



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Think Forward, Learn Forward

PLE 7





Oide Supports

PLEs

Webinars

Collaboratives

School Support

oide.ie

scoilnet.ie



Activity



Reading



Feedback



Reflection



Modelling



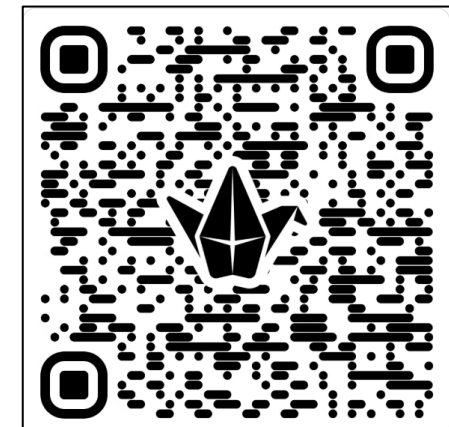
Padlet PLE Day 7 and 8

Oide • 1d
CASD PLE 7 and 8

- General Resources**
 - Oide 27 days ago
Climate Action and Sustainable Development Specification
Curriculum Specification for Leaving Certificate Climate Action and Sustainable Development
PDF
SC-Climate-Action-Sustainable-Dev-Spec-ENG
- Session 1**
 - Oide a month ago
Planetary Boundaries image

2025 image
Credit: Azote for Stockholm Resilience Centre, based on analysis in Sakschewski and
- Session 2**
 - Oide 2 days ago
Different Relationships with Nature

abc.net.au
'Like someone pulling my heart out': Pilbara elders tell travelling Federal Court of pain caused by Fortescue Metals dispute
- Session 3**
 - Oide 18 hours ago
Planning for dialogue
Planning for dialogue
Statements/Question/Motion:
Encouraging participation and voice of all involved. Removing possible barriers to participation.
Facilitation skills
Questioning: Managing conflict.
Active listening: Awareness of the behaviour of others.
Self-awareness: Other notes:
PDF
+ Add comment
 - Oide 24 days ago
Fishhook Debate



<https://tinyurl.com/5eay2fvy>



Learning Intentions Day 7

- **Explore the concept of planetary boundaries and the complementary economic approach of doughnut economics**
- Examine how values underpin attitudes and dispositions towards climate action and sustainable development
- Plan for, engage in and reflect on dialogue.



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 1



Learning Outcome 1.8

Students learn about

- planetary boundaries as a framework to describe how human life can thrive and flourish within the limits of Earth's systems
- how exceeding planetary boundaries will lead to large scale environmental change

Students should be able to

8. outline the concept of planetary boundaries

Outline give the main points; restrict to essentials

P.14





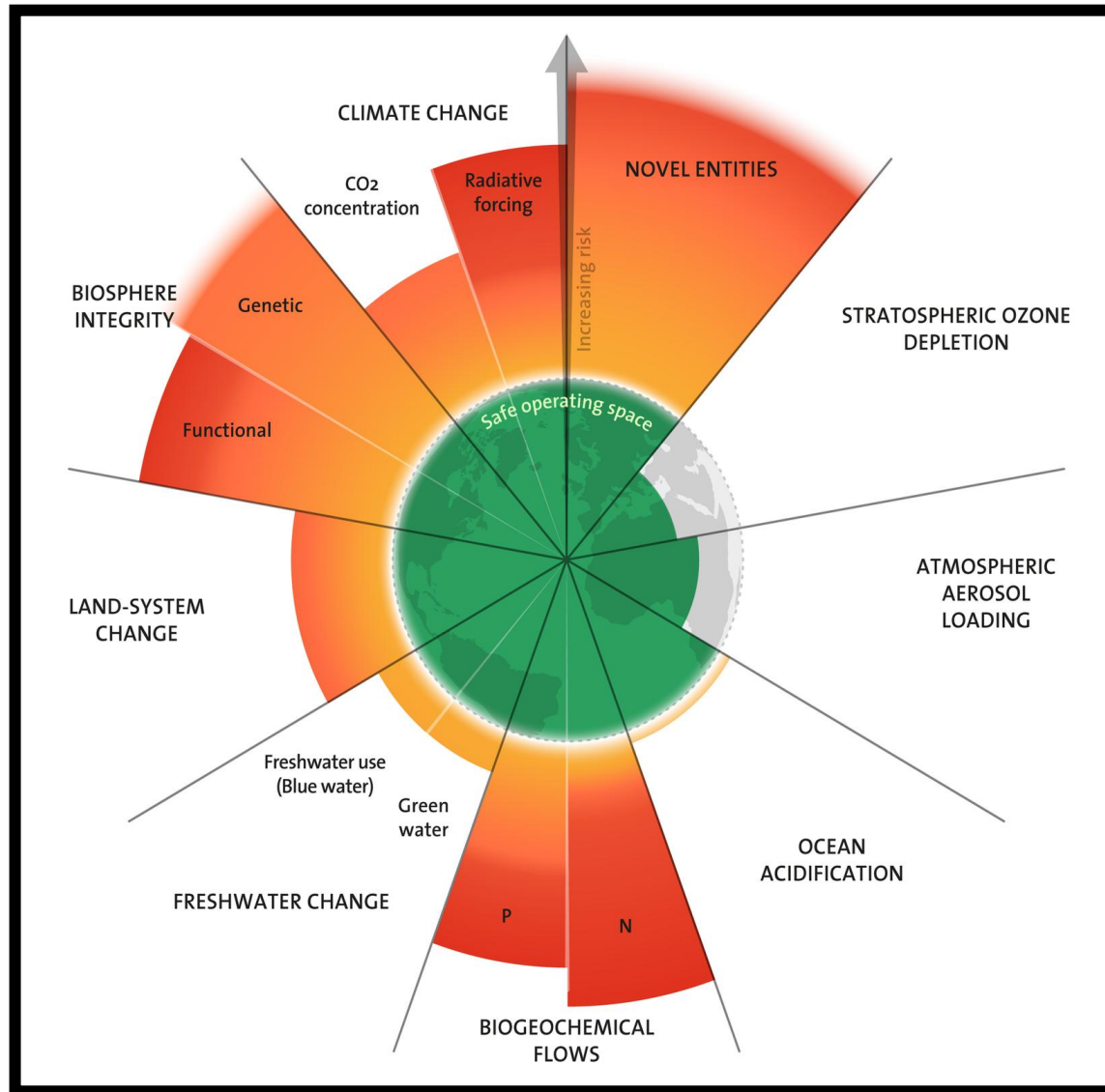
Planetary Boundaries: LO 1.8



Planetary Boundaries



Oide



[Credit: Azote for Stockholm Resilience Centre, based on analysis Sakschewski and Caesar et al. 2025.](#)

[The King's Centre for Visualization in Science, The King's University.](#)

