



Oide

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Supporting the Professional
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Teaching for a Changing World: Learning About and Through Action

PLE 5





Oide Supports

PLEs

Webinars

Collaboratives

School Support

oide.ie

scoilnet.ie



Activity



Reading



Feedback



Reflection



Modelling



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An Roinn Oideachais
Department of Education

Curriculum Specification for Leaving Certificate Climate Action and Sustainable Development

For introduction to schools in September 2025.

Prepared by the National Council for Curriculum and Assessment (NCCA)



<https://tinyurl.com/33vravfx>

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Sonraíocht churaclaim do Ghníomhú ar son na hAeráide agus Forbairt Inbhuanaithe de chuid na hArdteistiméireachta

Le tabhairt isteach i scoileanna ó Mheán Fómhair 2025.

Ullmhaithe ag an gComhairle Náisiúnta Curaclaim agus Measúnachta (CNCM)



<https://tinyurl.com/2ccb6z6a>



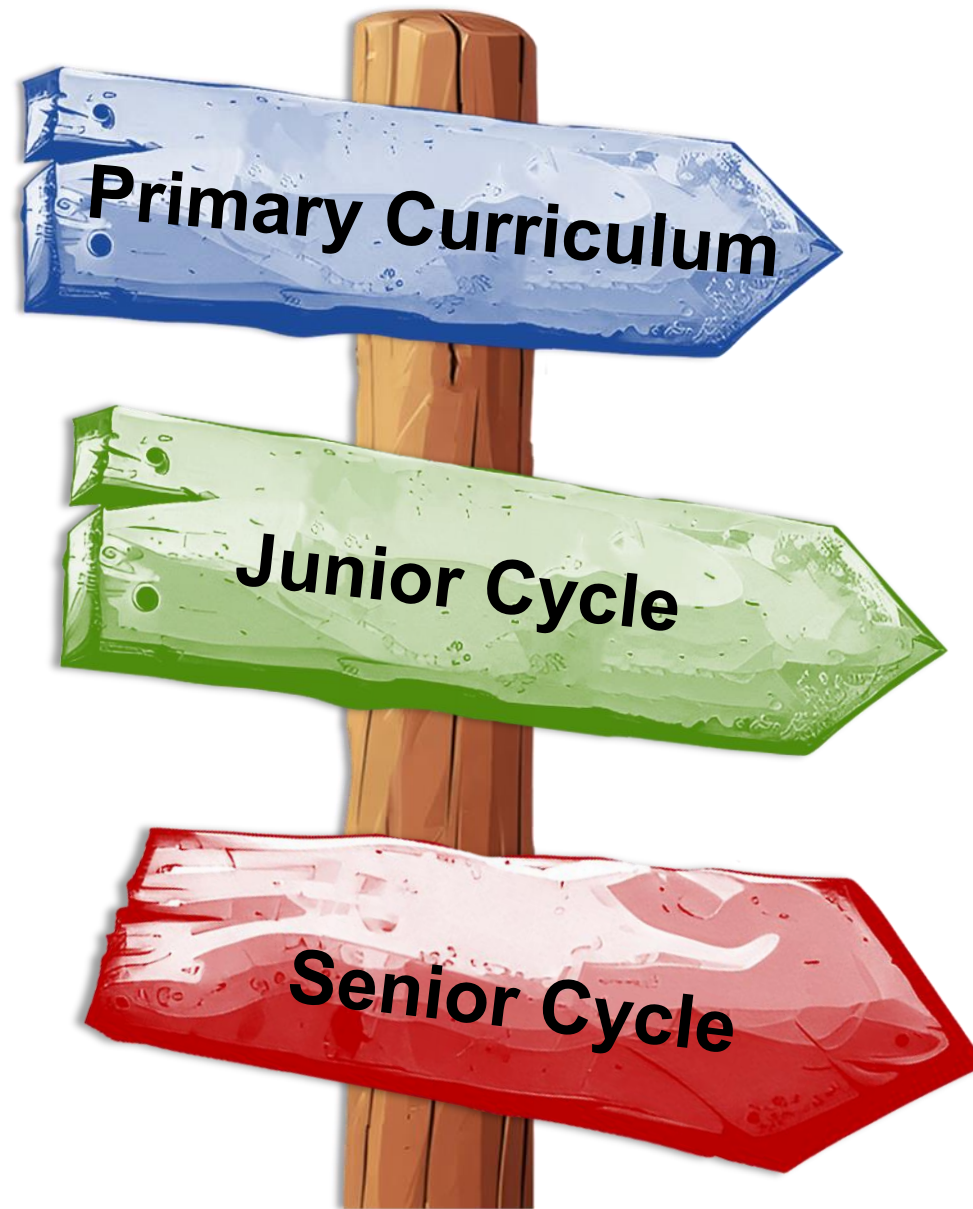
Senior Cycle Redevelopment

<https://tinyurl.com/3t3dbv34>

The Continuum of Learning



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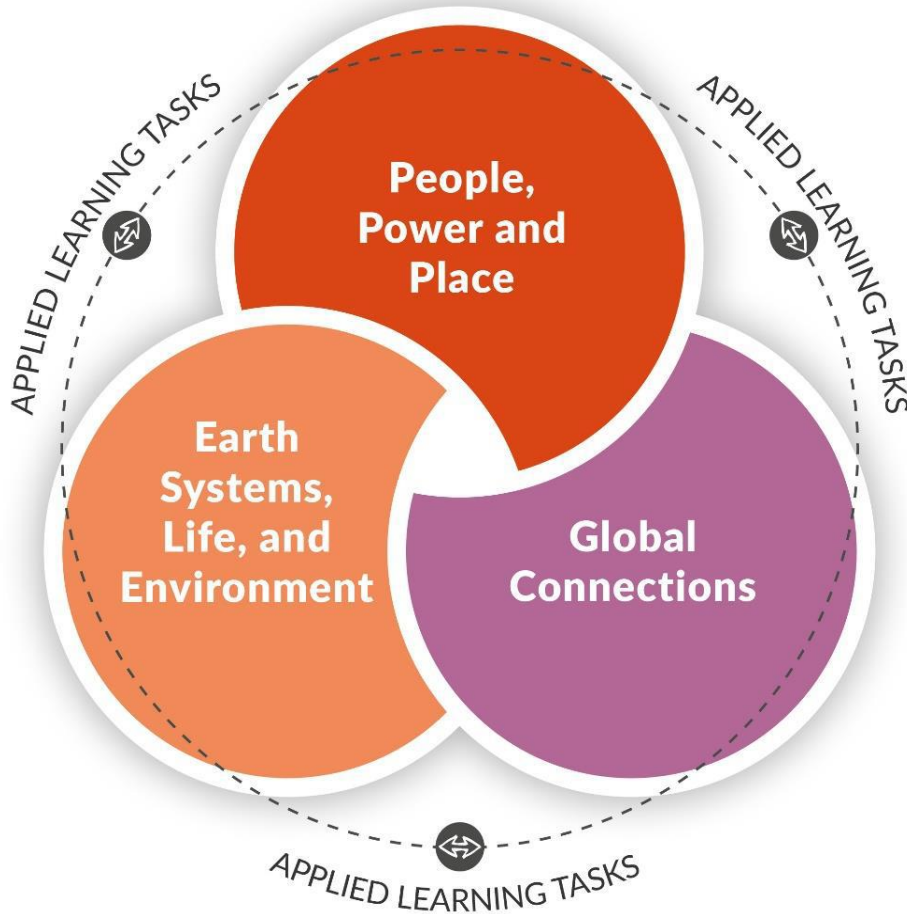


Strands of Study



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- Learning Outcomes
- Non-linear, integrated approach
- Meaningful action



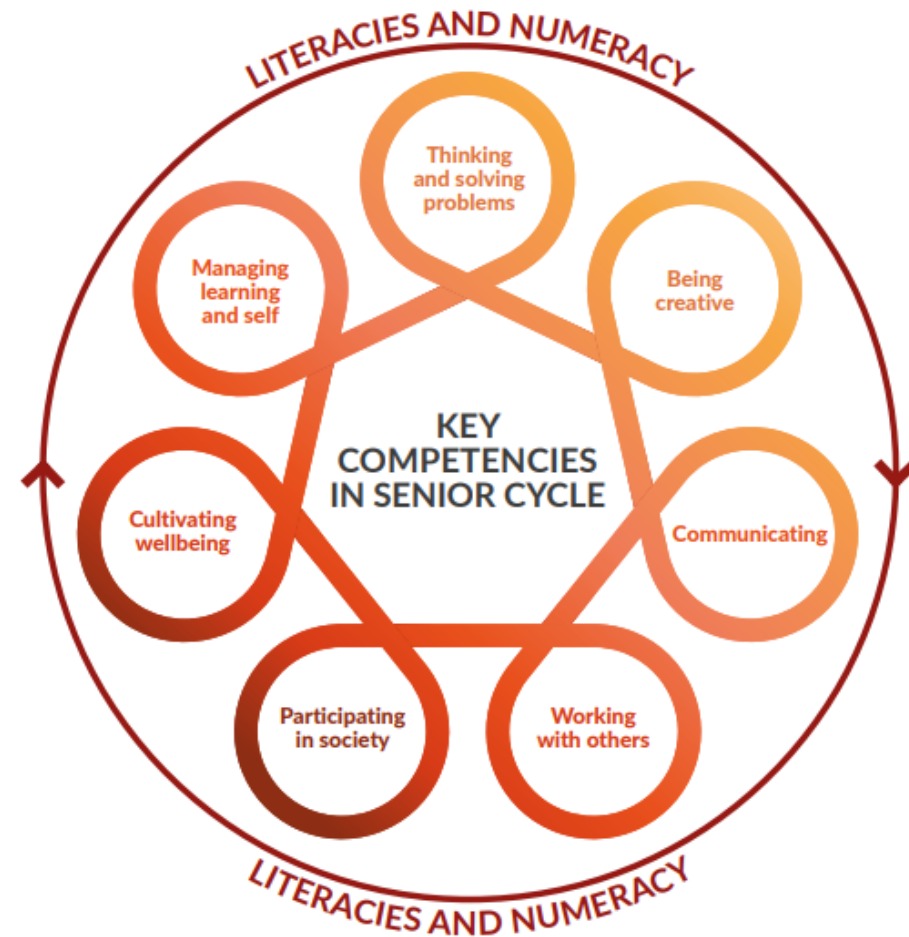
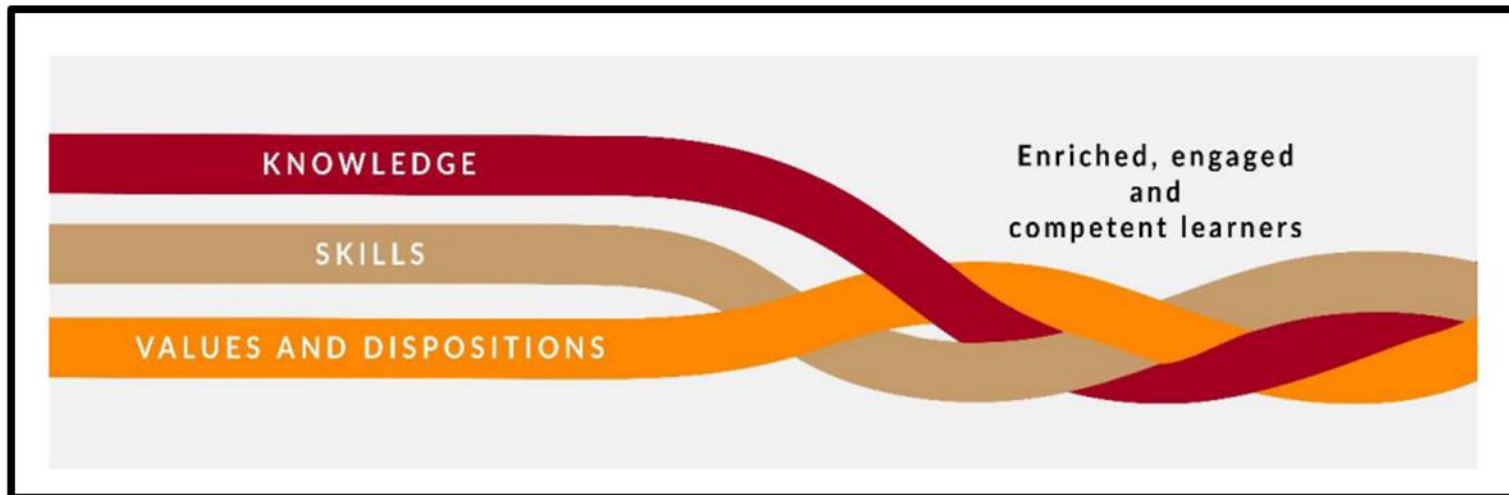
Key Competencies



