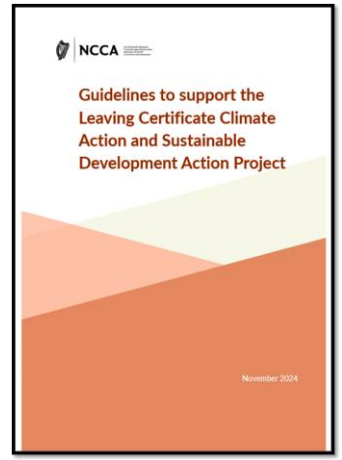
P. 2 - 4



Assessment for Certification

Assessment component	Weighting	Level
Action Project	40%	Common brief
Written examination	60%	Higher and Ordinary

P. 2



The Role of the Teacher

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ROLE OF THE TEACHER

Understanding the brief

- Clarify the requirements of the Action Project brief
- Ensure students are aware of the descriptors of quality associated with the Action Project
- Encourage students to focus on the requirements of the brief & relate their work to the learning outcomes.

Support Student Learning

- Identify any particular areas of the specification that students may need to engage with
- Promoting opportunities to develop SC key competencies
- Offer prompt questions to support students.

Research and Referencing Skills

- Guide students in development of research skills
- Help students to appreciate the importance of good referencing practices.

Considerations

- Facilitate access to appropriate resources
- Provide access arrangements for students with additional learning needs.

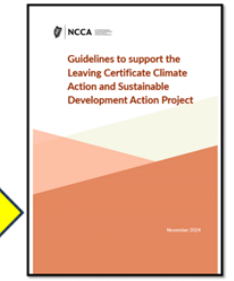
Feedback, Reflection and Submission

- Use feedback to promote a reflective approach
- Provide instructions at strategic intervals to facilitate timely completion
- Draw students attention to any requirements in relation to submission of the journal.

Teacher and Student Responsibilities

- Help students to understand how the brief links to the specification
- Comply with regulations e.g. Health and Safety, GDPR.

P. 12&13



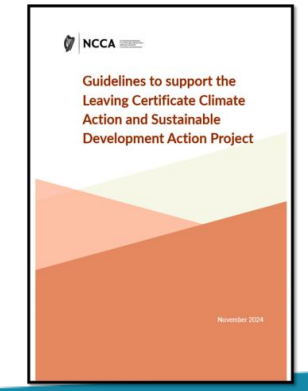
Descriptors of Quality

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
Planning and conducting the action	engage thoroughly with the concepts within their chosen action, consider multiple interconnected systems and evaluate a wide range of reliable sources to inform how they plan for, design and carry out the action. The strategies for taking effective action are appropriate, justified, chosen and employed.	have a good engagement with the concepts within their chosen action, consider a variety of perspectives and use a range of reliable sources to inform how they plan for, design and carry out the action. Strategies for taking action are chosen and employed.	have a limited engagement with the concepts within their chosen action, consider few perspectives as they plan for, design and carry out the action. Strategies for taking action are not chosen.
Communication	communicate throughout the process in the most clear and appropriate forms, demonstrating an awareness of and responsiveness to the audience(s) they wish to impact and engage. Consistent and coherent language and terminology is used in high quality presentation of information.	communicate the outcomes of their project clearly and in a variety of forms, taking into account the impact of their communications on audience(s). Moderately consistent and coherent language and terminology is used in good presentation of information.	use unclear forms of communication of the outcomes of their project. Inconsistent and incoherent language and terminology is used in limited presentation of information.
Reflection	engage in considered reflection throughout the project, locating the process and experience of completing the project within broader issues relating to climate action and sustainable development.	reflect on how the process and experience of completing the project relates to climate action and sustainable development.	make limited links between how the process and experience of completing the action project relates to climate action and sustainable development.

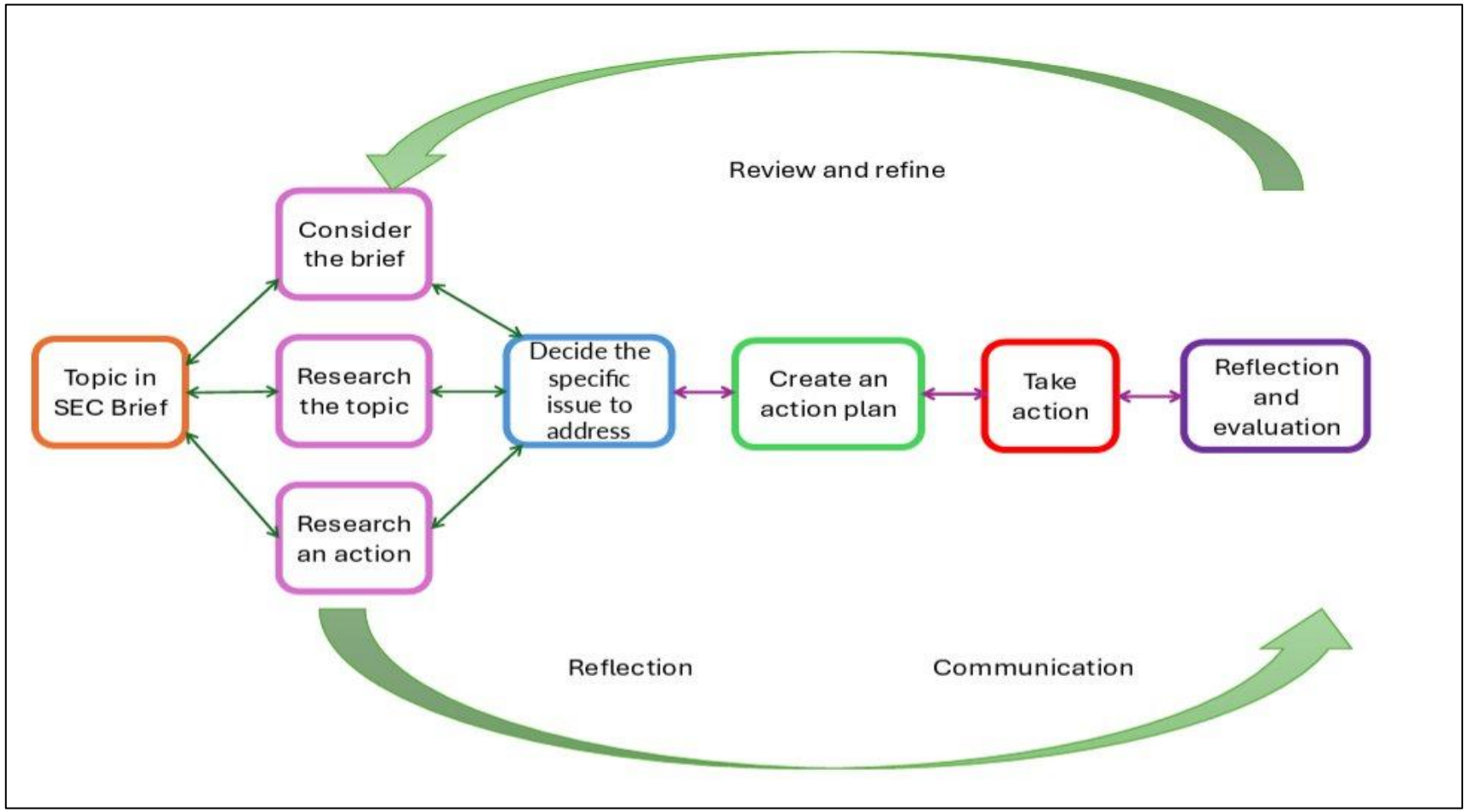
Table 1. Descriptors of Quality: Action Project