Planetary Boundaries

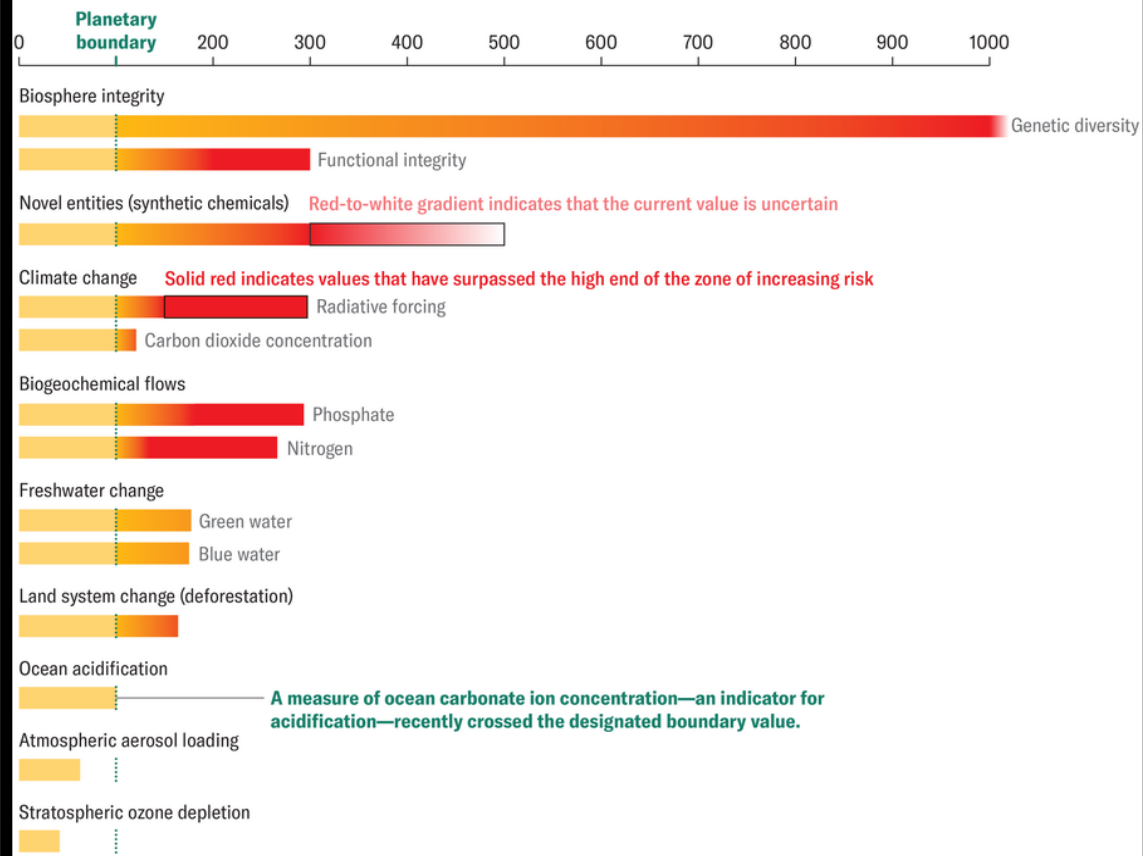


Oide

Quantifying the Nine Boundaries

Researchers evaluated Earth's current conditions with respect to nine "planetary boundaries" to better understand how humans have changed the planet from the preindustrial portion of the Holocene epoch. Each boundary reflects one or two quantitative measurements that are informed by but not limited to Holocene conditions. Above that boundary is a "zone of increasing risk" that is set where the scientists believe the probability of losing Holocene-like conditions increases. This chart maps each metric as a percentage of how far above or below the planetary boundary Earth currently is.

Percent of Planetary Boundary Value

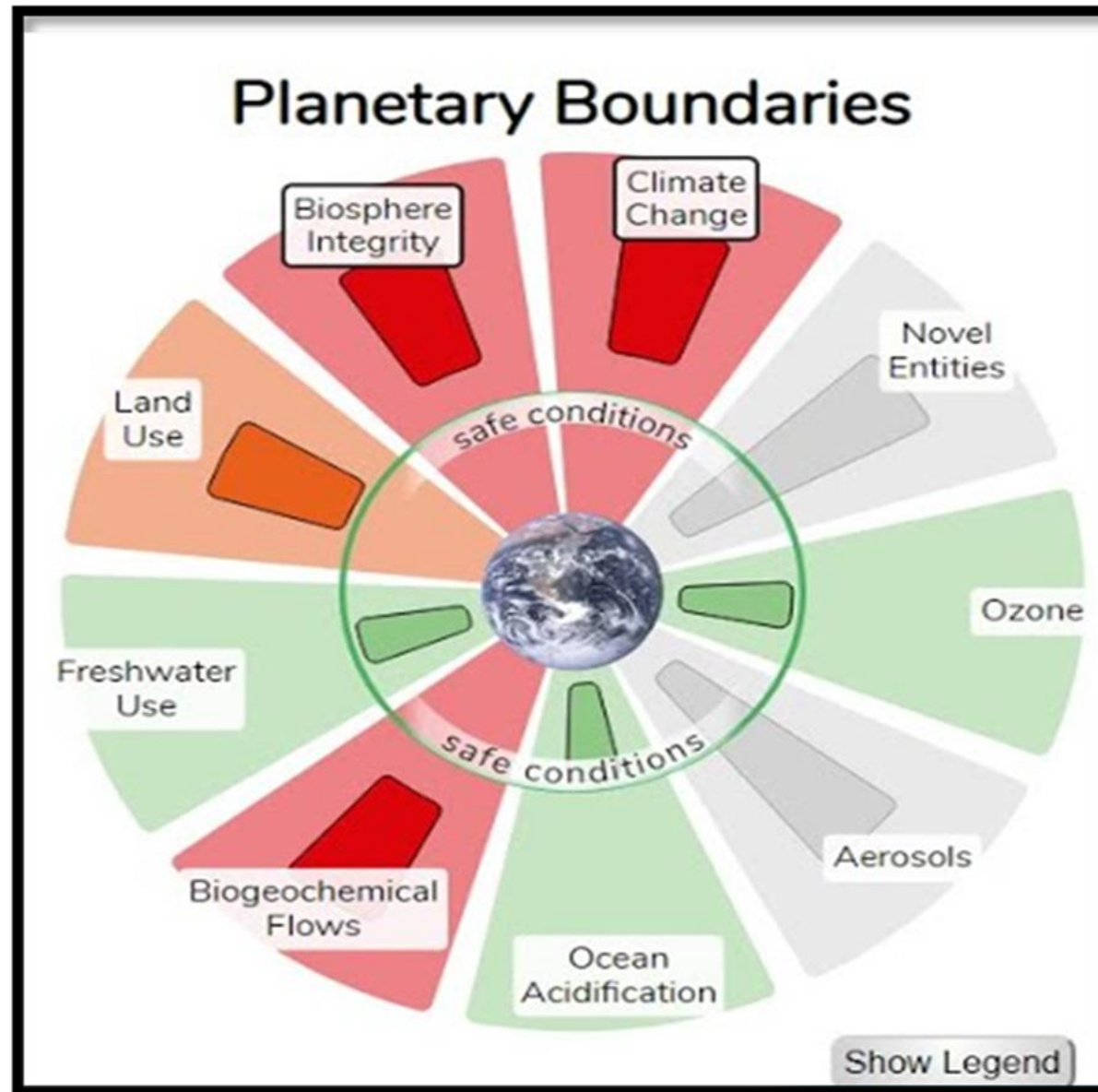


Source: [Planetary Health Check 2025: A Scientific Assessment of the State of the Planet.](#) Planetary Boundaries Science, Potsdam Institute for Climate Impact Research

