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Internal Assessment Resource

Education for Sustainability Level 2

This resource supports assessment against Achievement Standard 91734

Standard title: Develop a collaborative response that promotes a sustainable future, in relation to a current issue

**Credits:** 4

Resource title: ‘Think Global: Act Local’

**Resource reference:** Education for Sustainability 2.5A

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015  To support internal assessment from 2015 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to work collaboratively to comprehensively develop a vision suggesting local action to promote a sustainable future in response to the issue of climate change.

Conditions

It is suggested that the assessment activity take place over 8-10 weeks of in- and out-of-class time.

Throughout the process, observe how well the students participate and contribute within their group and maintain a brief record of your observations.

Resource requirements

Students should have access to:

* Internet, for research and communication
* Technology and equipment, as and where appropriate
* Information on systems thinking and future thinking
* Useful websites containing relevant information related to climate change

Additional information

This assessment activity is based on the assumption that students have an in-depth understanding of: the principles and aspects of sustainability; sustainable futures; research methods and data analysis; evaluation; and wherever possible Māori concepts and values relating to the environment.

It may be advisable to speak to members of the community group in advance, so that they are fully aware of what is involved and happy to participate. Ensure that the same person or persons is not being inundated by several groups unless they are happy to do this.

The activity used to assess against this standard, with the choice of a suitable context, could be used in conjunction with assessment activities for EfS 2.1 (AS90810) and 2.2 (AS90811).

Other possible contexts

Although this resource is focused on climate change you may adapt it to other contexts more relevant to your situation and your students’ interests. If you change the context for the activity, you need to provide equivalent relevant resources.

**Internal Assessment Resource**

Achievement standard: 91734

Standard title: Develop a collaborative response that promotes a sustainable future, in relation to a current issue

Credits: 4

Resource title: ‘Think Global: Act Local’

**Resource reference:** Education for Sustainability 2.5A

Student instructions

Introduction

This assessment activity requires you to develop a collaborative local response to the current issue of climate change.

You are going to be assessed on how comprehensively you develop your response.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: You will need to read these student instructions and modify them if necessary to meet the needs and interests of your students.

Task

Work with your group, and a community group, to develop a vision that suggests what people might do locally in response to the current issue of climate change.

Keep a logbook throughout the process to record evidence of your interactions with the community group, your data collection and measurement methods, your reflections and conclusions. The information may be categorised and come from direct observations, tables, graphs, resource sheets, photographs, videos, interviews, attitude/behaviour survey, websites, and/or reference texts.

You will work in groups of 3-4 but you will be assessed individually. Include evidence of your individual contributions in your logbook.

Throughout this assessment activity, your teacher will observe how well you participate and contribute to the development of the vision.

You have 8 weeks to complete this task.

Identify the current situation

* Research the current issue of climate change, in relation to aspects of sustainability.
* Identify a community group that wishes to reduce the local contribution to climate change. Community groups may be involved in your school, community, iwi/hapū.
* Collect data related to:
* the practices occurring locally that contribute to climate change
* the values and perspectives the people in your group and the community group have regarding climate change
* what the community group would like to do locally in response to the issue of climate change.

Develop your vision

Work with your group to develop a vision about how action could be taken locally to reduce the contribution to, or mitigate the effects of, climate change. This will involve:

* Interacting with members of the community group and analysing their perspectives.
* Choosing what ideas could be included in the vision. Use the data and evidence you collected about the current situation to support your choices.
* Demonstrating systems and future thinking. Consider how your action relates to the wider community and/or location and beyond, both now and in future.
* Co-operating within your group and determining each other’s skills and perspectives.

Finalise your vision

Organise your information and finalise your vision. Make sure that it suggests actions that could be taken locally to reduce the contribution to climate change or mitigate its effects.

Reflect and make conclusions

In your logbook:

* Explain the issue of climate change and outline how it relates to at least two aspects of sustainability.
* Draw informed conclusions about the effectiveness of the processes used to generate the vision, taking account of the different values and perspectives of the members of both your group and the community group.
* Use a SWOT analysis to evaluate the strengths, weaknesses, opportunities and threats associated with the vision.
* Draw justified conclusions about the effectiveness of the vision, and how they promote a sustainable future. This will include explaining how you determined its effectiveness, discussing wider implications and making recommendations for future response development.

Submit for assessment

Submit your completed vision and logbook for assessment.

**Resources**

Useful websites that contain relevant information related to climate change include:

<https://www.climatechange.govt.nz/>

[www.waikatoregion.govt.nz/](http://www.waikatoregion.govt.nz/). Search within them for a wide range of articles about climate change in the local region.

[www.teara.govt.nz/en/climate-change/5](http://www.teara.govt.nz/en/climate-change/5).

Assessment schedule: Education for Sustainability 91734 - ‘Think Global: Act Local’

