
Short Course

Climate Action

Guidelines for the Classroom-Based Assessment

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I.

Introduction

This document, 'Climate action: Guidelines for the Classroom-Based Assessment', provides:

1. General information on Classroom-Based Assessments.
2. Detail of the nature and scope of the Classroom-Based Assessment described in the specification for this Junior Cycle short course.
3. The Features of Quality used to describe the level of achievement in the Classroom-Based Assessment.
4. Guidelines for schools, teachers and students on completing the Classroom-Based Assessment.

These guidelines should be used in conjunction with the specification for the Junior Cycle [Climate Action] short course and the Assessment Toolkit for Junior Cycle. A detailed outline of assessment in Junior Cycle can be found in the [Framework for Junior Cycle 2015](#).

In this Junior Cycle short course there will be a range of assessment approaches to complement learning. These will include ongoing teacher designed assessments, student self-assessment and one classroom-based assessment.

2.

Classroom-Based Assessments: General Information

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the NCCA short course specification or in the school developed short course specification. The tasks are described and the Features of Quality, which support teacher judgement, are set out in these guidelines.

Although the assessment is similar to the ongoing assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is used in the school's reporting to parents and students and may also be recorded for learning and assessment review meetings.

Students prepare for the Classroom-Based Assessment over a period of time in second or third year. The results of other projects, homework undertaken by the students in the course of their normal classwork do not add up to the award of a descriptor for the Classroom-Based Assessment.

3.

Deciding on the Level of Achievement

There are four level descriptors of achievement in each Classroom-Based Assessment: Exceptional, Above expectations, In line with expectations, and Yet to meet expectations.

Teachers use the Features of Quality, set out in these guidelines, to decide the level of achievement in each Classroom-Based Assessment.

The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

4.

Time for Classroom-Based Assessments

Classroom-Based Assessment is included within the time allocated for short courses, which is approximately 100 hours. It is envisaged that the student led action that the Classroom-Based Assessment reflects on will take place over approximately 20 hours of class time. At the end of a student-led action, in either 2nd or 3rd year, students should be given time to reflect on the process of their action and select a piece or pieces of work that demonstrates their learning. This reflection and pieces of work make up the Classroom Based Assessment. The reflection and selection of evidence for the CBA will take place over 1-2 hours of class time. Whilst the timing of Classroom Based Assessment in short courses may vary from school to school, Classroom-Based assessment for reporting purposes in the JCPA cannot be conducted in first year.

5.

School autonomy in preparing for the Classroom-Based Assessment

These guidelines set out a range of options for the Classroom-Based Assessment so that it can suit the particular needs and circumstances of students and the school. A variety of possibilities are presented as to types of assessment activities that students might undertake, ways of presenting evidence of their learning and the role the teacher plays in supporting the process. Within the parameters set by the guidelines, the range of themes or topics for the assessment can be determined independently by the school, teachers and students.

Schools have the flexibility to adapt any NCCA short course to suit their particular interests, needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short course(s) are available.

6.

How the school supports the completion of the assessments

The school supports the completion of the assessments by:

- Ensuring that the NCCA Specification and Guidelines for the Classroom-Based Assessment are provided to teachers.
- Supporting teachers in recording the level Descriptors awarded to each student.
- Retaining records and pieces of work, as appropriate, for the purposes of Learning and Assessment Review.
- Applying the guidelines for Learning and Assessment Review.
- Ensuring accessibility of assessment for all students.
- Reporting the outcomes of Classroom-Based Assessments to students and their parents/guardians as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

In gathering evidence for assessment purposes within the Junior Cycle Short Courses, it is important that teachers use approaches which are sustainable and proportionate. As assessment is about empowering teachers to improve outcomes for students, it is important to ensure that too much paperwork and overly complex processes do not get in the way of learning and teaching. Any paperwork needs to support learning rather than becoming an end in itself.

While assessment judgements should be based on evidence drawn mainly from day-to-day learning and teaching there is no need to collect large folios of evidence to support this. In sharing learning intentions and success criteria or the features of quality for the Classroom-Based Assessment, teachers should highlight the role students can play in identifying quality evidence from their own work to be used for assessment purposes.