Planetary Boundaries



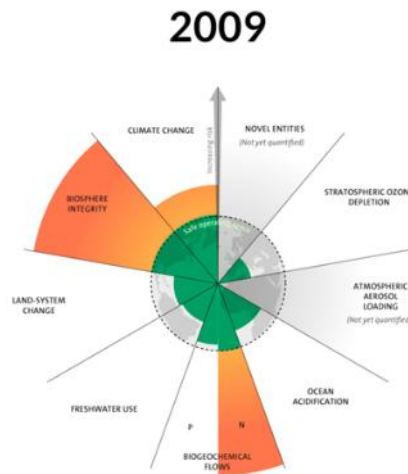
Oide



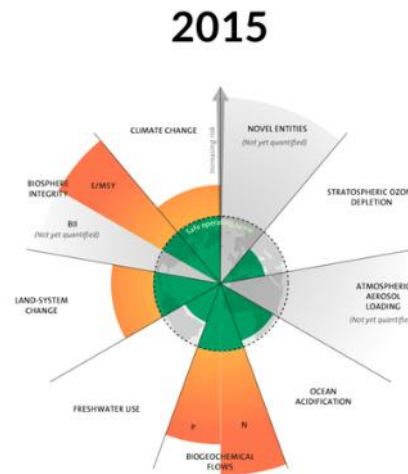
[The King's Centre for Visualization in Science,](#)
[The King's University.](#)



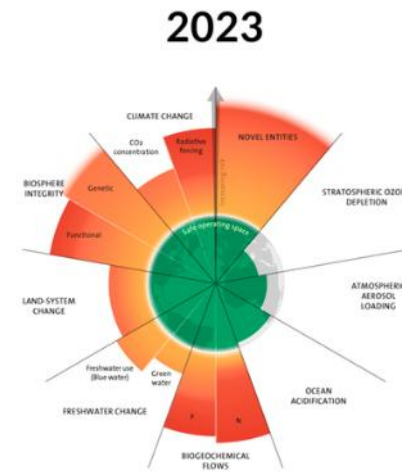
Planetary Boundaries: Evolution



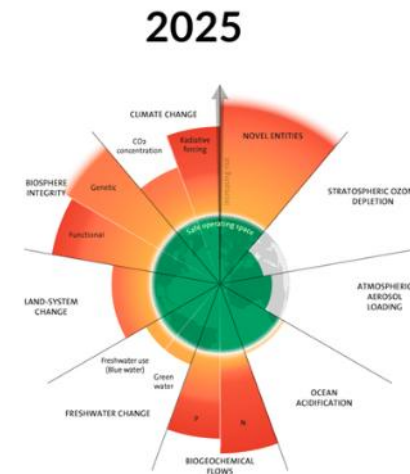
7 boundaries assessed,
3 crossed



7 boundaries assessed,
4 crossed



9 boundaries assessed,
6 crossed



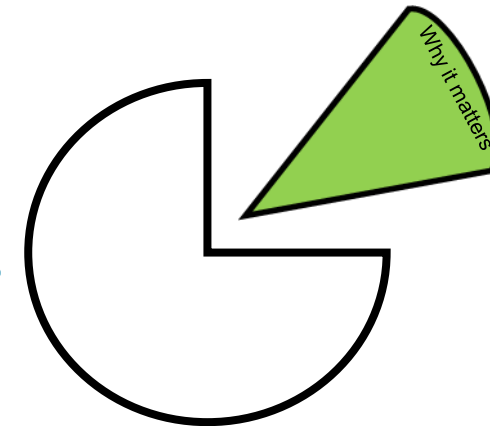
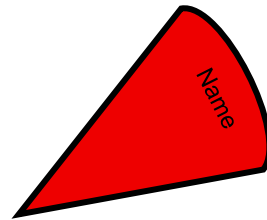
9 boundaries assessed,
7 crossed

The evolution of the planetary boundaries framework. Licenced under CC BY-NC-ND 3.0 (Credit: Azote for Stockholm Resilience Centre, Stockholm University. Based on Sakschewski and Caesar et al. 2025, Richardson et al. 2023, Steffen et al. 2015, and Rockström et al. 2009).



Finding Out More: Jigsaw Activity

- Nine Stations
- Visit one or two each
- Fill in the paper sector
- Create a jigsaw at the table, with the sectors