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The key competencies come to life through the learning experiences and pedagogies teachers choose and through students' responses to them.

Curriculum Specification for Leaving Certificate Action and Sustainable Development NCCA P9



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Padlet PLE Day 5 and 6



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The Padlet board, titled "CASD PLE 5 & 6", displays a collection of educational resources organized into six columns. Each column has a header: "General Resources", "Session 1 Resources", "Upload your Research", "Session 2 Resources", "Upload your Units of Learning", and "Session 3 Resources".

- General Resources:** Includes a link to "gov.ie Senior Cycle Redevelopment" and a PDF titled "Supports for selected Phase One schools".
- Session 1 Resources:** Features a "Frayer Model" diagram for "Climate Justice", a PDF "Copy of Climate Justice", and a document titled "Engaging with Sources" which includes "Strategies for engaging with sources" and "TEACH ABOUT DOMAIN EXTENSIONS".
- Session 2 Resources:** Contains a "Media Coverage of an Issue Related to Climate Justice" with a collage of news images and a PDF titled "Media Coverage of an Issue Related to Climate Justice".
- Session 3 Resources:** Includes a "Contemporary Dilemmas Related to Use of Land or Nature" with a collage of images and a PDF titled "Contemporary Dilemmas Related to Use of Land or Nature", and a "Thinking Hats Activity Placemat".



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Session 1



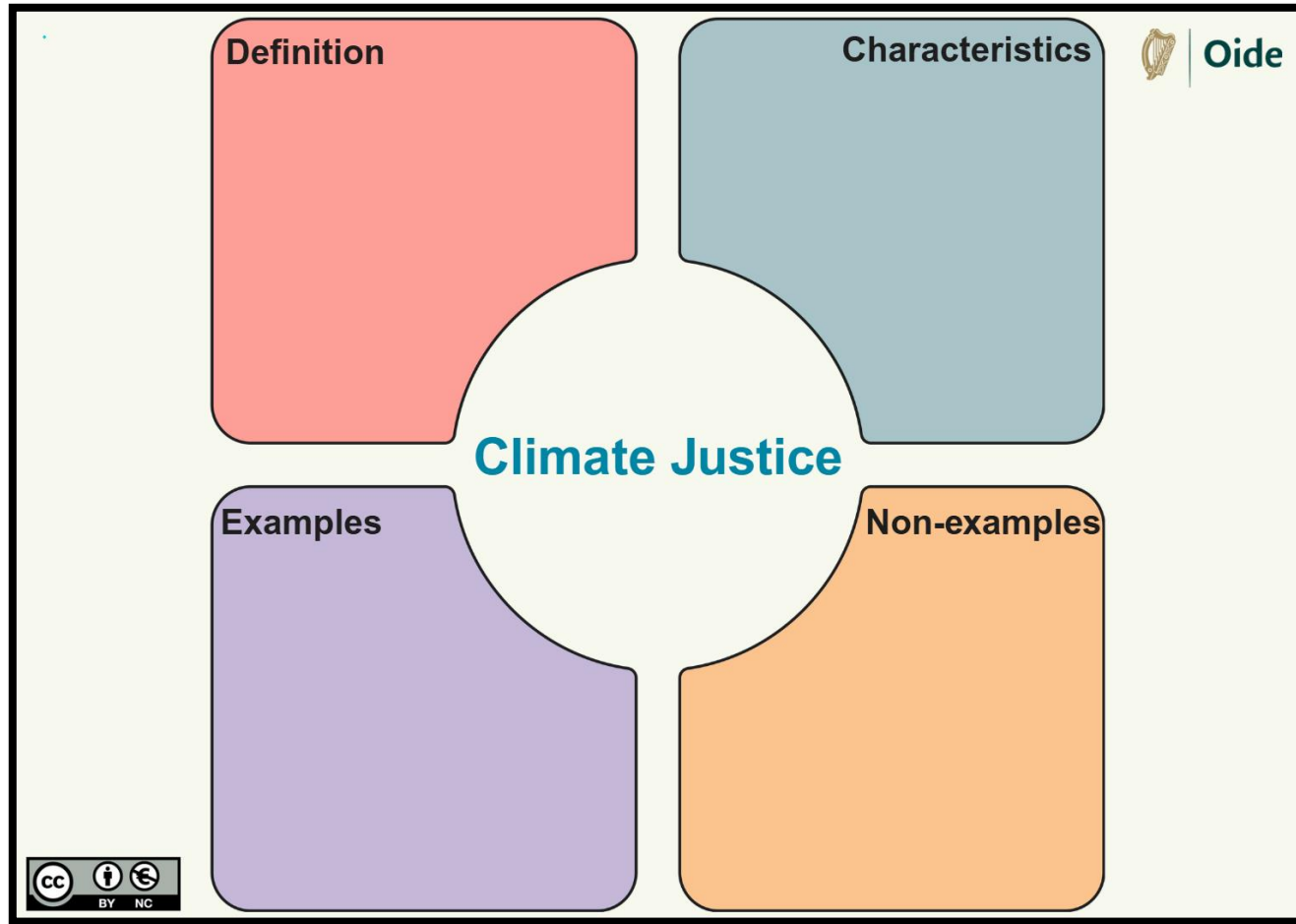
Learning Intentions Day 5

- Investigate the demands and achievements of climate justice movements in the Global North and Global South through engagement in an investigative process
- Analyse and compare how a specific climate justice issue is represented across various media platforms, and use the insights gained to consider how to guide students through critical discussions
- Plan for teaching, learning and assessment in Term 2 of 5th Year using a non-linear, integrated approach

Frayer Model Activity



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What does
'climate justice'
mean to you?