How can we support students with achievement in these areas?

P. 11



Overview of the Process for Completion of the Action Project



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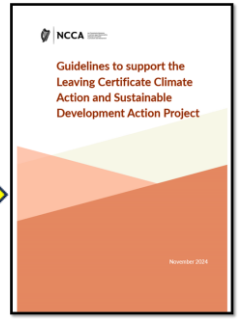

Process for the Completion of the Action Project

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How will I support my students?

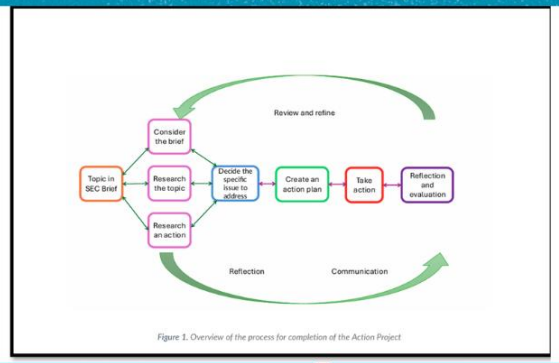


Figure 1. Overview of the process for completion of the Action Project

Notes/Ideas/To-do

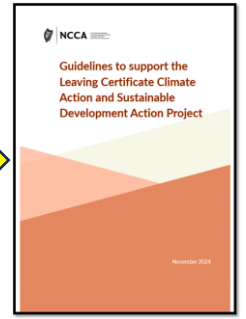
Stage 1: Considering the brief	**Stage 2: Researching the topic in the brief**
Stage 3: Researching an action taken by others	**Stage 4: Deciding the specific issue to address**

Supporting student engagement with Oide
Stage 1: Considering the brief

Stage 1: Considering the brief

The brief from the SEC will contain a topic related to an area of learning in the specification that becomes the focus for the Action Project. Students will pick an issue within the topic that they will focus on. In the first instance, students will consider the topic in the context of the brief and what they already know from their engagement with the subject, their understanding of the topic from their interests in school and/or beyond, and their awareness of the topic in wider society. They will then consider what sources they might use to find out more information about the topic. It is envisaged that this stage should take up to one hour.

P. 4





Supporting student engagement with Stages 2 and 3

Oide

Stage 2: Researching the topic in the brief

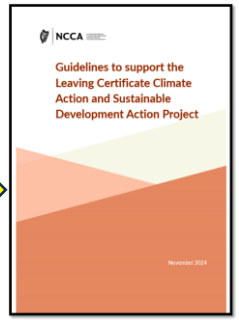
Having considered the topic and the requirements of the brief, students will carry out background research into the topic. It is envisaged that this stage should take up to one hour. They will familiarise themselves with the topic and its importance in the subject. They will identify some examples of action taken by others in relation to the topic and choose one of these actions to investigate in more detail. The following prompt questions may assist students in their research of the topic:

Researching the brief

- What do I want to know about the topic?
- What do I already know about the topic?
- What do I need to know?
- Where can I find out more?



P. 4 & 5



Stage 3: Researching an action taken by others

Students will individually research an action taken by others. It is envisaged that this stage should take between 1-2 hours. The action chosen for research should be specific and relevant to the topic in the brief. The research into action taken by others might include exploring where and when the action took place, why the specific action was chosen, how it was carried out, etc. Students will consider whether or not the action was successful in achieving the aim and will reflect on the relevance of what they have found out for their own Action Project.

Through their research, students will clarify how the action pursued addresses a root cause(s) of an issue related to the topic in the brief. They will identify strategies used by others in taking action to engage with the same or similar issue they are choosing as the focus for their Action Project. This will support students in selecting strategies they may wish to pursue in the design of their action plan.

In conducting their research, students will gather evidence from a variety of valid and reliable sources such as reputable websites, articles in newspapers, journals or magazines, or any other appropriate source. Sources could include findings from reports, oral testimony, local knowledge, field observations from the local community, secondary data and observations taken from events and field trips. It is important for students to record the details of the sources of information in order to assess their reliability and quality (relevance, accuracy and bias) and to ensure the sources of information used can be appropriately referenced in their *Action Project Journal*. More information on referencing of sources can be found in Appendix 2.

Good research practice involves reviewing, summarising and evaluating evidence from different viewpoints. This allows an informed and justified opinion to be made. Students are expected to conduct research in a responsible, safe and ethical manner and to avoid plagiarism.

Researching an action taken by others

- What examples of actions taken by others will I consider?
- What specific action will I look at?