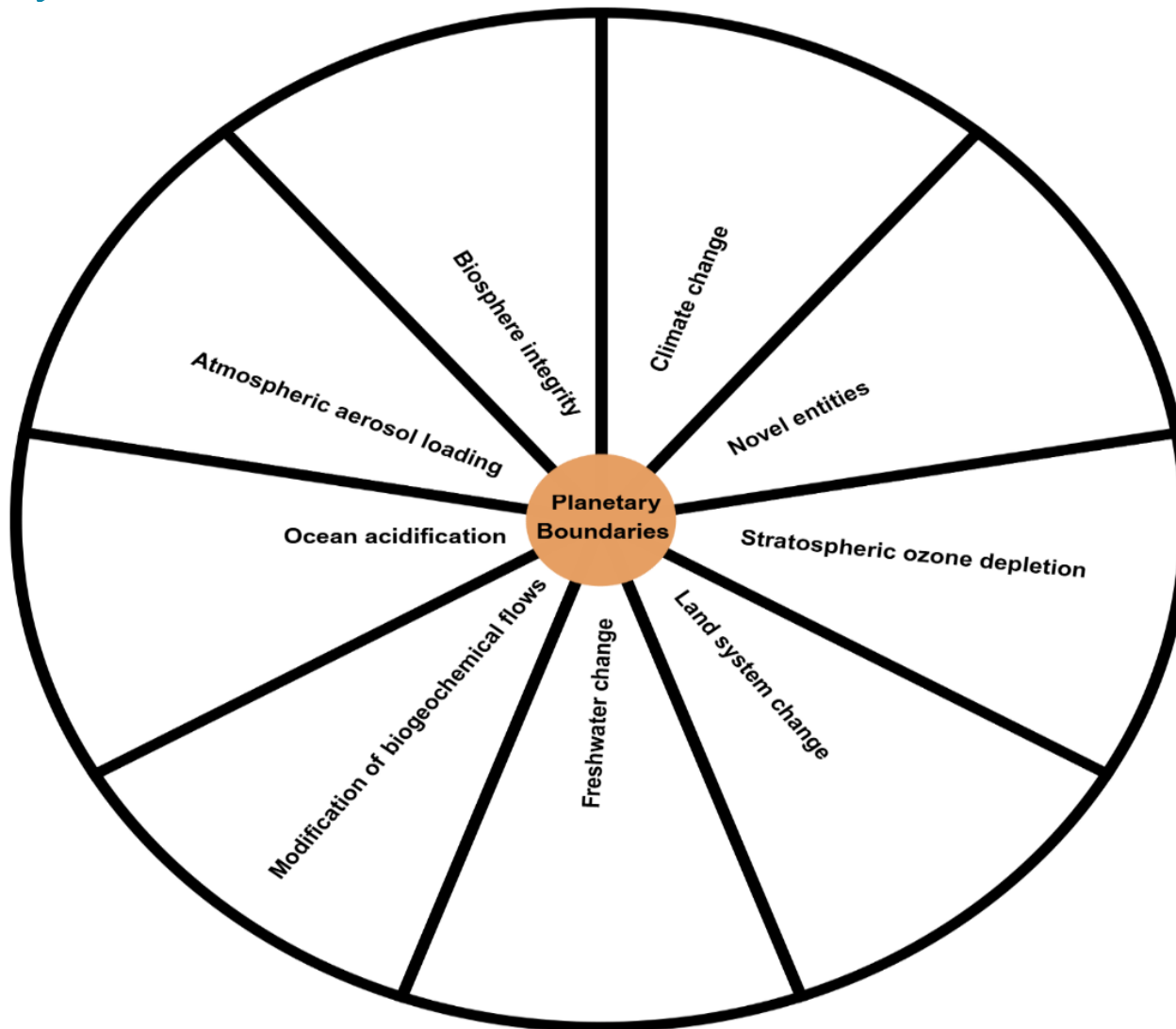


Keyword	Definition
FRESHWATER CHANGE	<ol style="list-style-type: none"> 1. went beyond a limit 2. things that change the direction of something 3. Carbon reservoirs move to cities, and trees grow bigger 4. deforestation 5. cutting down large areas of trees and forests 6. groundwater 7. depletion 8. water that is stored underground in soil or rock 9. water something is used for or used out 10. use up 11. taking something out, often from the earth e.g. minerals, water
BIOSPHERE INTEGRITY	<ol style="list-style-type: none"> 1. went beyond a limit 2. having lots of different types 3. control or manage something according to rules 4. many different kinds of plants and animals in one area 5. a group of plants with a few scattered trees, usually in hot regions
IDEAN ASSOCIATION	<ol style="list-style-type: none"> 1. the amount of a gas present in the air 2. having things, such as plants, animals 3. leading to the way something is built or organised
CLIMATE CHANGE	<ol style="list-style-type: none"> 1. natural places (e.g. forests or oceans) that absorb and store carbon dioxide from the air 2. the basic systems and structures a society needs to work, such as roads, bridges, water supply, and power lines
LAND-USE CHANGE	<ol style="list-style-type: none"> 1. to change something 2. to change something, in particular way 3. classification 4. gathering information about an area from the air, often with satellites or drones 5. growth or increase in size, number, or area





Each one, Teach one





Discussion

- Which boundary is under the highest pressure today?
- Which boundary influences the others most?
- What may happen if we cross the remaining boundaries?





Revisit your Questions





Assessment of LO 1.8

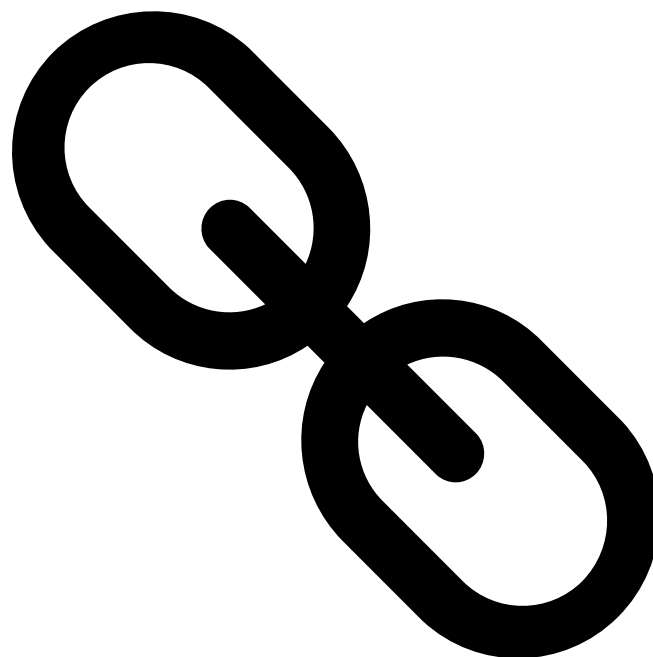
- How would you know that students have achieved the intended learning from this outcome?
- What evidence would you need?
- How might you assess this learning?





Making Links Across the Specification

**Learning
Outcome
1.8**



**Learning
Outcome
3.1**



Learning Outcome 3.1

Students learn about

Students should be able to

1. outline the following economic approaches to sustainable development, including at least one positive and one negative aspect:
 - capitalism
 - degrowth
 - bioeconomy
 - doughnut economics
 - circular economy

Outline give the main points; restrict to essentials

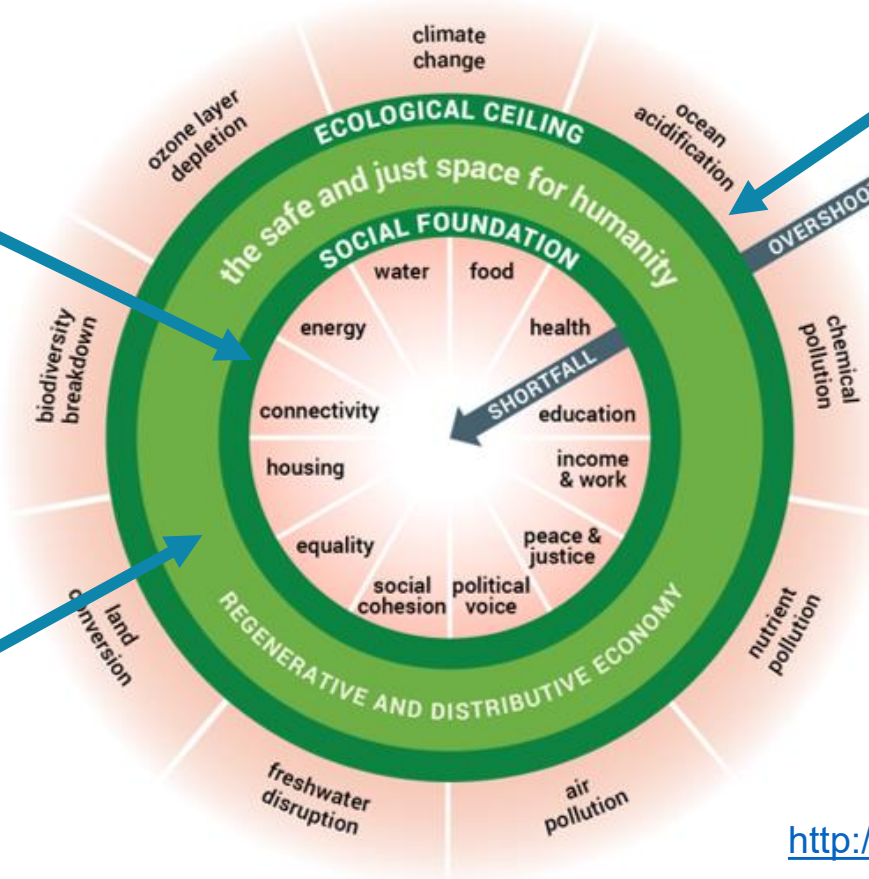




Doughnut Economics

Inner ring:
social foundation
(health, equity,
education, etc.)

Doughnut-shape:
where humanity
can thrive



Outer ring:
ecological ceiling
(climate change,
biodiversity loss,
nitrogen cycles,
etc.)



Alternative Visual Representations

Doughnut economics 3.0



Raworth (2025) The Evolving Doughnut.