An efficient planning process which identifies when and how key aspects of learning will be captured as evidence for assessment is one way to ensure that assessment in short courses remains manageable and sustainable. This approach avoids excessive and inappropriate evidence being collected and allows for review meeting discussions to be taken forward in a structured way. It also avoids the pressure at the end of the course to search for and identify evidence to support judgements about overall performance.

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. It is envisaged that teachers will guide, support and supervise throughout the process.

Support may include:

- Clarifying the requirements of the task.
- Using annotated examples of student work to clarify the meaning and interpretation of the Features of Quality to students.
- Providing guidance and/or instructions at strategic intervals to facilitate the timely completion of the action and submission of work students personally contributed to the action.
- Providing supports for students with special educational needs (SEN).

7.

Assessment in this short course

The most important form of assessment which will take place in the short course is Assessment for Learning (AfL) practices which will take place as an integral part of activities in each lesson as well as via home learning activities. Both will allow the teacher to give regular comment only, verbal formative feedback on learning within the context of the positive relationship developed between teacher and student.

Students will know they have succeeded by the evidence that they have self-organised and carried out action that contributes to a more just and sustainable world. Students will organise and carry out significant action in each of the three years of the short course. Skills for collaboration and action should be developed incrementally.

- In first year, it is likely to be most appropriate for the action to be heavily scaffolded by teacher inputs and explicit teaching of skills, with the teacher modelling how to make decisions together as a group.
- In second year, students build on this experience by devising and carrying out a youth-led action, based on their own ideas, ideally in a small group of no more than 5 students. The process of researching, developing and carrying out each action should take place over the course of a significant portion of the school year.
- New action groups can be formed in 3rd year allowing students to collaborate with a new set of fellow students each year. Teachers may opt to recommend a short or smaller scale of action project in 3rd year than was undertaken in 2nd year (perhaps giving students time to complete a 5–6-week action project finishing in December or January). Finishing a shorter 3rd year action in December or January may help to avoid adding pressure to students later in 3rd year, rather than students still working on youth-led action in the final term. The end of 3rd year may be a suitable time to allow students time to enjoy using outdoor practical skills students have learned, to reflect on strengths and weaknesses of the actions already undertaken and what they have learned about themselves by working groups, and importantly to spend time celebrating students' new skills, learning and achievements during the three years.

Collective Actions

Students will organise and carry out at least two actions over the three years of the short course working together as a group. The recommended size of a group for an action is between 3 and 5 students, to allow for development of a range of collaboration skills in a way that is manageable for students. Small group sizes facilitate students to gain the experience of youth-led decision-making and to have a sense of ownership and motivation in their collective action. Students should be encouraged to think about how all the small group actions in their class group may be connected or may share a common theme, and how the groups can support one another in developing their actions. Students can undertake personal actions to develop their knowledge, skills and attitudes in a way that builds capacity for collaboration in groups as the course progresses.

Students will reflect on and submit a piece or pieces of work they have personally completed from one of these collective actions when completing their CBA in 2nd or 3rd year.

The process of researching, developing and carrying out each action should take place over a significant time period. A minimum 20 contact hours is suggested. This time could be structured in different ways depending on the needs of the school.

Examples:

- as part of a regular timetabled 1 hour per week class spread over an entire school year
- Cross-circular engagement over 3 weeks and 5 subjects
- Action week with students off timetable, one day per week for 4 weeks

Student Portfolio

Students can create a portfolio to track their learning each year. This can be in the form of a creative visual scrapbook, a digital folder with typed or voice memos, a website or blog, or other formats as chosen by the student. Within this folder students can save pieces of work and also keep regular journal entries reflecting on their learning. Students could be given time in class to add to their journal entry to self-assess their own learning through reflection.

Students will be encouraged to engage in peer assessment to expand their skills, attitudes and knowledge about learning for climate action while encouraging others simultaneously. This can be used as a bank of work when selecting pieces of work that students would like feedback on from their teacher.

Students will submit piece(s) of work to show their incremental development of action skills and their growing sustainability knowledge and values being put into action during the year. The teacher will give ongoing feedback through normal classroom AfL practices.