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Watch the following video and reflect on the questions:



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- What thoughts and ideas are evoked by the footage?
- What are the demands of the people shown in the video?







Revisiting your definition

Having watched the footage, is there anything that you would change about your shared definition of climate justice?



Learning Outcome 3.2



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Students learn about

Students should be able to

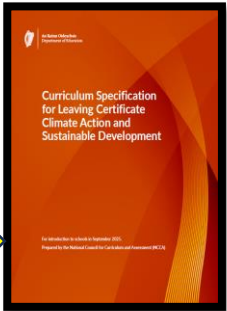
Action Verb

- climate justice movements, including one specific example from each of the Global North and Global South

2. explore the demands and achievements of climate justice movements

explore

P.19



Learning Outcome ALT 2 LO 2

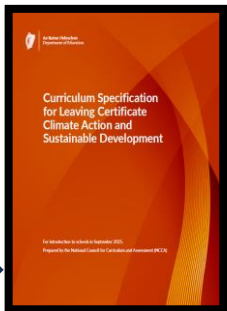
- actions from a local to a global level
- connections between modern actions and historical root causes
- a variety and range of sources
- how sources may lack detail or show bias

2. conduct research on an action that addresses or causes climate change and unsustainable development; evaluate different sources of information including secondary data

conduct

evaluate

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Action Verbs in Learning, Teaching and Assessment



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Explore: observe, study, in order to establish facts

Conduct: perform an activity

Evaluate(ethical judgement)

Appendix 1 Glossary of action verbs

Action verb	Students should be able to
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Appreciate	recognise the meaning of, have a practical understanding of
Compare	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
Conduct	perform an activity
Define	give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Design	conceive, create and execute according to plan
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Evaluate (data)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Explain	give a detailed account including reasons or causes
Explore	observe, study, in order to establish facts

**Action Verbs
Specification p. 33**

Research in the Climate Action and Sustainable Development Classroom



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1. What do you expect your students to know and be able to do before they undertake research?
2. What opportunities would students previously have had to learn about the process of research?
3. What scaffolds could you use to help students with the research process?



Resources to Support Students



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STRATEGIES FOR SUPPORTING STUDENTS TO LEARN ABOUT SOURCES


Introduce Key Concepts First


Validity
Whether the information is accurate and evidence-based.

Bias
When the source favours one side, often ignoring or distorting the other.

Trustworthiness
Whether the source is credible, reputable, and reliable.

Use Relatable Examples
Examples such as advertisements, social media posts, and news headlines to illustrate the terms




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SOURCE COMPARISON ACTIVITIES

Give students multiple articles on the same topic from a variety of sources.

1.
A mainstream, credible news outlet
2.
A clearly biased or partisan site
3.
A fake or satirical news site

Students evaluate how different sources report the same story via prompt questions and the use of Venn diagrams



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
Source 1


Source 2

Source 3

Consider the following

- validity of sources
- bias of sources
- trustworthiness of sources



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Strategies for engaging with sources

TEACH ABOUT DOMAIN EXTENSIONS

- Discuss how to evaluate who owns the website and what their intent is.
- Help students understand:
.edu, .gov, and .org sites are often more reliable (but not always unbiased)
- .com sites may be commercial or editorially driven

FACT-CHECKING TOOLS PRACTICE

Introduce tools such as:

- FactCheck.org
- Media Bias/Fact Check
- Google's "About this result"


MODEL THINK-ALOUDS

Demonstrate your thinking as you evaluate a source to help students internalise critical evaluation skills:

"I see this article is from 2012. Is it still relevant?"

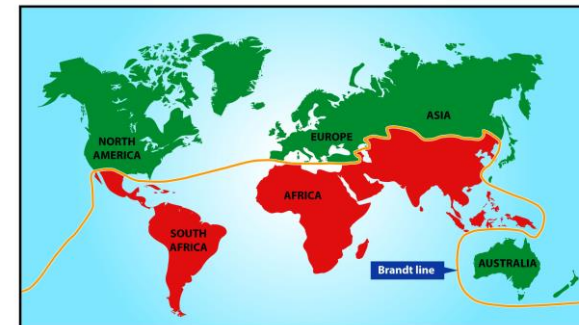
"The author doesn't cite any studies—can I trust this claim?"

"This seems like it's trying to make me angry. Is it biased?"





Investigation



Participants on the left-hand side of the room:

Investigate a specific climate justice movement of your choice in the **Global North**.

Participants on the right-hand side of the room:

Investigate a specific climate justice movement of your choice in the **Global South**.