Supporting student engagement with Stages 2 and 3

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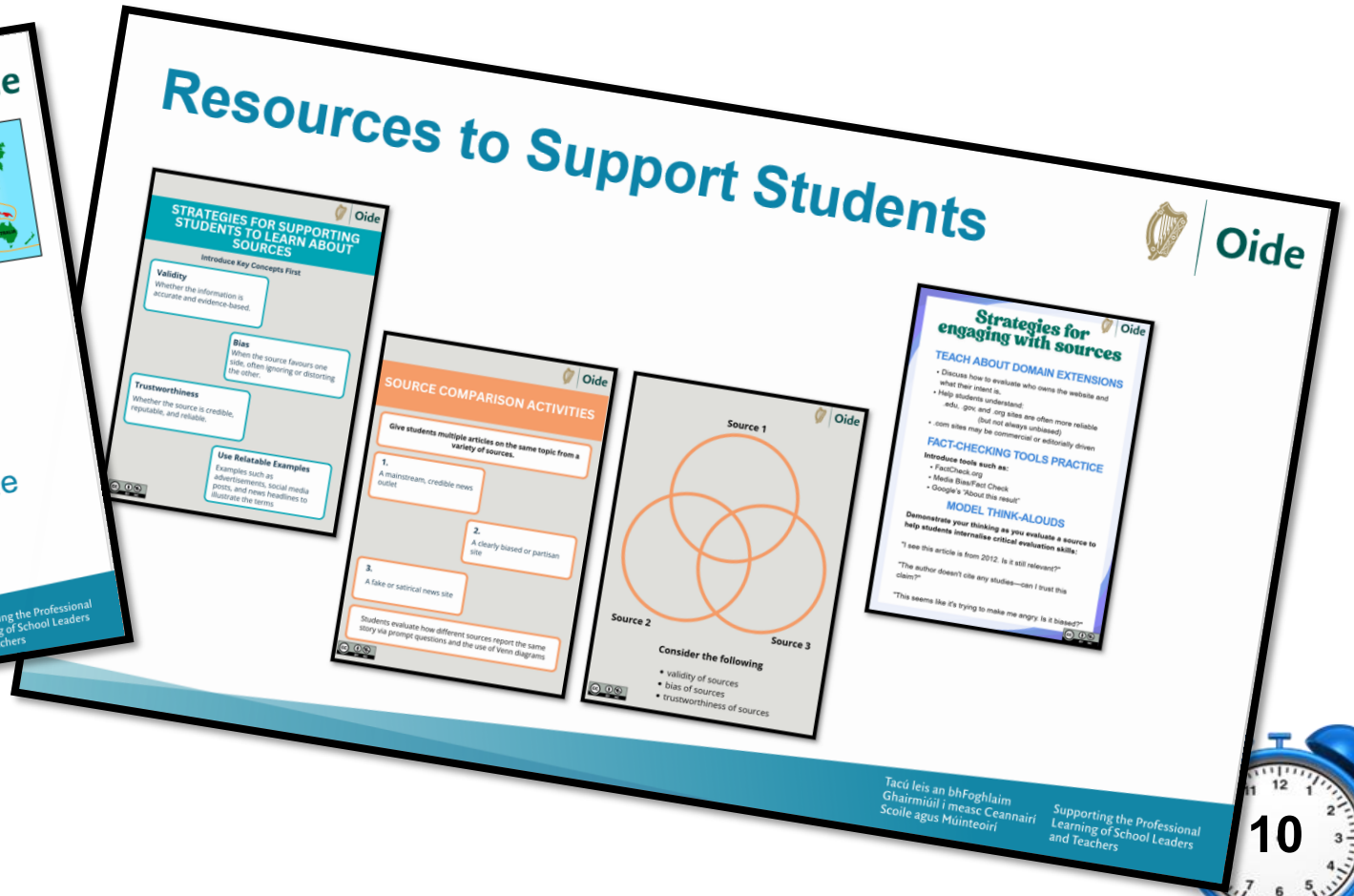



Supporting student engagement with Stage 4: Deciding the specific issue to address

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Stage 4: Deciding the specific issue to address

Now that students know more about the background and have looked specifically at an action taken by others in relation to the topic, they will decide on an issue they wish to address through action. It is envisaged that this stage should take between 1-2 hours. Firstly, they will consider the bigger picture in relation to the issue and their vision for how the future is improved once this issue has been addressed. The following prompts may help students in deciding the issue they wish to focus on:

- What is my vision for how this issue will be addressed?
- What is currently preventing the issue being addressed?
- How did it get to be like this?
- How does this issue relate to the topic in the brief?
- How do others feel about the issue? How do I feel about it?
- What exactly do I want to work towards?

5

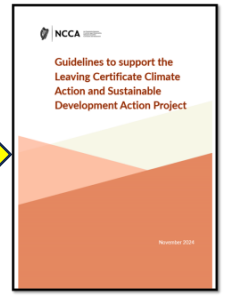
At this stage, students should be starting to formulate ideas around what action they wish to take to address the issue. Great care is needed in the selection of an issue to address. Students will need to be able to justify how the issue they wish to address is aligned with the topic and the requirements of the brief and is something they will try to achieve through action.



Deciding the specific issue to address

- What is my vision for how this issue will be addressed?
- What is currently preventing the issue being addressed?
- How did it get to be like this?
- How does this issue relate to the topic in the brief?
- How do others feel about the issue? How do I feel about it?
- What exactly do I want to work towards?

P. 5 & 6



Supporting student engagement with Stage 5: Creating an Action Plan

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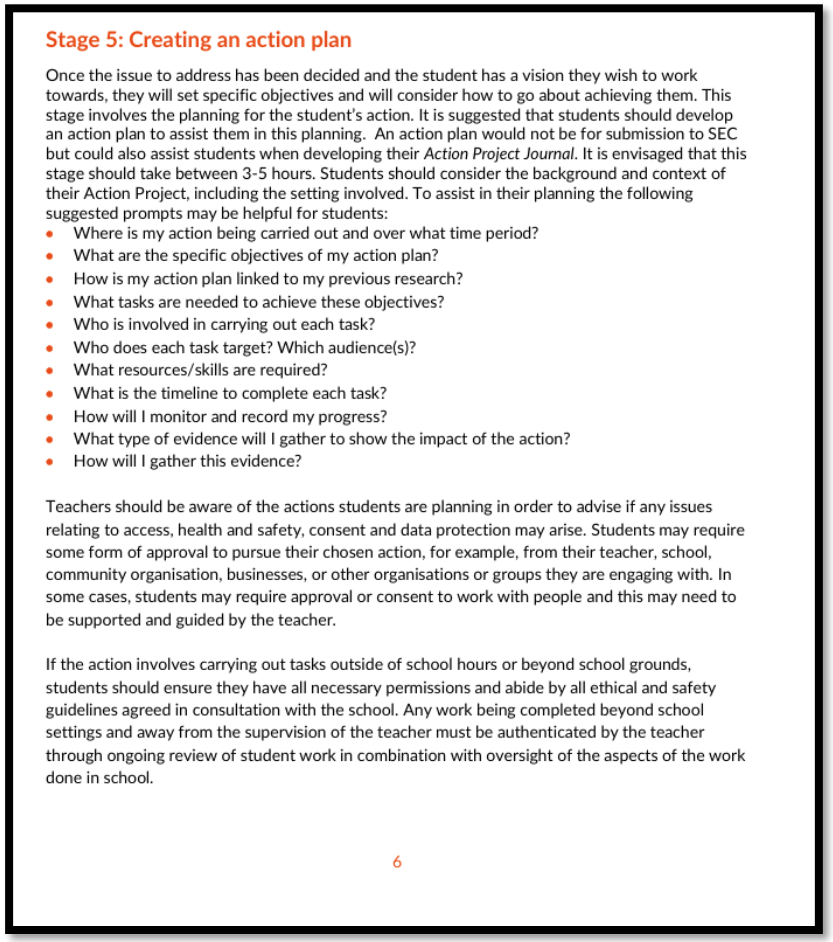