Teachers will also give written feedback on several pieces of significant work during each year, particularly on pieces of work identified by the student as significant for their learning or group action. The timing of this written feedback is not prescribed by the design of the short course and can be timed to suit the workflow of the student or the group, or the assessment schedule in the school. Pieces of work that teachers give written feedback should not be seen solely as assessment activities - they should be an integral part of the learning in the course, with students using the feedback to improve the work for purposes of advancing their learning and/or the impact of their change-making actions.

The specific nature of pieces of work that students present for feedback may vary and depending on the group and what actions they are taking together. Examples of pieces of work that a teacher might give feedback on;

- Students self-assess their knowledge and submit a piece of writing, visual or audio along with a personal reflection in response to one key lesson which appealed to them over the preceding term.
- Students submit a piece of work of their own choosing to demonstrate initial steps in an action having been attempted, a revised action plan developed as a group along with a short personal reflection.
- Students select a piece of work which best demonstrates the positive impact of their action project and their development of key skills for action, and a reflection on what they have learned about themselves, about others and about sustainability by doing their action project.

This written feedback from teachers can be timed so as not to take place at the same time as end of year assessments in other subjects, to ease pressure on teachers and students, and facilitate time for in-person dialogue about improvement.

This brief written formative feedback on the pieces of work (e.g., a note in an action scrapbook or digital comments on a shared editable document) which will give the student a clear understanding of what they can do to make progress in achieving the learning outcomes.

The feedback process is designed to make assessment manageable for students and teachers and to allow for reporting without risking an over-focus on the action outcomes rather than the process, which is more important for learning. The process seeks to avoid over-assessment that might detract from the purpose of this short course; to ensure student wellbeing while supporting learners to find their personal motivations, passion and develop skills for collective climate action.

Classroom Based Assessment - This will involve students themselves selecting one key piece of work that they have previously completed, or a new piece of work (most likely from their second year action project) which they would like to be assessed on.

This piece of work will then be used to help students respond to a short questionnaire, shared in advance by the teacher. The questionnaire can be designed to support the student to meet criteria outlined in the features of quality. Students could choose to respond to the questions orally (interview or recording) or in writing, depending on what will allow them to best show their learning. Their on-going reflection entries can be used to support this process.

Part of the flexible, agentic design of the course is that the CBA can be carried out at any time in the 2nd year or 3rd year of the course.

The criteria for deciding level of achievement in the CBA will be outlined in the Features of Quality for the short course. Students can use previous pieces of work for their CBA. Students will be marked as individuals, based on their individual contribution to the group action, and their personal reflections on what they learned through the group action. Assessment guidelines for the short course will be published with the specification.

Option: Where desirable, the assessment process could include feedback from students in other schools with an interest in climate action and / or local experts who can offer detailed insights into specific student actions which relate to their area of expertise.

Reporting to parents at parent's evenings will be based on how participation in the short course reflects the junior cycle wellbeing indicators and reflects the progress in achieving the learning outcomes of the course. The grade descriptor arrived at through the CBA process will also be reported to parents and will appear on students' Junior Cycle Profile of Achievement.

NCCA's Assessment Toolkit also includes substantial resource material for use in ongoing classroom assessment of this Junior Cycle short course, as well as providing a detailed account of the Subject Learning and Assessment Review (SLAR) process.

There are four descriptors of the standard of student work. Indicate here the features associated with each level of descriptor. The four descriptors are Exceptional, Above expectations, In line with expectations and Yet to meet expectations. The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work. The features of quality are provided below.

8.

Classroom-Based Assessment in this short course

There is one Classroom-Based Assessment undertaken in this short course to be completed in either 2nd or 3rd year. It is important to note that work completed in year one of Junior Cycle cannot be included for reporting in the JCPA.