Instructions

- Choose a specific example of a climate justice movement in your allocated area
- Explore the demands and achievements of the movement
- List the actions taken by the movement on a local to a global level that addresses climate change or unsustainable development
- Consider the connection between modern actions and historical root causes
- Evaluate two sources that you used

Prompts



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Specific example of a climate justice movement

Global North/South location

Demands

Achievements

Action taken (local to global)

Connections between modern actions and historical root causes

Evaluation of sources



Upload to Padlet



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The screenshot displays a Padlet board titled "CASD PLE 5 & 6" with a background image of a grassy field under a cloudy sky. The board is organized into six columns, each with a header and a plus sign for uploading resources:

- General Resources**: Contains two items from "gov.ie". The first is "Senior Cycle Redevelopment" with 0 likes and 0 comments. The second is "Supports for selected Phase One schools" with 0 likes and 0 comments.
- Session 1 Resources**: Contains three items from "Oide". The first is "Frayer Model" (19 days ago) with a diagram showing four quadrants: Definition, Characteristics, Examples, and Non-examples, all centered around "Climate Justice". It has 0 likes and 0 comments. The second is "Copy of Climate Justice Frayer Model" (14 days ago) with 0 likes and 0 comments. The third is "Engaging with Sources" (14 days ago) with a diagram titled "Strategies for engaging with sources" and a list of teaching points. It has 0 likes and 0 comments.
- Upload your Research**: Empty.
- Session 2 Resources**: Contains two items from "Oide". The first is "Media Coverage of an Issue Related to Climate Justice" (20 days ago) with a collage of media coverage and a PDF link. It has 0 likes and 0 comments. The second is "Developing a Unit of Learning" (14 days ago) with a diagram showing the relationship between "Prior Knowledge", "New Learning", and "Prior Learning". It has 0 likes and 0 comments.
- Upload your Units of Learning**: Empty.
- Session 3 Resources**: Contains two items from "Oide". The first is "Contemporary Dilemmas Related to Use of Land or Nature" (3 months ago) with a diagram showing a "Dilemma" and a "Solution". It has 0 likes and 0 comments. The second is "Thinking Hats Activity Placemat" (5 days ago) with a diagram showing a "Dilemma" and a "Solution". It has 0 likes and 0 comments.

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North and South

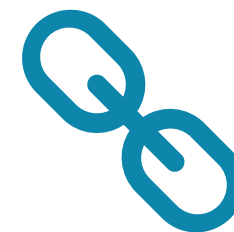
- Share the achievements, demands and actions of the specific climate justice movement that you investigated
- Reflect on the challenges and opportunities that you faced during the activity
- Discuss what you will do to support your students to do their own research





Links Across the Specification

What other links could be made to these learning outcomes?





“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.”



Margaret Mead



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Session 2



Learning Intentions Day 5

- Investigate the demands and achievements of climate justice movements in the Global North and Global South through engagement in an investigative process
- **Analyse and compare how a specific climate justice issue is represented across various media platforms, and use the insights gained to consider how to guide students through critical discussions**
- **Plan for teaching, learning and assessment in Term 2 of 5th Year using a non-linear, integrated approach**



Learning Outcome 3.5

Students learn about	Students should be able to	Action Verb
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- authenticity and trustworthiness of media:
 - print
 - broadcast and digital (including social media)
- communications on climate justice
- influence and control of media in what and how they report on climate justice
- the role of partnership in challenging different narratives

5. evaluate how an issue related to climate justice is communicated through different media, taking into account political, economic, and cultural worldviews

evaluate

P. 20



Media Coverage of an Issue Related to Climate Justice



India Today



Al Jazeera



Instagram



Reuters



CNN



X



See, think, wonder



- 3 things I see
- 2 things I can infer/think
- 1 thing I wonder



What is the
climate justice
issue?





Types of Media

For the media item your group was assigned, consider its worldview in relation to:

- **Politics**
- **Economics**
- **Culture**

How trustworthy and authentic is the source?

How did you come to this position?



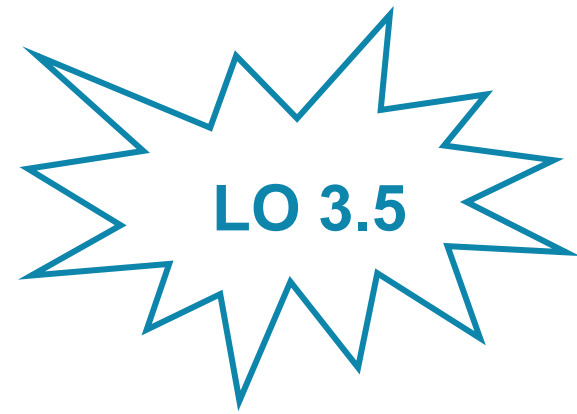


Climate Justice Issues and the Media

What **other climate justice issues** could you explore with your students to see how they are communicated through different types of media?



Questions to Consider



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- How does media influence and control what they report about climate justice and how they report it?
- How can partnership challenge different narratives?





Reflection

Where else in the specification can you find meaningful links to this learning outcome?