Stage 5: Creating an action plan

Once the issue to address has been decided and the student has a vision they wish to work towards, they will set specific objectives and will consider how to go about achieving them. This stage involves the planning for the student's action. It is suggested that students should develop an action plan to assist them in this planning. An action plan would not be for submission to SEC but could also assist students when developing their *Action Project Journal*. It is envisaged that this stage should take between 3-5 hours. Students should consider the background and context of their Action Project, including the setting involved. To assist in their planning the following suggested prompts may be helpful for students:

- Where is my action being carried out and over what time period?
- What are the specific objectives of my action plan?
- How is my action plan linked to my previous research?
- What tasks are needed to achieve these objectives?
- Who is involved in carrying out each task?
- Who does each task target? Which audience(s)?
- What resources/skills are required?
- What is the timeline to complete each task?
- How will I monitor and record my progress?
- What type of evidence will I gather to show the impact of the action?
- How will I gather this evidence?

Teachers should be aware of the actions students are planning in order to advise if any issues relating to access, health and safety, consent and data protection may arise. Students may require some form of approval to pursue their chosen action, for example, from their teacher, school, community organisation, businesses, or other organisations or groups they are engaging with. In some cases, students may require approval or consent to work with people and this may need to be supported and guided by the teacher.

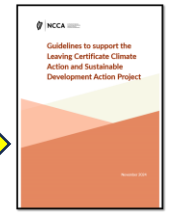
If the action involves carrying out tasks outside of school hours or beyond school grounds, students should ensure they have all necessary permissions and abide by all ethical and safety guidelines agreed in consultation with the school. Any work being completed beyond school settings and away from the supervision of the teacher must be authenticated by the teacher through ongoing review of student work in combination with oversight of the aspects of the work done in school.

6

- How long should this stage take?
- Should the action plan be submitted to the SEC?
- Why is it important for teachers to be aware of the students' action plans?
- How might a teacher authenticate work completed by a student beyond the school setting?



P. 6



Supporting student engagement with Stage 5: Creating an Action Plan

- Where is my action being carried out and over what time period?
- What are the specific objectives of my action plan?
- How is my action plan linked to my previous research?
- What tasks are needed to achieve these objectives?
- Who is involved in carrying out each task?
- Who does each task target? Which audience(s)?
- What resources/skills are required?
- What is the timeline to complete each task?
- How will I monitor and record my progress?
- What type of evidence will I gather to show the impact of the action?
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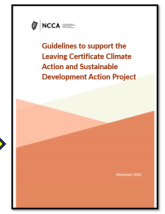
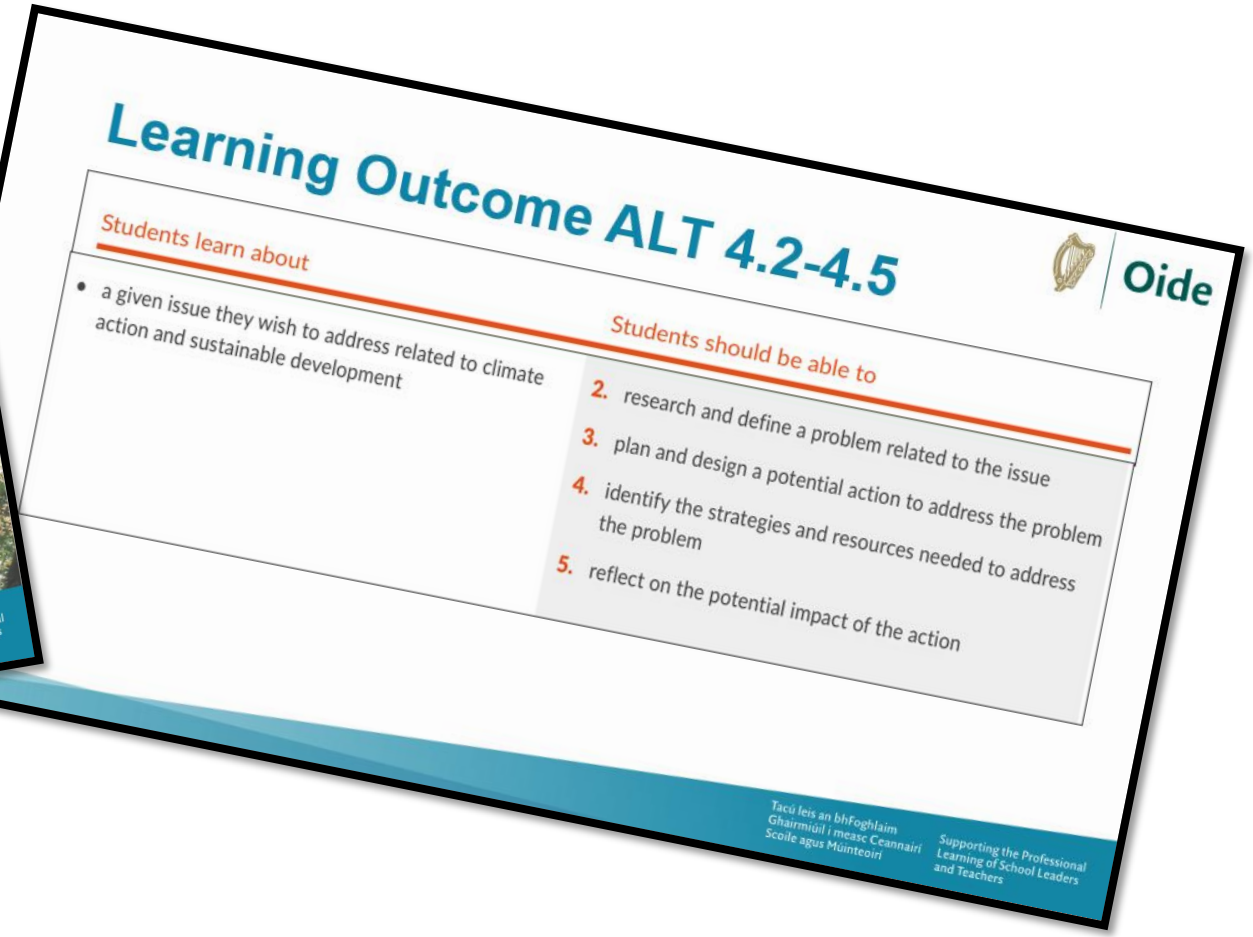
P. 6



Supporting student engagement with Stage 5: Creating an Action Plan







Supporting student engagement with Stage 6: Taking Action

Stage 6: Taking action

Once their plan is ready, students will go about enacting the plan to respond to the topic and the requirements of the brief. It is envisaged that this stage should take between 6-10 hours. As students carry out their action, it is important to keep notes or records of the process to support an authentic understanding of how the action progressed. This will aid students in ongoing decision making, as well as supporting evaluation and reflection.