- **Prior to Step 1:** Actions in small groups have already started. Teachers continue to facilitate assessment for learning and provide ongoing feedback about how students can improve their actions. Students refine their action idea based on their own critical assessment and personal reflection or by taking on board peer feedback or AfL comments from their teacher. Students can be encouraged to develop their own thinking about what makes a 'good climate action' (See Appendix A for an example) and to co-create success criteria with their teacher for peer assessing actions. The teacher can bear in mind the features of quality in discussing this with students. Teachers may wish to share the features of quality, or a simplified action checklist or a version of the features of quality with students, adapting language according to students' needs (Example provided, see Appendix B). Students can use this to assess their own work on the action, and can use peer and teacher feedback to improve their work.
- **Step 1:** Students themselves select a key piece or pieces of work undertaken as part of a collective action, either that they have submitted at any time during 2nd or 3rd year or a new piece of work which they would like to be assessed on.
- **Step 2:** Students use this piece(s) of work to help them talk about what they have learned during the short course in a self-recorded video, audio or face-to-face reflection with their teacher. Alternatively, the reflection could be a written or digital questionnaire [See example in Appendix C]. The reflection questions given to students can support them to address the features of quality. Teachers provide feedback to students during this reflection process. Students may wish to look back over their reflection journal to help think about their learning before completing this reflection.
- **Step 3:** The piece(s) of work and reflection will be assessed by the teacher using the Features of Quality to identify the descriptor that best fits the evidence of learning provided by the student. The teacher makes a record of this provisional summative judgement prior to the SLAR. These provisional descriptors are not discussed with students.

- **Step 4:** Learning and Assessment Review meeting (SLAR meeting) The teacher then takes a sample of student submissions with provisional descriptors to the SLAR meeting. Shared understanding of standards within junior cycle short courses will arise through professional discussion in these Learning and Assessment Review meetings. Teachers gather examples of student work and compare their judgements with other colleagues. Over time, this process will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

When there is a single teacher of a short course in a school, where feasible, the teacher will participate in a Learning and Assessment Review meeting with another school, digitally or face-to-face. The potential of ICT to support such meetings will be explored. The minimum number of teachers is two, however more than two is desired. In each school, it is preferable that a second teacher work through this process so that the short course can continue if initial teachers delivering the course leave/are out of the school for a time.

Further details on managing and participating in the Learning and Assessment Review meeting can be accessed at <http://juniorcycle.ie/Assessment>.

- **Step 5:** Following the Learning and Assessment Review each individual teacher reconsiders their judgement of their student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work.
- **Step 6:** Teachers give the descriptors along with other feedback to students. Further information on the use of feedback can be found at <http://juniorcycle.ie/Assessment>.
- **Step 7:** The Descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA). Final descriptors are entered into 'ppod' by the school principal or administration staff.

Querying a Result

Queries in relation to the descriptors awarded for the Classroom-Based Assessment, where they arise, will be dealt with by the school.

NCCA's Assessment Toolkit also includes substantial resource material for use in ongoing classroom assessment of this Junior Cycle short course, as well as providing a detailed account of the Subject Learning and Assessment Review (SLAR) process.

9.

Classroom-Based Assessment: Advice for students

- Work together to choose an aim and action that you feel can make a difference to stopping or reducing climate change or climate injustice or creating a sustainable world. Make sure that your aim is linked to local and/or global issues that you all care about.
- Keep a record of your group discussions and meetings, research, sources of information, your actions and your personal reflections and learning along the way. Consider a range of methods to record and share your action with others.
- Use your creativity in deciding how to communicate your climate action project with your school community, local community and/or the wider world.

10.

Features of Quality

There are four descriptors of the standard of student work. Indicate here the features associated with each level of descriptor. The four descriptors are Exceptional, Above expectations, In line with expectations and Yet to meet expectations. The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work. The features of quality are provided below. All students will complete the Classroom-Based Assessment.