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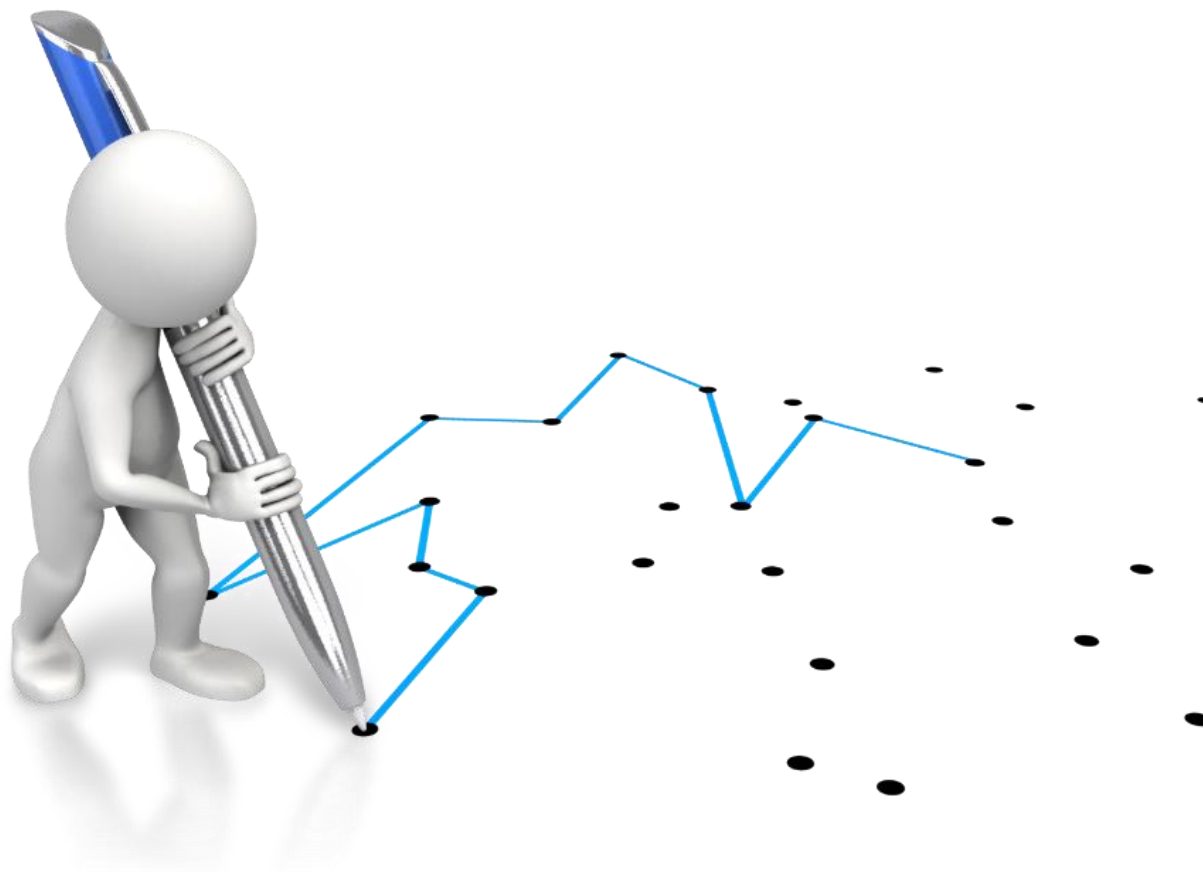
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Session 3

My Context, My Learner



Planning





Think, Pair, Share

Consider the following:

How will the ‘teaching for student learning’ section of the specification influence your planning?

P. 26/27





Discuss

- What is the purpose of a planning document?
- Who is the planning document for?





Planning

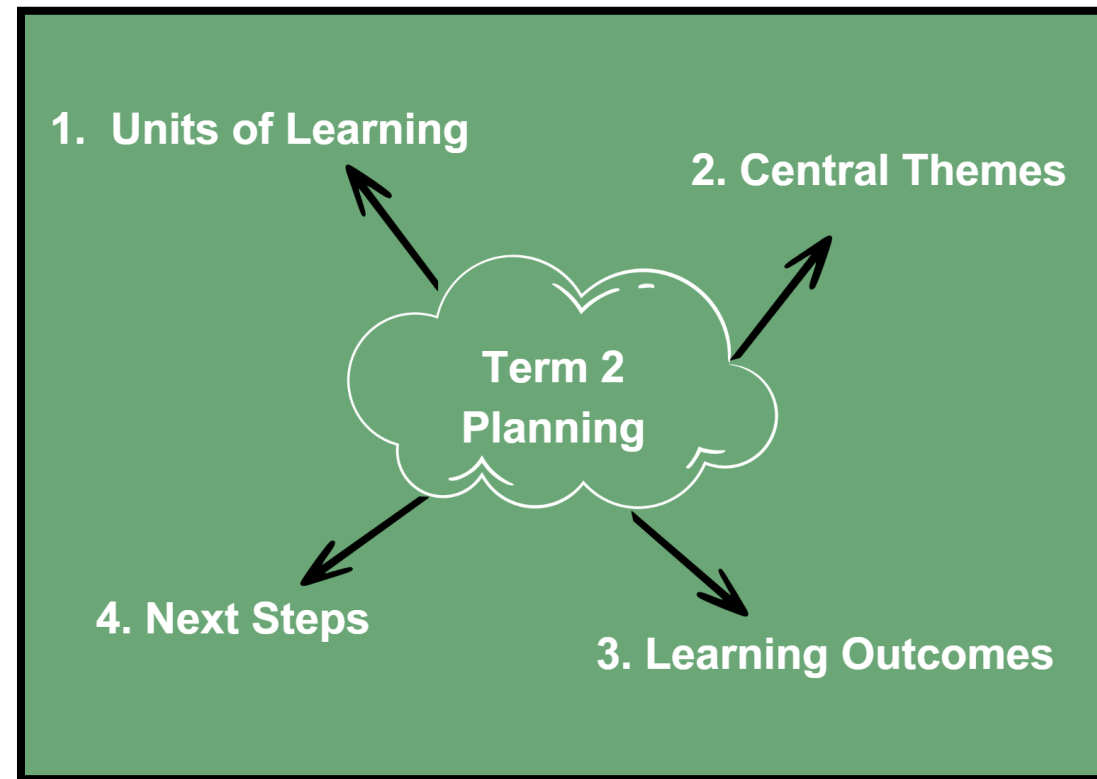
- Fluid
- Flexible
- Responsive
- Local
- Reflective





Planning Term 2

1. Decide on the central themes for Units of Learning in Term 2
2. Consider what LOs you will engage with in these UoLs
3. What are your next steps in planning for Term 2 of 5th year?