Examples of items students may keep as notes or records include:

- sources and summaries of background information
- initial and refined questions guiding the actions
- data collection methods used, if required
- notes of any key decisions and actions
- student reflections
- mistakes made and decisions for improvement
- any adjustments to the original plan with justification.

These notes, records, etc. are not for submission to SEC but will be useful for the student when developing their *Action Project Journal*. Some may be useful as pieces of evidence of the work they did and for reflecting upon and evaluating the project. They will also be useful for the teacher in authenticating the work as being that of the student. The teacher can ask for work to be shared by students at regular intervals throughout the Action Project, supporting the teacher in the ongoing process of authentication of student work.

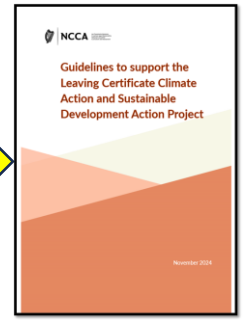
It is essential for students to capture forms of evidence throughout the Action Project. Depending on the type of action they take, the evidence or type of evidence gathered may differ. Any evidence gathered should ensure privacy and comply with best practices around data protection. The entire process involved in completing the Action Project will be subject to the school's data protection protocols, including GDPR.

Some actions may involve gathering of data in different ways. Students should, with the support and guidance of their teacher, gather data safely and responsibly and through using appropriate equipment and sources. If students are collecting data beyond classroom settings and away from the supervision of their teacher, they must provide sufficient evidence to satisfy their teacher that the work is their own and was conducted in a responsible, safe and ethical manner.

Students may adjust their original action plan while carrying out their action. This could be for various reasons, such as emerging opportunities, new insights from research and/or data collection. Any decisions made to change from the original action plan should be documented in their notes and records and justified to support their reflection. Whilst students will carry out an evaluation of their Action Project at the end, reflective practice should be employed throughout every stage of the process. This reflecting in action and on action, throughout their Action

7

P. 7 & 8





Supporting student engagement with Stage 6: Taking Action

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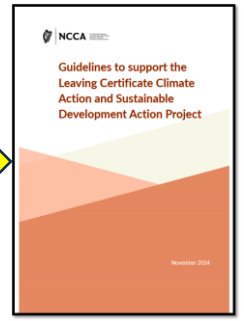
P. 7 & 8





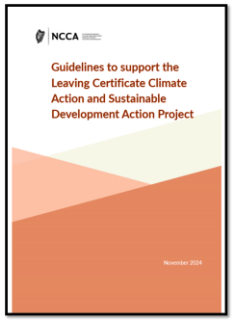
Supporting student engagement with Stage 7: Reflection and evaluation

Stage 7: Reflection and evaluation

Once the action has been completed, students will look back over their notes, review their results and reflect on the process individually. It is envisaged that this stage should take between 2-3 hours. They should reflect on the outcomes of their action project in relation to the topic and requirements of the brief. Combining knowledge and understanding gained from their research and conducting the action, they should reflect upon and evaluate the project considering areas such as:

- the degree to which the action was successful in addressing the chosen issue and working toward their chosen vision
- any adjustments made to the original action plan and reasons for those adjustments
- any limitations or restrictions that were discovered after reflecting on the action that was taken
- how the Action Project could be improved if they were to do it again (this could relate to research, planning or taking the action)
- significance of the project for issues related to climate action and sustainable development
- any impacts of the outcomes of the project on the values of the student, or on the behaviours of others, relating to the topic in the brief
- how they benefited from and/or improved their knowledge, skills, values and dispositions in carrying out their action.

P. 8





Supporting student engagement with Stage 7: Reflection and evaluation

- the degree to which the action was successful in addressing the chosen issue and working toward their chosen vision
- any adjustments made to the original action plan and reasons for those adjustments
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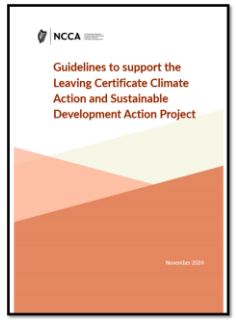
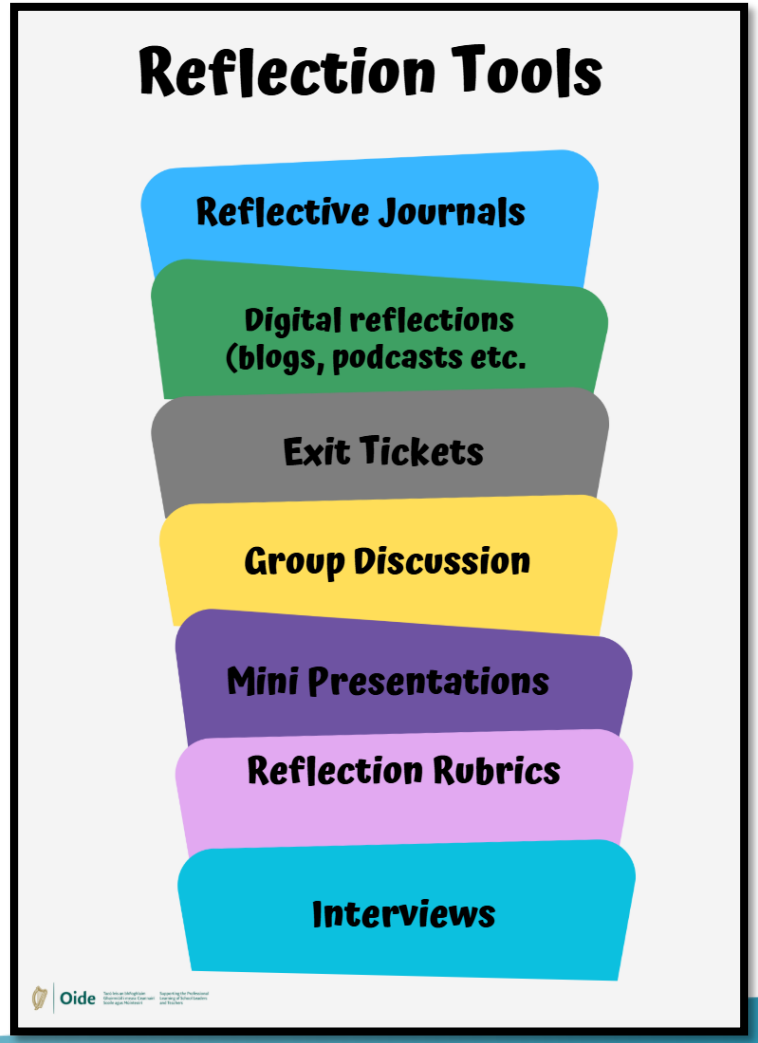
P. 8