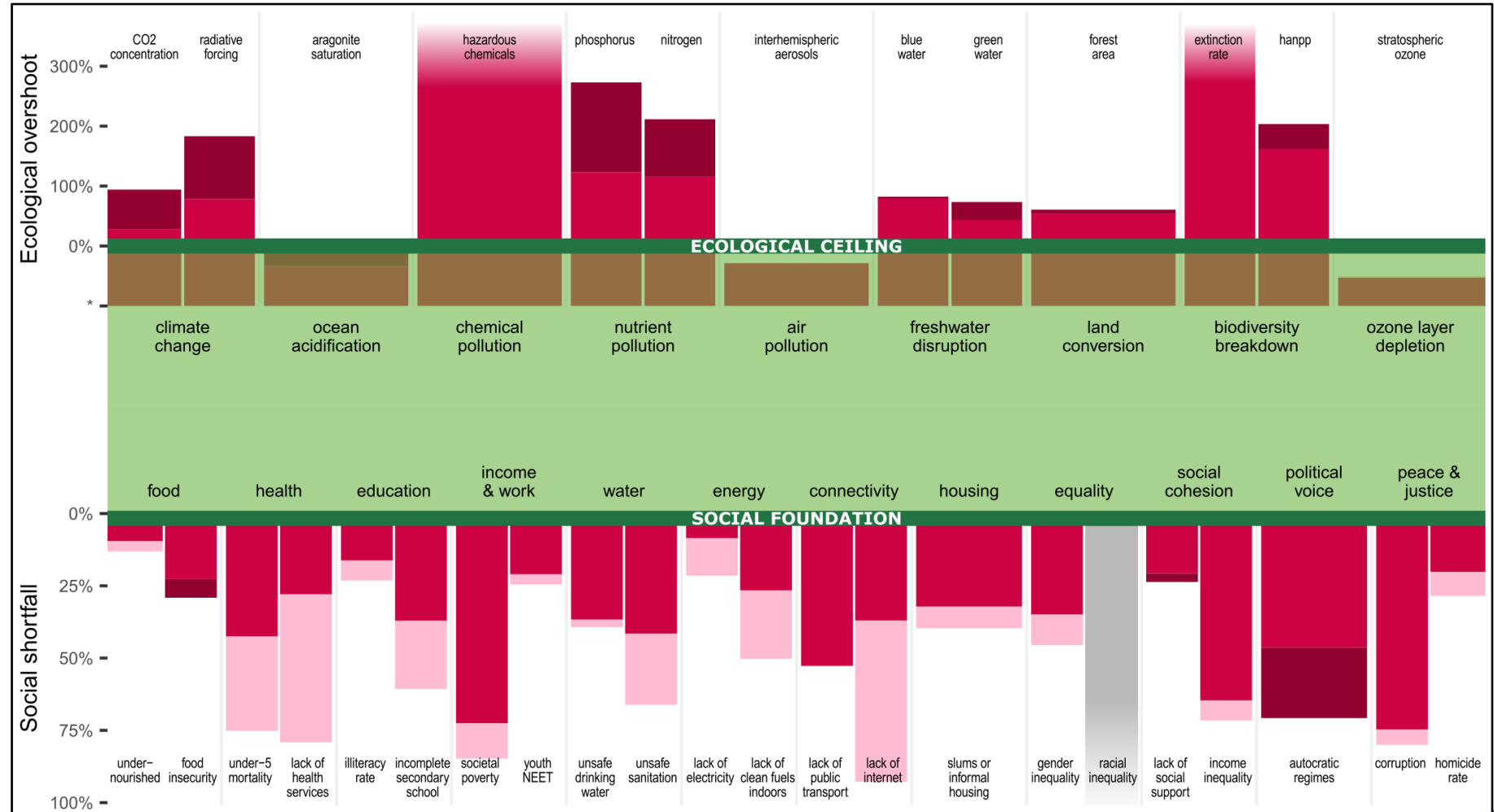
Alternative Visual Representations



Oide

Unrolled
Doughnut

Fanning and
Raworth (2025)





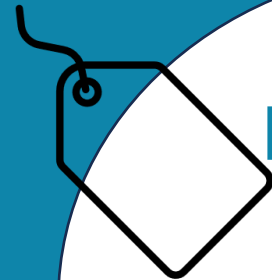
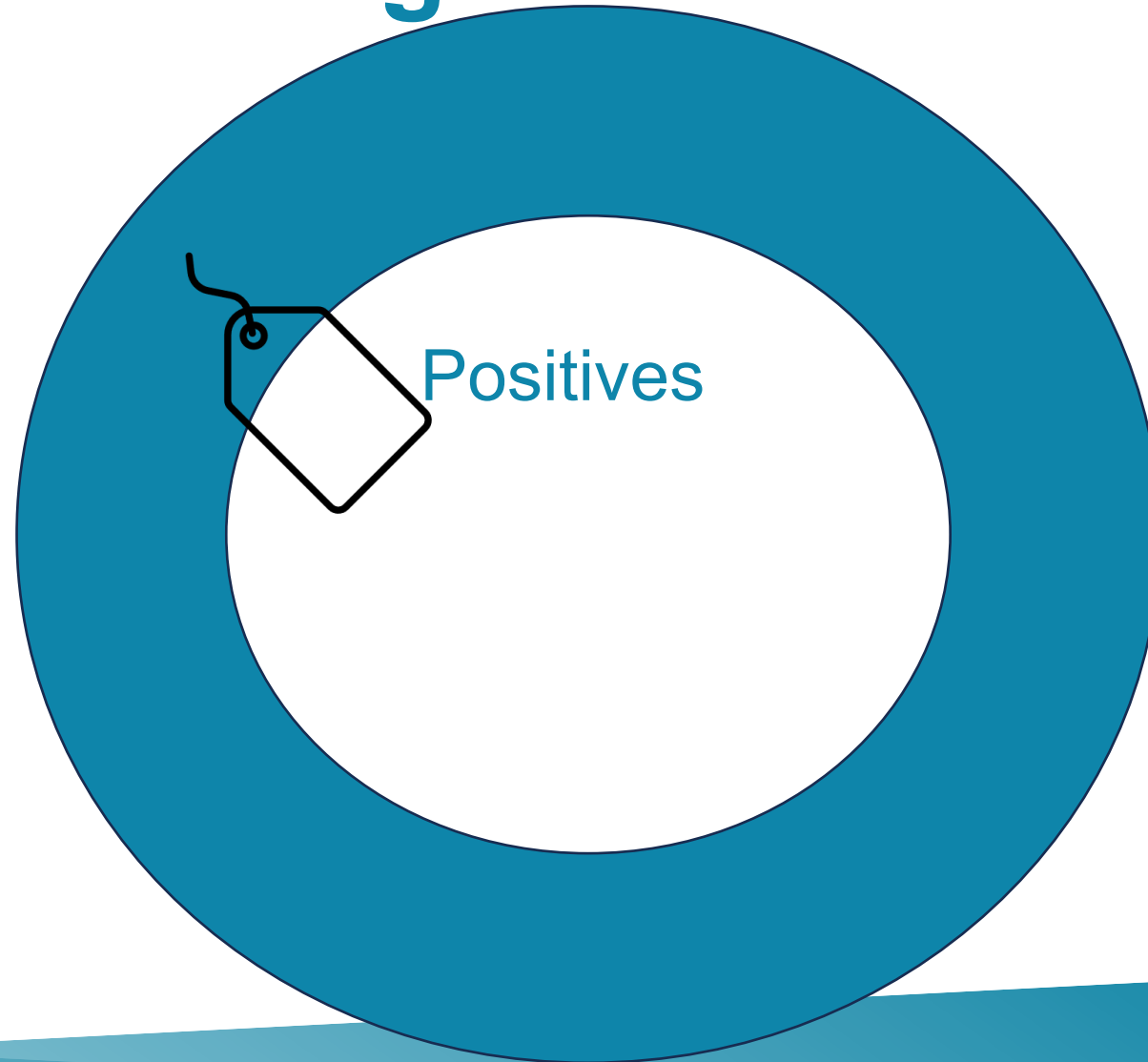
Oide