	Exceptional	Above Expectations	In Line With Expectations	Yet To Meet Expectations
Co-operation	<ul style="list-style-type: none"> • Participates actively in group decision-making. • Reflects on and improves their facilitation skills. • Completes a fair share of significant task(s), shares completed tasks and encourages participation and learning in the group. 	<ul style="list-style-type: none"> • Participates actively in group decision-making. • Reflects on and improves their facilitation skills. • Completes a fair share of significant task(s), and shares completed tasks with the group. 	<ul style="list-style-type: none"> • Participates in group decision-making. • Carries out roles rotated by the group including facilitating at least one meeting or discussion about the action. • Completes at least one task contributing to the group's aim. 	<ul style="list-style-type: none"> • Participates partially in group decision making. • Rarely/does not suggest or volunteer to complete tasks. • Significant support required to complete at least one task.
Taking Action	<ul style="list-style-type: none"> • Designs the action to address a root cause of climate change or climate injustice. • Considers multiple intersecting dimensions of local and global justice, in designing, planning and carrying out the action. • Evaluates and references a wide range of reliable relevant sources of information to inform their action 	<ul style="list-style-type: none"> • Designs the action to address a root cause of climate change or climate injustice. • Considers at least one other interconnected local or global justice issue (such as racism, gender or class inequalities) while planning or carrying out action on climate change. • Selects and references a range of reliable sources of relevant information to inform their action. 	<ul style="list-style-type: none"> • Identifies possible root causes of climate change that the action could address. • Considers at least one other interconnected local or global justice issue (such as racism, gender or class inequalities) while planning or carrying out action on climate change. • Selects and references at least two sources of reliable and relevant information to inform their action. 	<ul style="list-style-type: none"> • Extensive guidance required to draft a possible aim for the action. • Action is limited to charity/fundraising and does not promote the agency of students or others affected by climate change. • Significant support needed to plan and carry out any action taken /action not attempted.
Thinking	<ul style="list-style-type: none"> • Facilitates and participates in collectively drafting and revising a group aim, objectives and indicators of success for an action which will contribute to the wellbeing of a community they are a part of, and to a just and sustainable world. • Designs and delivers an action that empowers group members, young people or others, exemplifying citizenship and solidarity rather than charity • Plans the action, keeping a detailed record of our timeline, tasks, achievements and revises the plan as needed. 	<ul style="list-style-type: none"> • Participates in collectively drafting and revising a group aim for an action which will contribute to the wellbeing of a community they are a part of, and to a just and sustainable world. • Designs the action to empower group members, young people and others, exemplifying citizenship and solidarity rather than charity. • Plans the action, keeping record of our timeline and tasks, and revises the plan as needed. • Carries out and communicates the action to the wider community. 	<ul style="list-style-type: none"> • With limited guidance, participates in drafting and revising a group aim for an action which will contribute to the wellbeing of a community they are a part of, and to a just and sustainable world. • Considers how the action can empower people and promote citizenship and solidarity, rather than charity. • Plans the action, keeping record of our timeline and tasks. • Carries out and attempts to communicate the action to the wider community. 	<ul style="list-style-type: none"> • Describes what happened and any tasks attempted.
Reflecting	<ul style="list-style-type: none"> • Evaluates the action in detail (identifies and discusses multiple strengths and weaknesses in the aim or tactics chosen). • Critically reflects on my participation and my learning in detail, considering changes in my knowledge, skills and attitudes. • Implements multiple improvements to the action, and proposes improvements to my participation or learning, using reflection and feedback. 	<ul style="list-style-type: none"> • Evaluates the action (identifies at least one strength and one weakness in the aim or tactics chosen). • Critically reflects on my participation and my learning • Proposes at least one way to improve the action, and at least one way to improve my participation and learning, using reflection or feedback. 	<ul style="list-style-type: none"> • Describes what was achieved /not achieved. • Describes one learning experience. • Proposes at least one way to improve the action. 	

11.

Appendix A

What makes a good action: advice from students

Students should think about their own definition of what a good action is. For inspiration, this section contains comments from a group of students aged 13-17 who are interested in climate action, who were asked what a 'good action' means to them:

What makes a good youth climate action?

A good action is...

- "seeing a positive change in response to our efforts, coming away feeling empowered."
- "One with community action would be very good as the students leading the action could see positive change in response to their efforts, and definitely come away feeling empowered. I would be concerned if all the actions were confined to being school based as that can make them seem small and inconsequential in the wider world. By having the actions community based the students could gain a lot of hands on invaluable experience."
- "taking action yourself in different situations and helping others to understand how they can take action."
- "Where people learn, where there's a sense of empowerment, where a change is made."

12.