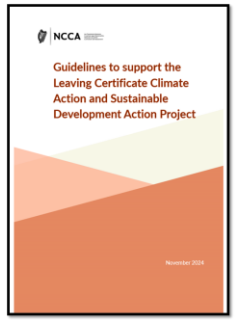


Supporting student engagement with Stage 7: Reflection and evaluation





P. 8



Supporting student engagement with Stage 8: Finalising the Action Project Journal

Oide

Stage 8 Finalising the *Action Project Journal*

Students will submit evidence of learning in a digital *Action Project Journal*. Whilst students will follow a process for research, planning, designing and carrying out their action, the Action Project is assessed through the contents of the *Action Project Journal* alone. Work on writing up the *Action Project Journal* can begin from the start of the process. It is envisaged that students will develop the sections of the journal as part of an iterative process with reflection assisting them in the editing of what they may already have written. The *Action Project Journal* should provide an authentic account of how the experience of carrying out the Action Project has unfolded, including any anticipated our unanticipated outcomes.

Once all other stages are complete students should finalise their digital *Action Project Journal* so that it is an accurate account of the work they did as part of their Action Project and complies with all requirements of the brief.

8

Format and Submission of the Action Project

Students will be required to develop and submit an *Action Project Journal* as part of their Action Project. The *Action Project Journal* will be presented in a digital format prescribed by the State Examinations Commission (SEC).

All work completed as part of the Action Project must be concluded by a set date. This date will be set by the SEC and communicated to schools and will also be included in the brief that issues in term 2 of Year 1 of the course.

The *Action Project Journal* must be submitted in line with instructions provided by the SEC. These instructions will contain specific information, such as the word count, number of images permissible, the required structure and section headings, file size, etc.

Students may choose to support, clarify or provide evidence of either the process or outcomes of their Action Project through the use of images such as illustrations, sketches, graphs, charts, tables, photographs, etc.

Students are required to engage in referencing to acknowledge the use of any work included in their project that is not their own. Details on referencing and using references can be found in Appendix 2.

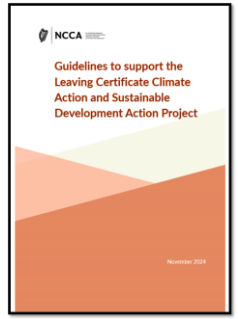
It is extremely important that all of the work submitted by students for assessment is their own. The submission of work by any student not entirely completed by that student is a significant breach of regulations. Submitting such work may lead to the imposition of penalties, up to and including the withholding of related results.

A robust authentication process is central to ensuring the integrity of any assessment process. School-based authentication by teachers of students' work on their AAC is essential to the fair and equitable assessment of that work. While it is neither practicable nor necessary for teachers to witness all aspects of students' work, teachers need to be satisfied that students have carried out the work themselves. Regular, comprehensive engagement with each student's work on their AAC will enable teachers to confidently and legitimately authenticate any work being submitted for assessment.

The SEC provides detailed guidance on the authentication of coursework and the conditions for its acceptance. Information as to how this applies in the case of the Action Project will be provided in the brief, and also in other documentation which may be issued by the SEC.

9

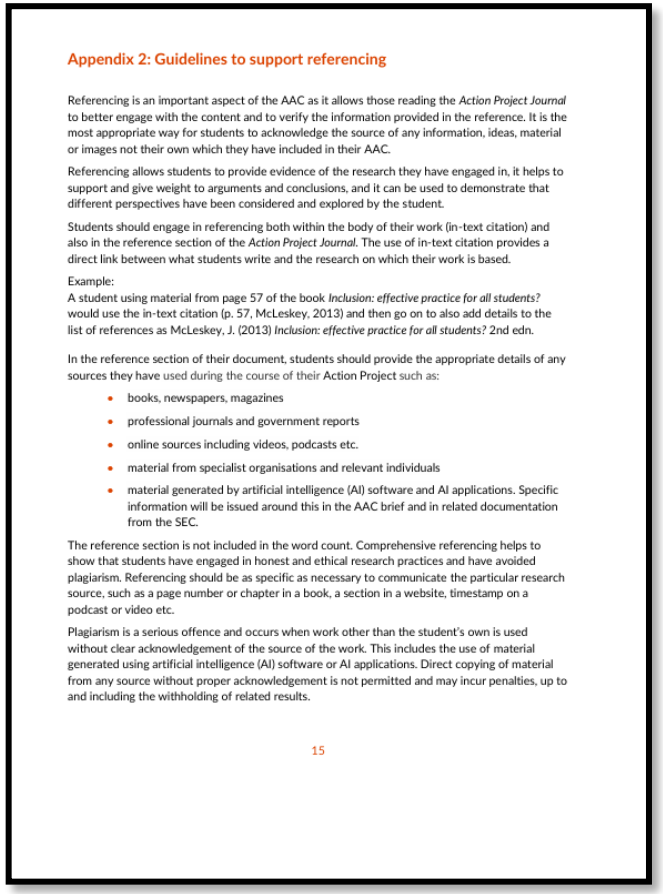
P. 15-17





Supporting student engagement with Stage 8: Finalising the Action Project Journal

Oide



Appendix 2: Guidelines to support referencing

Referencing is an important aspect of the AAC as it allows those reading the *Action Project Journal* to better engage with the content and to verify the information provided in the reference. It is the most appropriate way for students to acknowledge the source of any information, ideas, material or images not their own which they have included in their AAC.

Referencing allows students to provide evidence of the research they have engaged in, it helps to support and give weight to arguments and conclusions, and it can be used to demonstrate that different perspectives have been considered and explored by the student.

Students should engage in referencing both within the body of their work (in-text citation) and also in the reference section of the *Action Project Journal*. The use of in-text citation provides a direct link between what students write and the research on which their work is based.

Example:
A student using material from page 57 of the book *Inclusion: effective practice for all students?* would use the in-text citation (p. 57, McLeskey, 2013) and then go on to also add details to the list of references as McLeskey, J. (2013) *Inclusion: effective practice for all students?* 2nd edn.