A real world context: Amsterdam



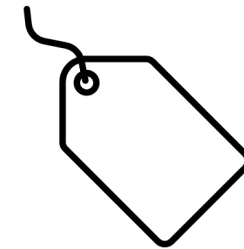
<https://youtu.be/2pl-xllKgak>

Doughnut Economics: Positives and Negatives



Positives

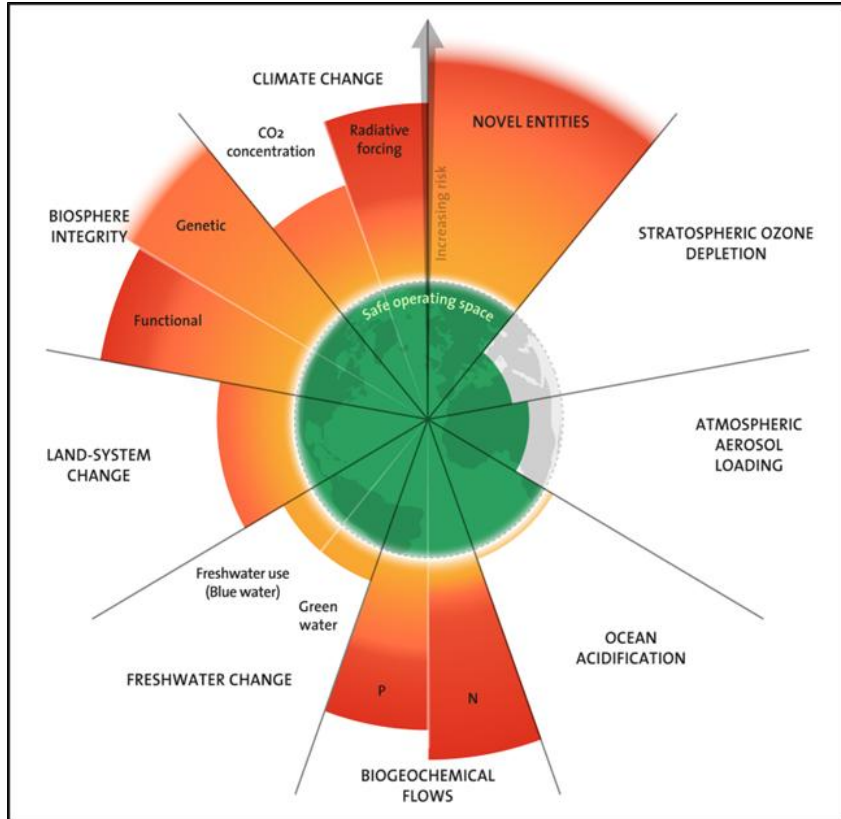
Negatives



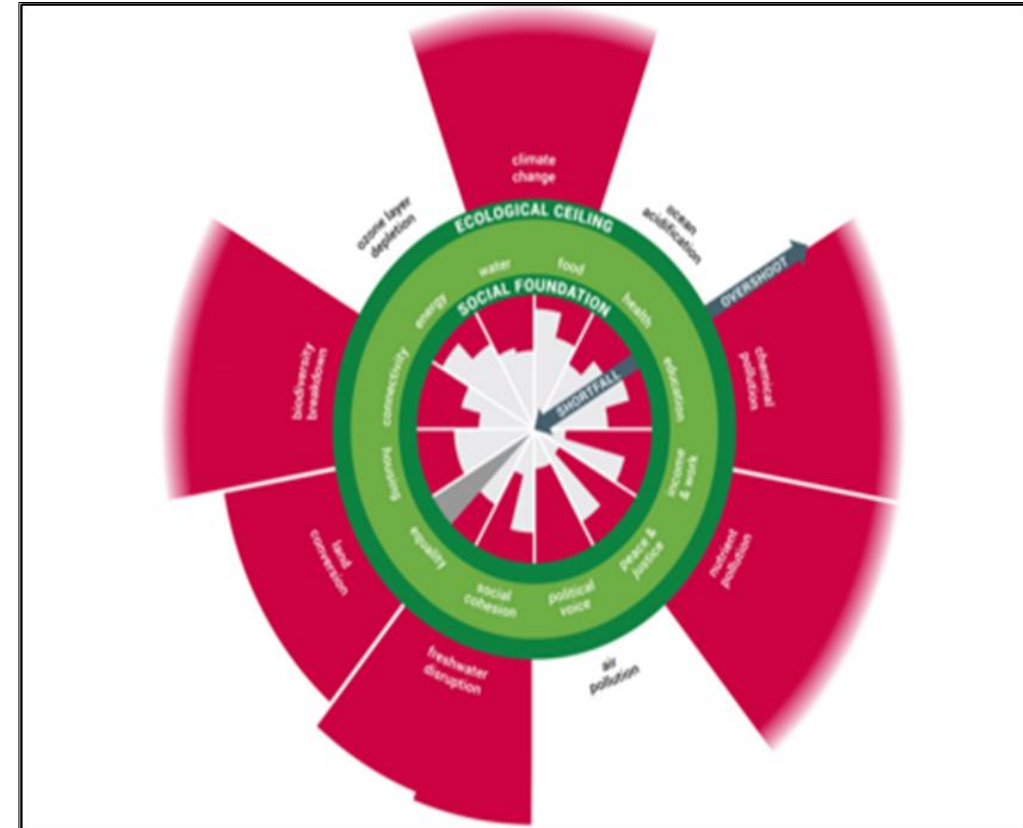
Planetary Boundaries and Doughnut Economics



Oide



Planetary boundaries



Doughnut economics





Other Economic Approaches: L.O 3.1

Oide • 8mo
CASD Collaborative 2

Resources

BOR 1 BOR 2 BOR 3 BOR 4

Oide 9 months ago
Degrowth
Degrowth is the policy of reducing production and consumption within an economy, with the aim of reducing environmental impact. This doesn't mean that the goal is to decrease GDP, but economic slowdown may be a result of transitioning towards a system that prioritizes human well-being and environmental sustainability. Degrowth is more important than economic profit.

Oide 5 minutes ago
Degrowth
Degrowth is the policy of reducing production and consumption within an economy, with the aim of reducing environmental impact. This doesn't mean that the goal is to decrease GDP, but economic slowdown may be a result of transitioning towards a system that prioritizes human well-being and environmental sustainability. Degrowth is more important than economic profit.

Oide 9 months ago
Bioeconomy
The bioeconomy refers to an economic system that uses renewable biological resources such as plants, animals, microorganisms, and organic waste to produce food, materials, energy, and other goods and services. It emphasizes sustainability by reducing reliance on fossil fuels, minimizing waste, and promoting the circular use of resources.

Oide 10 months ago
Disinformation
Disinformation is false news that is spread deliberately to encourage people to think or behave in a certain way. There is a related but distinct concept, misinformation, which is false information that is spread unintentionally.

Oide 2 minutes ago
Decarbonising Economies
Decarbonisation refers to the process of reducing carbon dioxide (CO2) emissions and transitioning to a low-carbon economy. The vast majority of carbon emissions come from five sectors: power generation, industry, transport, buildings, agriculture, and land use.

Oide 5 minutes ago
Doughnut Economics
Doughnut Economics is a concept developed by economist Kate Raworth. It is based on the idea of a 'doughnut' shape. The inner circle represents the ecological ceiling, which is the maximum level of resource use that the planet can sustain. The outer ring represents the social foundation, which is the minimum level of resource use that is necessary for a decent standard of living for all people.