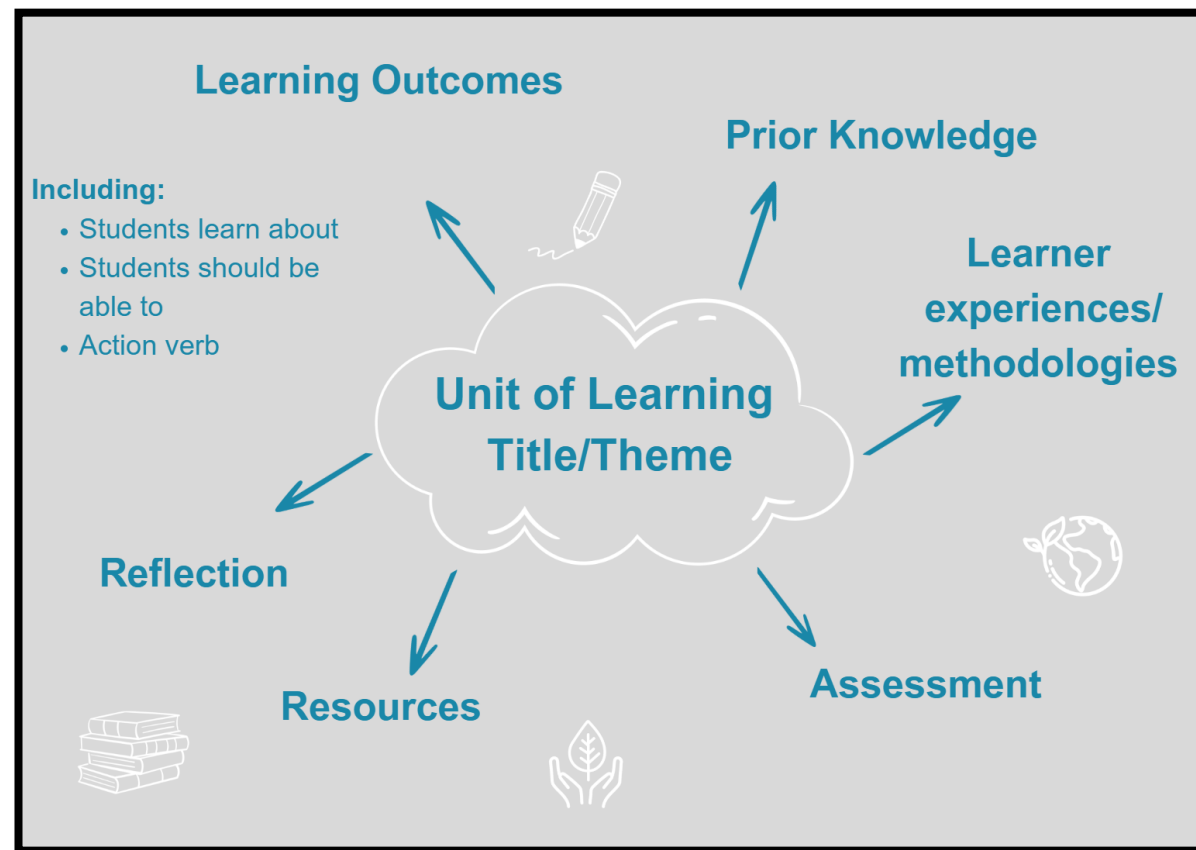
Stretch break





Developing a Unit of Learning

- Plan your Unit of Learning
- Use the headings and prompt questions to assist you
- Share on the Padlet

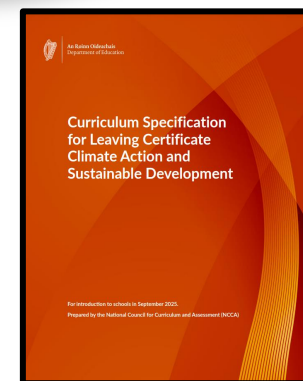
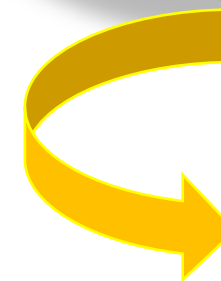




Learning Outcomes

- What learning outcomes from across the strands will you use to create your Unit of Learning?
- What is the **key learning** for your students?

Record the learning outcomes you have chosen on the sandbox



Sandbox



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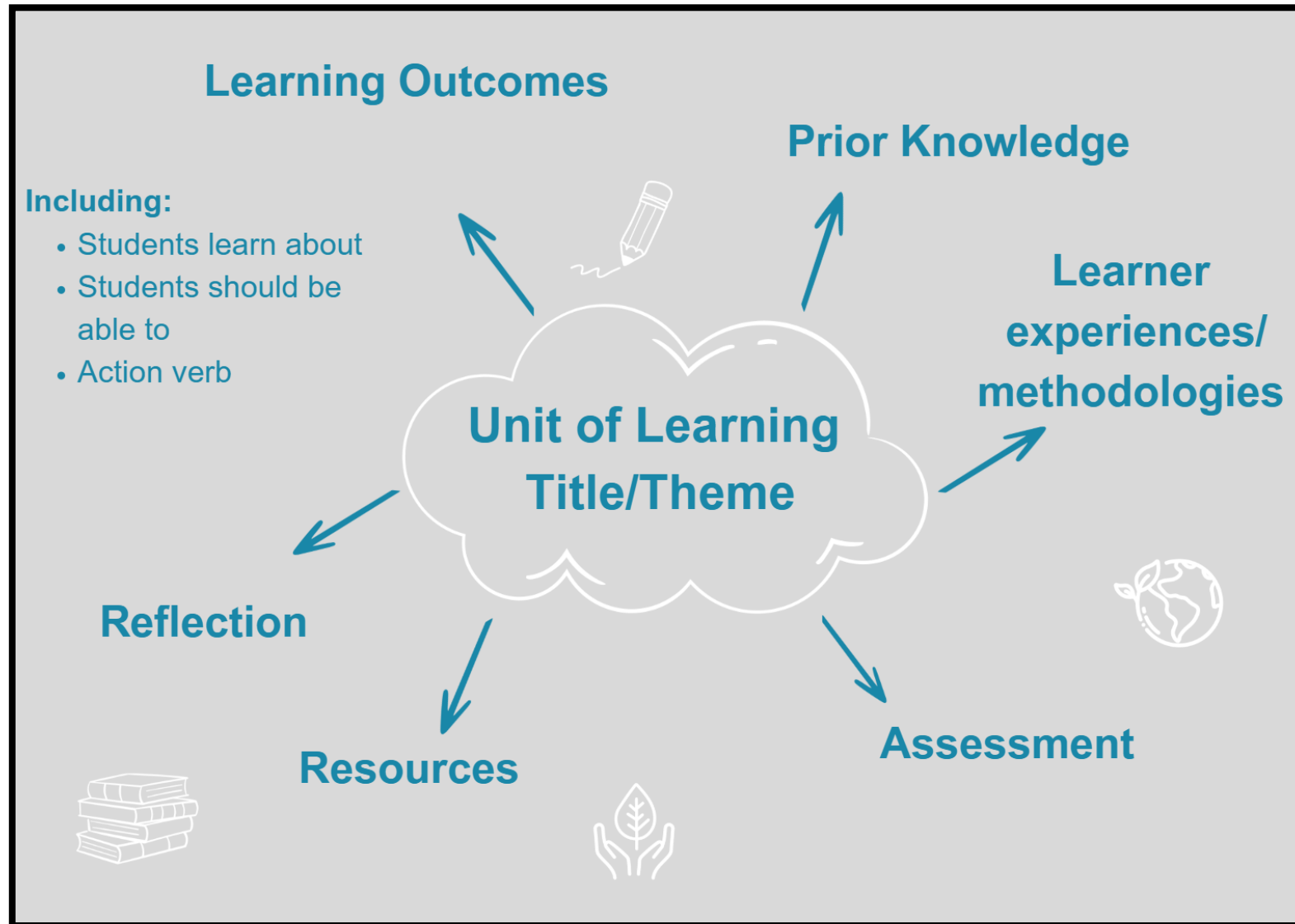
What learning outcomes have you chosen?