Appendix B

Student Checklist (Example)

During the action, students could use a simplified version of the features of quality such as the one below (or a simpler version of this) to help them keep on track towards completing an action that they can be proud of.

Thinking	<ul style="list-style-type: none"> • Are we thinking about the root causes of the issue? • Are we thinking about how climate action is connected to a range of different global justice issues such as racism, gender inequality and class inequality? • Are we finding and using reliable sources of information? • Are we questioning ideas - both our own in the wider world?
Collaborating	<ul style="list-style-type: none"> • Am I participating actively and volunteering to take on jobs? • Are we sharing roles including facilitating meetings? • Am I trying to empower myself and others, and to learn new knowledge and skills to help us in the action? • Am I completing tasks and sharing what I have done with the group, so that we can all see our progress?
Taking Action	<ul style="list-style-type: none"> • Are we writing an aim that addresses a root cause of climate change or climate injustice? • Does our action contribute to the wellbeing of a community we are a part of, and to a just and sustainable world? • Is our action designed to be empowering for us and for other people, does it help more people to get involved with us in action? • Does our action a way of standing with others - being in solidarity - without making decisions for, speaking for other people? Have we made sure to avoid a charity approach? • Are we planning, carrying out and recording the action as we go along? • How can we communicate effectively with people in the community?
Reflecting	<ul style="list-style-type: none"> • Are we reflecting on our action as we go along, discussing the strengths and weaknesses of our aim and our tactics to help improve them? • Are we reflecting on our own participation, and reflecting on how the action is affecting our knowledge, skills and attitudes? • Are we using our own reflections and feedback from other people to suggest and make improvements to the action as we go along?

13.

Appendix C

Reflection Questions

1. Introduction

You have submitted a piece or pieces of work that you have done as part of group action aiming to help address climate change or climate injustice. Summarise the action you took as a group, including the title of the action, when you did it and briefly, what it was about.

2. Thinking

This question is about how you are thinking about your action.

Name the main issues that your action is focused on.

Did your action address any of the possible root causes of this issue? If so, how?

What other global or local justice issues is this connected to? Did thinking about these other issues affect your plan in any way? If so, explain how.

3. Thinking

What sources of information did you use?

(List and evaluate the reliable relevant sources of information that you used).

4. Collaboration

This question is about how well you feel you co-operated and worked with your group.

Try to answer each of the following:

- How well did you participate in decision-making? Did you participate at times/partly or always? Did you participate constructively?
- Did you ever facilitate meetings? Did you improve your facilitation skills? Did you go even further and support others to learn facilitation skills?
- Did you volunteer to do one or more significant tasks? Did you complete the tasks on time?
- Did you use technology to show your group completed tasks to help keep the group on track?

5. Taking Action

This question is about what you think about the action you took as a group.

Try to answer each of the following:

- What was the aim of your project?
- Can you talk a bit about the thinking behind the action? Are the issues it focuses on interconnected with other issues, if so, can you talk about these connections?
- Did you have to question any ideas or values (either your own or values in society) to come up with this action?
- Was the action your group's own idea?
- What was your action timeframe?
- Did you decide at the start what you would count as a success in this action? How would you know you've succeeded? (i.e. indicators of success?)
- Did you think about how the action could be empowering for people in your group, and/or for people more widely in your school, community or wider society?
- Did you carry out the action fully in the end? If so, did you manage to record the action? How did you record it?

6. Taking Action

How did you personally contribute to the overall project?

7. Reflecting

What knowledge have you gained?

What new skills have you gained or practiced? Give examples of how you used them in your action.

8. Reflecting

Was all or any part of the action successful? Evaluate the success of the action in detail.

Hints:

- Try to identify at least three things that were good about your aim or about the strategies used.
- Try to identify at least three things that could have been improved about your aim, or strategies.

9. Reflecting

How could your own participation in the action have been improved?

(What I found difficult was... What I could have done better...)

10. Reflecting

In terms of taking action for a more sustainable world, what next steps have you taken since your action, or what (if anything) would you like to do in the future?

11. Space for any other thoughts or comments

e.g. What I enjoyed the most... and what I enjoyed the least...