Oide 10 months ago
Degrowth

Oide 10 months ago
Bioeconomy

Oide 10 months ago
Disinformation

Oide 10 months ago
Decarbonising Economies

Oide 10 months ago
Learning Outcome(s)

Oide 10 months ago
Learning Outcome(s)

Oide 10 months ago
Learning Outcome(s)

Oide 10 months ago
Learning Outcome(s)

Oide 10 months ago
Bitesize explanation

Oide 10 months ago
Bitesize explanation

Oide 10 months ago
Bitesize explanation

Oide 10 months ago
Bitesize explanation

Oide

Digital Technology • Droidchad Induction • Primary • Post-Primary • Gaelic • Leadership

Home • Post-Primary • Climate Action & Sustainable Development • Professional Learning Materials

This section contains the professional learning materials and supporting resources used during Professional Learning Events for Senior Cycle Climate Action and Sustainable Development.

Webinar 3: Biodiversity Think-In'

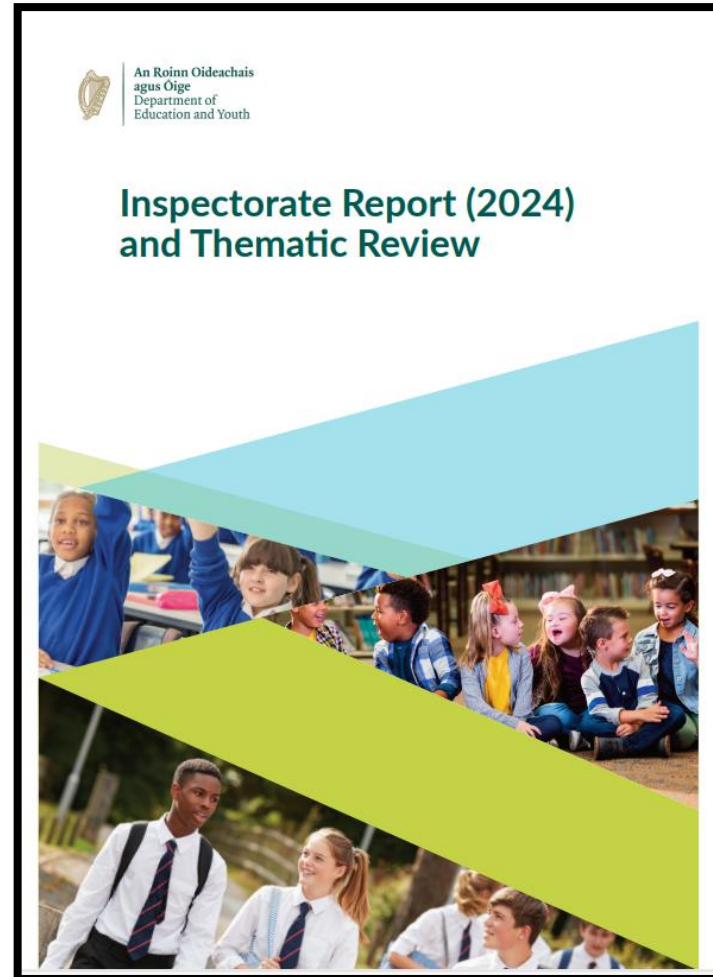
PLE 5 & 6: Teaching for a Changing World: Learning About and Through Action

Collaborative 2: Examining key concepts and terminology of Climate Action and Sustainable Development

The Department of Education and Youth Inspectorate Report (2024) and Thematic Review



Oide





- What is the purpose of assessment?



- What type of evidence would we look for?
- How is the evidence that we gather useful?





Steps to Designing Effective Assessment in the CASD Classroom

- Start with: what needs to be achieved?

Align with the **Learning Outcome(s)**, be guided by the **Action Verb**.

- Design tasks that are based on the values, the knowledge and the skills required
- Share success criteria with students
- Plan for **access** and **challenge** at an appropriate level
- Consider how you will provide feedback.





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 2



Learning Intentions Day 7

- Explore the concept of planetary boundaries and the complementary economic approach of doughnut economics
- **Examine how values underpin attitudes and dispositions towards climate action and sustainable development**
- Plan for, engage in and reflect on dialogue.



Same World, Different Views

Carbon tax adds 2c/l to green diesel prices





Same World, Different Views





Same World, Different Views





Same World, Different Views





Same World, Different Views

APRIL 15, 2025 | APPEARED IN THE FINANCIAL POST

Global Warming Policies Hurt the Poor





Learning Outcome ALT 1.1

Students learn about

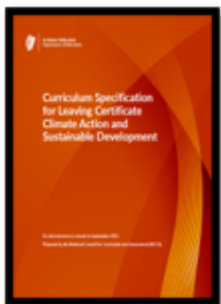
- how values drive individuals' attitudes and dispositions either in support of or against a sustainable present and future
- the influence of messaging from advertising, media, companies, economic ideology

Students should be able to

1. **compare** how different people's values, including their own, underpin their attitudes and dispositions to climate action and sustainable development

Compare give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout

P. 22





What are values and why do they matter?

- deeply held beliefs about what matters
- shaped by culture, family, economics, identity, and experience etc.
- values affect our attitudes and behaviours
- a value system is a framework that shapes our decisions and priorities.



Reflecting on My Own Values

Family and close relationships	Health	Freedom	Security
Happiness and joy	Purpose and meaning	Respect	Integrity and honesty
Knowledge and learning	Success and achievement	Kindness and compassion	Belonging
Time	Peace and calm	Environment and nature	Spirituality

Religion / Faith	Inner Peace	Mindfulness	Gratitude
Tradition	Service	Harmony	Respect for living things
Justice	Power	Money	Equality
Courage	Hope	Humility	Legacy





Who/What is Shaping Our Views?



Trump called climate change a 'con job' at the United Nations.





Examples of Values

Environment
& nature

Individual
choice/freedom

Wealth

Fairness/equity

What attitudes and dispositions might someone with this value have?

What actions might follow?

Scenarios



Oide

A local government proposes a carbon tax to reduce greenhouse gas emissions

A new mining project promises jobs

Farmers are required to reduce water use during a drought

Protests that block major roads are made illegal

A city centre ban on petrol/diesel powered cars within five years





Links to the Specification

Where in the specification do opportunities arise for exploring values?





Learning Outcome ALT 1.2

Students learn about

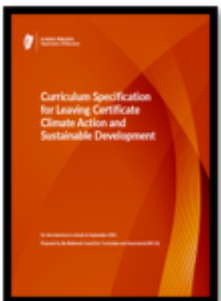
- how different groups and individuals hold different values
- how value systems impact the way different people, communities, societies (including indigenous people), relate to nature now and in the past

Students should be able to

2. **discuss** how values relating to nature can vary between people and across time

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

P. 22





What is meant by nature?

Write down three words that you associate with
'nature'.





Values

Values shape attitudes and dispositions.

Attitudes shape how we act.



How Values Change Over Time

Pre-industrial societies

Post-WWII consumer society

Industrial Revolution

Modern sustainability movements





How Values Change Over Time

- What values were most important at this time?
- What behaviours were encouraged or discouraged?
- How was nature treated as a result?