In the reference section of their document, students should provide the appropriate details of any sources they have used during the course of their Action Project such as:

- books, newspapers, magazines
- professional journals and government reports
- online sources including videos, podcasts etc.
- material from specialist organisations and relevant individuals
- material generated by artificial intelligence (AI) software and AI applications. Specific information will be issued around this in the AAC brief and in related documentation from the SEC.

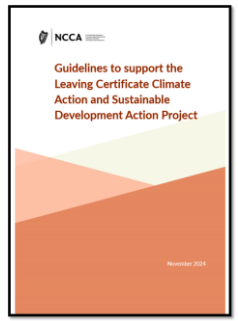
The reference section is not included in the word count. Comprehensive referencing helps to show that students have engaged in honest and ethical research practices and have avoided plagiarism. Referencing should be as specific as necessary to communicate the particular research source, such as a page number or chapter in a book, a section in a website, timestamp on a podcast or video etc.

Plagiarism is a serious offence and occurs when work other than the student's own is used without clear acknowledgement of the source of the work. This includes the use of material generated using artificial intelligence (AI) software or AI applications. Direct copying of material from any source without proper acknowledgement is not permitted and may incur penalties, up to and including the withholding of related results.

15

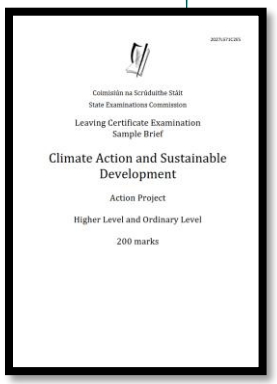


P. 15-17



Structure of the Action Project Journal

Oide


Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample Brief

Climate Action and Sustainable Development

Action Project

Higher Level and Ordinary Level

200 marks

6. Action Project Journal structure

The structure of the project journal should consist of the four sections below, each with a suggested word count. You should include these four section headings in your project journal.

You must ensure that the overall word count does not exceed **1800 words**, otherwise you may lose marks. The overall word count does not include source information contained in in-text citations of sources, or sources listed in the Bibliography (Section D).

You may use appropriate images in your journal to support your communication. Your journal should contain no more than **10 images**. The number of images permissible should be seen as a limit and not a target.

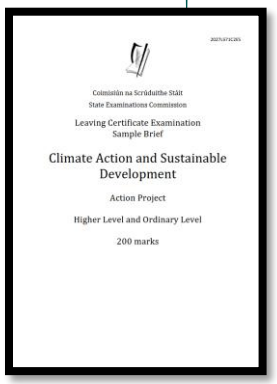
Images should be inserted where appropriate and with due regard to effective and relevant communication. Images should not be used as a means to include additional text. It is advisable not to use images where a person or persons in these images may be identifiable. The inclusion of videos is not allowed.

Graphs, diagrams, images etc. may be produced using appropriate software, captured from secondary sources, photographed directly, or hand-drawn. These can be embedded in your journal as photographs or partial screenshots.



Structure of the Action Project Journal

Oide



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample Brief

Climate Action and Sustainable Development

Action Project

Higher Level and Ordinary Level

200 marks

Section A: Research to inform action **(350 words)**

Indicative content to include in this section:

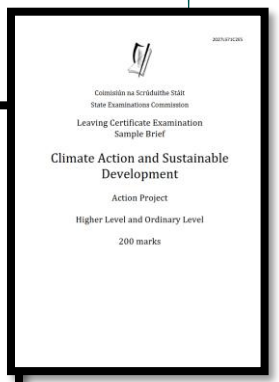
- A title for your individual Action Project.
- A summary of research findings from researching the topic in the brief.
- Provide a list of groups that have taken action related to the topic.
- Select one group that has taken action.
    - Justify your choice.
    - Describe the action.
    - Provide an analysis of whether it was an appropriate action to achieve the group's aim.
    - Evaluate the success of the action.

Make sure you include full references in the *References and Bibliography* section at the end of the journal.



Structure of the Action Project Journal

Oide


Coimisiún na Scrúduithe Stáit
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Sample Brief

Climate Action and Sustainable Development

Action Project

Higher Level and Ordinary Level

200 marks

Section B: Planning for and taking action **(900 words)**

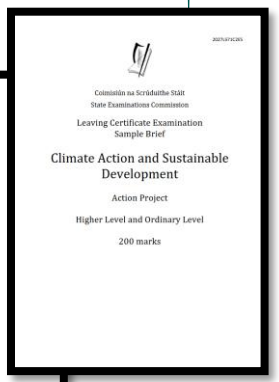
Indicative content to include in this section:

- The vision you aimed to achieve and its relevance to the topic outlined in the brief.
- Possible actions you considered to achieve your vision and a justification for the action you have chosen to carry out.
- An outline of how your research informed your planning.
- A clear account of the objectives of the action project, the tasks selected to achieve those objectives, the timeline and the action plan.
    - If the action involves working with other students from your class/school, an outline of how the planning for action was discussed as a group.
    - A description of your specific individual input in both planning for and carrying out the action.



Structure of the Action Project Journal

Oide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State Examinations Commission

Leaving Certificate Examination
Sample Brief

Climate Action and Sustainable Development

Action Project

Higher Level and Ordinary Level

200 marks

Section C: Reflection and evaluation **(550 words)**

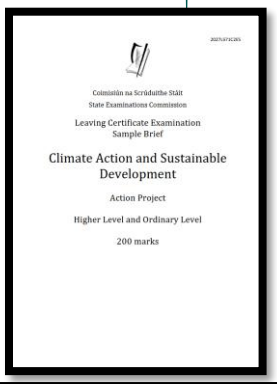
Indicative content to include in this section:

- An evaluation of the extent to which you achieved your vision, supported by reasons for your opinion.
- A critical analysis of the various elements of your action:
  - what worked well,
  - what challenges arose, and
  - how you addressed them.
- A reflection on the personal insights and knowledge you have gained about this issue through the project. Consider how your own or others' attitudes or values relating to the issue may have changed.
- An outline of the skills you developed as a result of your work on the project.
- A brief explanation of what you would change if you were to do the action project again, and why.



Structure of the Action Project Journal

Oide


Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample Brief

Climate Action and Sustainable Development

Action Project

Higher Level and Ordinary Level

200 marks

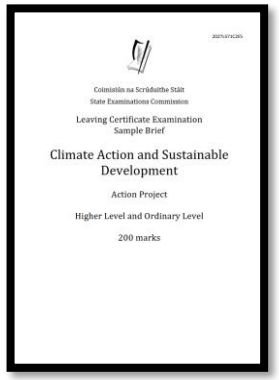
Section D: References and bibliography

Present full reference information for all sources that contributed to the research and write-up of the action project, including sources cited in the action journal and others encountered during research.