Prompts



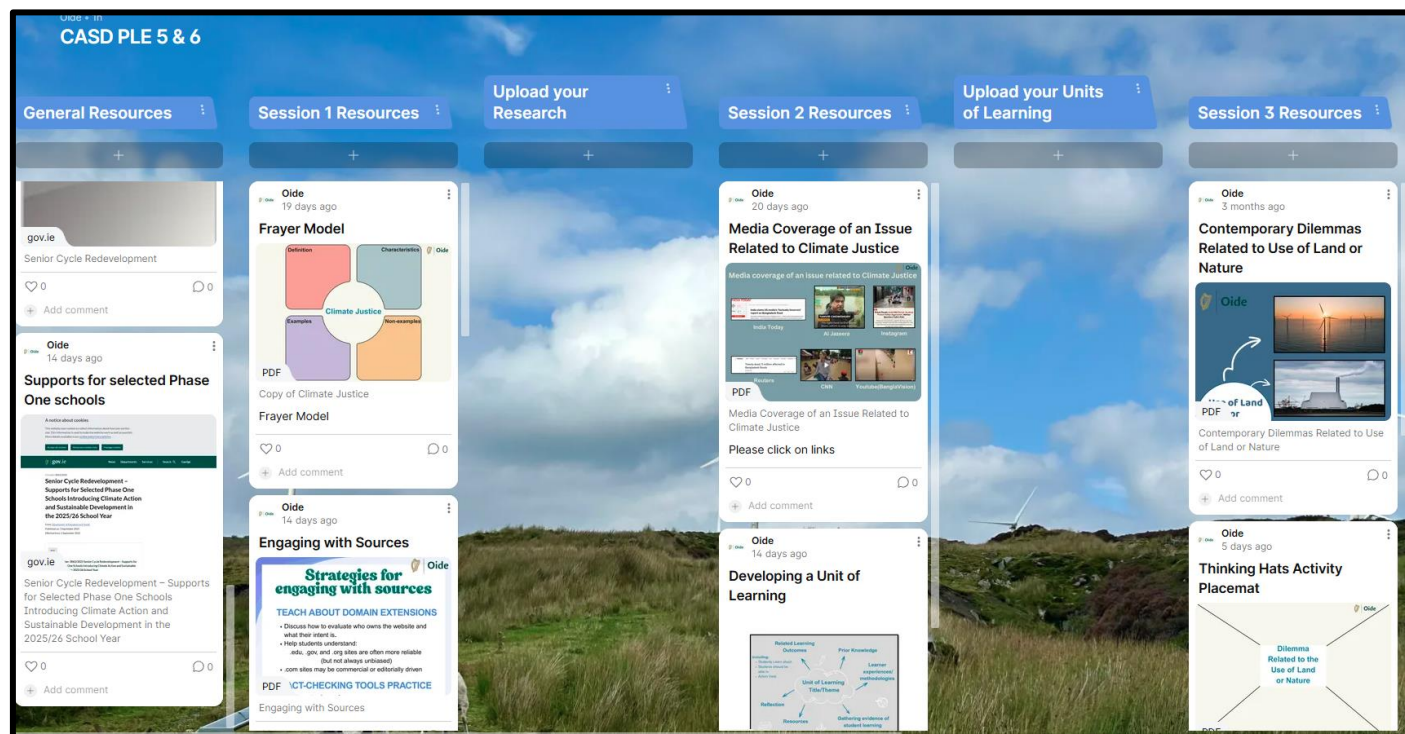
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Share your Unit of Learning on the Padlet



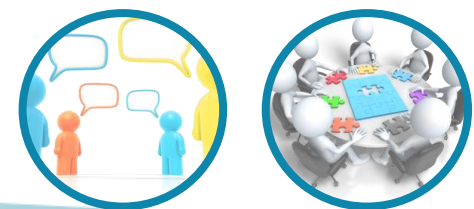
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Stay and Stray

- One person from your school **stays** at your table to explain your Unit of Learning to other participants
- The other person **strays** to other tables to hear about other Units of Learning
- Swap roles after 10 minutes





Next Steps

What do you need to do next for planning for Term 2 in your Climate Action and Sustainable Development classroom?





Reflection

What is the key learning that you will take from today that may benefit the learners in your classroom?





Thank You