Exploring Changes in Values Towards Nature



Oide

- Do your values towards nature differ from your parents' or grandparents' values? Why so?
- Can changing values towards nature improve society?
- Can changing values towards nature cause conflict?





Different Relationships with Nature

- An Indigenous community
- A mining company

How do each group's values shape their relationship with nature?



Federal Court sets up at Pilbara mine to hear Fortescue Metals Group and Yindjibarndi dispute

By Ted O'Connor

ABC Pilbara

Mining and Metals Industry

Wed 16 Aug 2023



Federal court hearing in the remote Pilbara. (ABC Pilbara: Ted O'Connor)



Reflection

How might valuing nature differently change how we act?





Movement break





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 3



Learning Intentions Day 7

- Explore the concept of planetary boundaries and the complementary economic approach of doughnut economics
- Examine how values underpin attitudes and dispositions to climate action and sustainable development
- **Plan for, engage in and reflect on dialogue.**

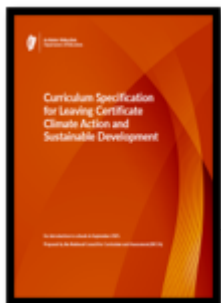


Learning Outcome ALT 1.3

Students learn about	Students should be able to
<ul style="list-style-type: none">• facilitation skills:<ul style="list-style-type: none">• active listening• awareness of the behaviour of others• self-awareness• questioning• managing conflict, etc.• encouraging participation and voice of all involved in dialogue• removing possible barriers to participation	<p>3. facilitate inclusive dialogue around climate action and sustainable development</p>

“Students will plan and facilitate a dialogue on an issue related to climate action and sustainable development. The format and nature of the dialogue can be decided by students”

Facilitate make an action or process easier; consciously guide a dialogue so that it stays on course and reaches the agreed-upon goals



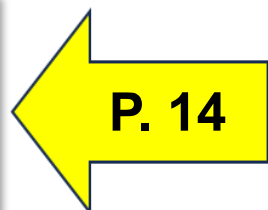
P. 21 & 22





Learning Outcome 1.4

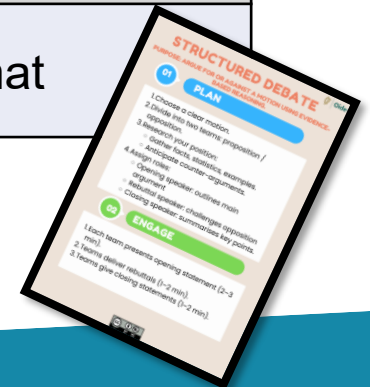
Students learn about	Students should be able to
<ul style="list-style-type: none">• activities contributing to national and global emissions including:<ul style="list-style-type: none">• transport• industry• agriculture• technology• burning fossil fuels• deforestation• land use change	<p>4. explore activities causing the enhanced greenhouse effect</p>





Topic and Dialogue Method

Group	Topic from LO 1.4	Method of Dialogue
1	Technology	Fishbowl
2	Agriculture	Socratic seminar
3	Burning Fossil Fuels	Structured debate
4	Transport	Talk Show format





Dialogue: planning and engaging

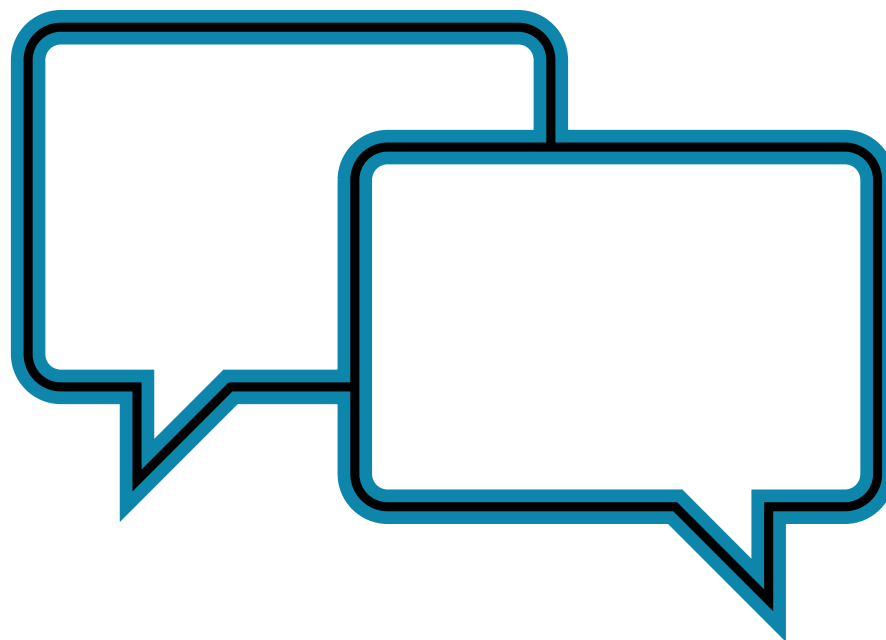
- Decide on a question/statement/motion within your assigned topic from LO1.4
- Compile a list of guidelines that your group will follow during the dialogue.

Planning for dialogue		Oide
Statement/Question/Motion:		
Encouraging participation and voice of all involved:	Removing possible barriers to participation:	
Facilitation skills		
Questioning:	Managing conflict:	
Active listening:	Awareness of the behaviour of others:	
Self-awareness:	Other notes:	





Dialogue Time





Reflection on the Dialogue

- Did you achieve what you set out to as a group?
- How would you describe your experience of the dialogue?
- Did you encounter any challenges during the dialogue? If so, how did you overcome them?
- If you had to re-do it, what changes would you make and why?



The Pale Blue Dot



Oide



Reflection on the day

- Explore the concept of planetary boundaries and the complementary economic approach of doughnut economics
- Examine how values underpin attitudes and dispositions to climate action and sustainable development
- Plan for, engage in and reflect on dialogue.





References

- Doughnut Economics Action Lab (2025) *About Doughnut Economics*. Available at: <https://doughnuteconomics.org/about-doughnut-economics> and <https://doughnuteconomics.org/amsterdam-portrait.pdf> (Accessed: 13th January 2026)
- Fanning, A.L. and Raworth, K. (2025) Doughnut of Social and Planetary Boundaries monitors a world out of balance, *Nature*, 646(8083), pp. 47-56. Available at: <https://doi.org/10.1038/s41586-025-09385-1>
- Montañez, A. (2025) *Planetary Health Check 2025: A Scientific Assessment of the State of the Planet*, *Planetary Boundaries Science*, Potsdam Institute for Climate Impact Research. Available at: <https://www.scientificamerican.com/article/ocean-acidification-threshold-pushes-earth-past-another-planetary-boundary/> (Accessed: 13 January 2026)



References

- O'Connor, T. (2023) *Federal Court sets up at Pilbara mine to hear Fortescue Metals Group and Yindjibarndi dispute*. Available at: [Federal Court sets up at Pilbara mine to hear Fortescue Metals Group and Yindjibarndi dispute - ABC News](#) (Accessed: 6 February 2026)
- Raworth, K. (2025) *The Evolving Doughnut*. Doughnut Economics Action Lab, Oxford. Available at: <https://doi.org/10.64981/XGRX2738>
- Sagan, C. (1994) *Pale Blue Dot: A Vision of the Human Future in Space*. Random House.
- Stockholm Resilience Centre (2025) *Planetary Boundaries*. Available at: <https://www.stockholmresilience.org/research/planetary-boundaries.html> (Accessed: 9th January 2026)



Thank You