Mark Allocation

Mark Allocation:		
Section A	Research to inform action	30 marks
Section B	Planning for and taking action	70 marks
Section C	Reflection and evaluation	60 marks
Section D	References and bibliography	
*Overall Coherence	Communication, innovation and coherence	40 marks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State Examinations Commission

Leaving Certificate Examination
Sample Brief

Climate Action and Sustainable Development

Action Project

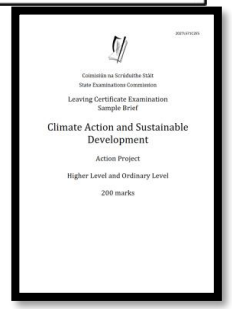
Higher Level and Ordinary Level

200 marks

Formatting and Submission of the Action Project Journal

Oide

Download official SEC coursework cover page → Begin writing your journal using word processing software → Apply formatting rules to document



Leaving Certificate Examination
Sample Brief

Climate Action and Sustainable Development

Action Project

Higher Level and Ordinary Level

200 marks

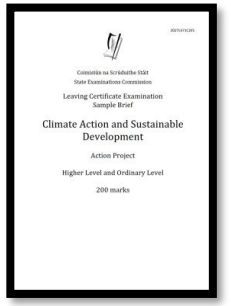
Formatting and Submission of the Action Project Journal

Journal formatting rules

The journal you produce must adhere to the following formatting rules:

Section headings	Each section should be numbered and begin on a new page of the journal. The heading should use the following font: Arial, black, font size 14 and bold. Refer to **Section 6** for section heading names.
Main body text	Arial, black, font size 12 with 1.5 line spacing.
Text editing features permitted	Bold, italics, numbering, and bullets.
Text editing features **not** permitted	Coloured text (black text only), highlighted text, different fonts (Arial only).
Page orientation	Portrait only.
Page numbering	Bottom-centre of each page.
Page margins **No work should appear in the margins as it may not be visible to an examiner.**	Left margin 20 mm Right margin 20 mm Top margin 20 mm Bottom margin 20 mm
Images, tables, graphs	Refer to **Section 6.**

A word count is prescribed for the journal and this must be adhered to. If material is presented in excess of the prescribed word count you may lose marks.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Higher Level and Ordinary Level
200 marks

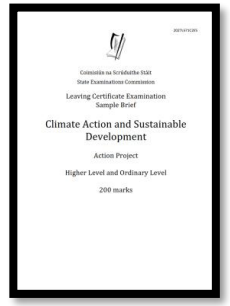
Formatting and Submission of the Action Project Journal

Oide

The authentication process

The authentication process is put in place by the SEC to ensure **the integrity of the examination process** and to ensure **fairness and inter-candidate equity**. The candidate, class teacher and school authority all have a responsibility to ensure that the ongoing preparation of coursework and that the work ultimately submitted to the SEC is the candidates' own individual authentic work. The SEC Coursework Rules and Procedures contains comprehensive information on the authentication process that must be read and adhered to.

It is fully expected that candidates will carry out research as part of their coursework. To fully comply with these SEC Coursework Rules and Procedures, candidates must reference and acknowledge their research sources, including any use of AI, as outlined in **Appendices 1 and 2** of the SEC Coursework Rules and Procedures. To include material that is not created by the candidate and not properly referenced will be considered plagiarism. This is considered cheating. This is a breach of regulations and will be investigated by the SEC - see **Section 18** of the SEC Coursework Rules and Procedures. It is the responsibility of the candidate, the class teacher, and the school authority to ensure that the work being presented is the candidate's individual authentic work.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200 marks

Coursework Rules & Procedures 2025-2026

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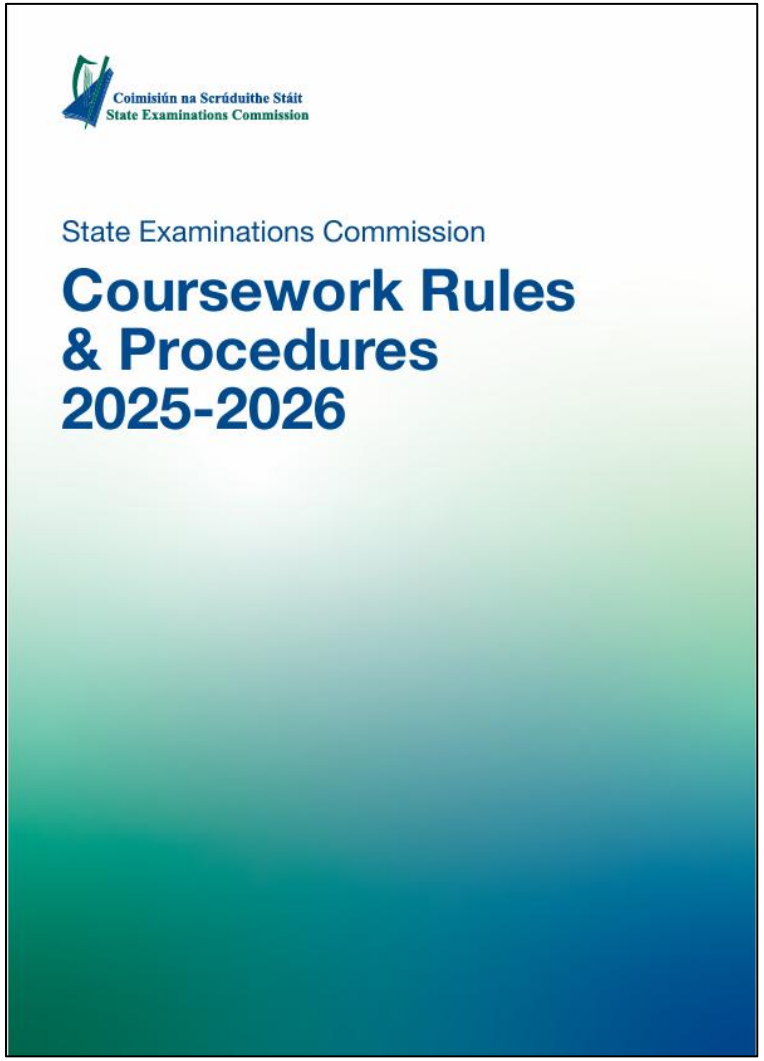



Reflection

What are your next steps as a result of Session 3?



