**APPENDIX D - How the course uses GCE to support the development of Junior Cycle Key Skills and achievement of the Junior Cycle Statements of Learning**

Extract from short course specification pages 12-14

| 1. **Links** | | | |
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| 1. **Statements of learning**   These statements describe what students should know, understand, value and be able to do at the end of their time in junior cycle. It is possible for a short course to contribute to the learning described in several statements. | | | |
| **Statement** | | **Examples of relevant learning in the course** | |
| **SOL 10 - Has the awareness, knowledge, skills, values and motivation to live sustainably**  ~~I~~ | | As this short course is about learning for climate action, all the learning outcomes are relevant to SOL10, in particular the competencies of the unifying strand.  Student’s work on their group actions, and their chosen practical sustainability skills, will display their achievement of this Statement of Learning. | |
| **SOL 7 - Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts** | | As this short course is about learning for climate action, all the learning outcomes are relevant to SOL7, in particular the competencies of the unifying strand.  The learning in ‘Thinking Globally’ is particularly relevant to understanding the rights and responsibilities of citizens. Students learn about how government and politics works by evaluating government and intergovernmental responses to climate change. Student’s work on their group actions, community action plans and visioning will display their achievement of this Statement of Learning. | |
| **SOL 8 - Values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change** | | The learning in the ‘Me and My Community’ is particularly relevant to understanding how my local community has changed over time. Outcomes in ‘Making Change’ support students to learn how people act together to bring about change. The outcome emphasising reflection on norms and values is relevant to awareness of inheriting values, beliefs and traditions. | |
| **SOL 11 - Takes action to safeguard and promote her/his wellbeing and that of others** | | Numerous outcomes across the strands involve students learning through reflection and through thinking about their emotions, in this way supporting them to deal with wellbeing issues that arise from climate change.  Collaborative design of outdoor learning activities with their teacher, involves students carrying out risk assessment for the outdoor activity.  Students also have the opportunity to learn outdoors and to consider how outdoor environments can support their wellbeing.  The outcome 1.2 in the unifying strand is informed by the UNESCO competencies for sustainability, specifically the anticipatory competency. This includes thinking about risks and consequences. | |
| **b) The eight key skills of junior cycle**  In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills: Being literate; Managing myself; Staying well; Managing information and thinking; Being numerate; Being creative; Working with others and Communicating. | | | |
| **Key skill** | **Key skill element** | | **Student learning activity** |
| Being literate | Expressing ideas clearly and accurately | | Research and moving debate to build students' confidence in speaking about their opinions about climate change. Students present and justify, using oral communication, an informed and thought-out opinion about climate action based on critical thinking and evidence from research. |
| Managing myself | Knowing Myself  Making considered decisions | | Knowing Myself:  Students reflect on and discuss emotional responses to a video clip about climate change, as a way of opening up discussion and analysis of how people deal with emotions about climate change.  Students create a ‘Skills Bank’ for their class, recording all the skills they have and how these skills might help them to help build a more sustainable world / contribute towards an action project.  Students have a group discussion to reflect on the values that have influence in my life, my school, my community.  Making considered decisions: Students consider possible options and plan to carry out a group action related to climate change |
| Staying well | Being Confident  Being Healthy and Physically Active | | Being Confident: Students map feelings and emotions that they may have in relation to climate change and Climate Action  Students create a piece of art/media or give a presentation to communicate their opinions and beliefs about climate change  Being Healthy and Physically Active: Students co-design and facilitate an outdoor learning activity. |
| Managing information and thinking | Thinking creatively and critically  Gathering, recording, organising and evaluating information and data | | Thinking creatively and critically Students carry out a ‘fact-checking’ activity to question ideas and assumptions that they and their classmates may have about climate change.  Gathering, recording, organising and evaluating information and data Students carry out a survey in their community to assess attitudes to climate change, and present and communicate results. |
| Being numerate | Developing a positive disposition towards investigating, reasoning and problem-solving  Seeing patterns, trends and relationships  Gathering, interpreting and representing data | | Developing a positive disposition towards investigating, reasoning and problem-solving  Gathering, interpreting and representing data Students carry out an audit to assess the energy use of their school in order to propose an energy demand reduction plan.  Seeing patterns, trends and relationships Students examine graphs showing CO2 emissions from a sector e.g. transport/agriculture over a period of time. |
| Being creative | Imagining  Implementing ideas and taking action  Learning creatively | | Imagining Students take part in a visioning activity to imagine possible sustainable futures and how they could play a positive role in creating such a future.  Implementing ideas and taking action Students evaluate various ideas and actions as part of planning and conducting a collective climate action.  Learning Creatively Students co-design creative learning experiences for them and their peers. |
| Working with others | Developing good relationships and dealing with conflict  Co-operating  Respecting difference  Contributing to making the world a better place  Learning with others | | Developing good relationships and dealing with conflict and Co-operating and Respecting difference Students take turns to facilitate group meetings and activities based on respect and equality.  Students research and share with their class how various communities around the world are adapting to climate change considering that they may have different cultural and societal norms/values.  Learning with others Students plan and carry out a group action related to climate change which will involve working together to research, design, plan and perform. |
| Communicating | Listening and expressing myself  Discussing and debating  Using Numbers and Data | | Listening and expressing myself Students take part in a class discussion about climate change and the impact they think it may have in the coming years.  Students debate using a role play, to take perspectives of different groups in a mock United Nations Framework Convention on Climate Change negotiations, communicating using both persuasive language and data. Discussing and debating and Using Numbers and Data Students take part in a debate or discussion proposing different climate mitigation strategies for a particular situation with evidence to support their argument/choice. |