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Develop a collaborative response that promotes a sustainable future, in relation to a current issue.  The student has:   * Developed a vision that promotes a sustainable future, in response to the issue of climate change. To do this they have: * Worked co-operatively within their group * Interacted with a community group * Collected data and provided evidence of their measurement methods   Evidence of collaboration (co-operation, and interaction within the group and with the community group) is recorded in the student’s logbook, as is evidence of their individual contributions to the group, data collection and measurement methods. The teacher has also recorded evidence of the student’s individual contributions.  For example: *“Our group decided we would work with our local youth group to see if we could come up with a plan to reduce the impact we have on the future of the planet. We created a survey to find out what people in the youth group and the wider community knew about climate change and what some of their activities were. We used an online carbon footprint calculator to help them assess their own impacts. Some of the people actually lived lives that, if we all lived like them, we would need four planet Earths to sustain humankind... We took our results to a youth group meeting and they were very surprised at the results and very supportive of the idea to come up with a plan to help create a more sustainable future. We took their ideas and our own, and based on our results (reference own data) too, we developed a vision with the youth group.”*   * Demonstrated systems and future thinking   In the logbook: *“We all agreed that if everyone shared our vision, and took the actions it recommends we can make a difference to climate change. Especially if we work together, because “two heads are better than one” and if we are going to save the world, we need to work with people to do it, a little bit at a time, making small changes that add up to a significant difference.”*  In the vision itself: *“Think Global: Act Local” We want a world that is clean, green and sustainable! There are things we can do now to achieve this! Climate Change is our biggest threat. What can you do about climate change?*   * Explained the issue of climate change, in relation to at least two aspects of sustainability.   *“Climate change is a global issue that therefore has implications for all of us. It is happening due to the warming of the atmosphere, which drives our climate. It is caused mainly by…..*  *Environmentally, climate change could mean the change of ecosystems and habitats, including for humans. For example….*  *Another aspect of sustainability is the economic one. Climate change is going to be very costly if we don’t……..*  *There are many things that can be done to mitigate climate change such as…. Many of these can be done at a local level. These include…..”*   * Developed a vision that suggests what people might do locally in response to the issue of climate change.   *“We wrote a vision that we could all share to raise awareness about climate change and what we can do about it. The youth group are going to adopt the vision. It contains ideas for people about actions they could take to reduce their own impact on climate change.”*  The vision has been submitted.   * Drawn conclusions about the processes used to generate the vision, taking account of the different values and perspectives of the members of both their group and the community group.   In the logbook: “We were pleased with the way our group worked together. The ideas we had as a group were better than if just one of us had to come up with them. Our teacher worked with us too, checking that we were all involved. Working with the youth group was great too, because they learned about climate change from us, and then we all worked to see what we could do about it, and still had to do more research together. The processes we used to actually develop the vision involved mainly a lot of discussion, and learning for all of us. We had to debate some ideas, and prioritise them because some were more practical than others, and sometimes we didn’t agree at all! We all wanted the vision to be shared by others so…..”   * Drawn conclusions about how to determine the effectiveness of the vision in terms of promoting a sustainable future.   In the logbook: “We believe our vision will be effective. We decided this because our success criteria were about whether other people would share the vision and maybe take some of the actions we suggested within it. We think that we have been successful, and that our plan was effective because we have all learned about how our actions have an impact on the planet, and that we can do some very simple things to make our impact on climate change less, and other people now are becoming aware too, because of what we have done.”  In addition to the vision, the student has submitted a log containing evidence of their individual contributions, data collection and measurement methods, their interactions with the community group, and their reflections and conclusions.  *The examples above are indicative samples only.* | Develop, in depth, a collaborative response that promotes a sustainable future, in relation to a current issue.  The student has:   * Developed a vision that promotes a sustainable future, in response to the issue of climate change. To do this they have: * Worked co-operatively within their group * Interacted with a community group * Collected data and provided evidence of their measurement methods   Evidence of collaboration (co-operation, and interaction within the group and with the community group) is recorded in the student’s logbook, as is evidence of their individual contributions to the group, data collection and measurement methods. The teacher has also recorded evidence of the student’s individual contributions.  For example: *“Our group decided we would work with our local youth group to see if we could come up with a plan to reduce the impact we have on the future of the planet. We created a survey to find out what people in the youth group and the wider community knew about climate change and what some of their activities were. We used an online carbon footprint calculator to help them assess their own impacts. Some of the people actually lived lives that, if we all lived like them, we would need four planet Earths to sustain humankind... We took our results to a youth group meeting and they were very surprised at the results and very supportive of the idea to come up with a plan to help create a more sustainable future. We took their ideas and our own, and based on our results (reference own data) too, we developed a vision with the youth group.”*   * Demonstrated systems and future thinking   In the logbook: *“We all agreed that if everyone shared our vision, and took the actions it recommends we can make a difference to climate change. Especially if we work together, because “two heads are better than one” and if we are going to save the world, we need to work with people to do it, a little bit at a time, making small changes that add up to a significant difference.”*  In the vision itself: *“Think Global: Act Local” We want a world that is clean, green and sustainable! There are things we can do now to achieve this! Climate Change is our biggest threat. What can you do about climate change?*   * Explained the issue of climate change, in relation to at least two aspects of sustainability.   *“Climate change is a global issue that therefore has implications for all of us. It is happening due to the warming of the atmosphere, which drives our climate. It is caused mainly by…..*  *Environmentally, climate change could mean the change of ecosystems and habitats, including for humans. For example….*  *Another aspect of sustainability is the economic one. Climate change is going to be very costly if we don’t……..*  *There are many things that can be done to mitigate climate change such as…. Many of these can be done at a local level. These include…..”*   * Developed a vision that suggests what people might do locally in response to the issue of climate change.   *“We wrote a vision that we could all share to raise awareness about climate change and what we can do about it. The youth group are going to adopt the vision. It contains ideas for people about actions they could take to reduce their own impact on climate change.”*  The vision has been submitted.   * Drawn informed conclusions about the effectiveness of the processes used to generate the vision, taking account of the different values and perspectives of the members of both their group and the community group.   In the logbook: “We were pleased with the way our group worked together. The ideas we had as a group were better than if just one of us had to come up with them. Our teacher worked with us too, checking that we were all involved. Working with the youth group was great too, because they learned about climate change from us, and then we all worked to see what we could do about it, and still had to do more research together. One of the good things we found was that none of us exactly knew what our contributions toward climate change were until we did the research and then when we did the online calculations of our carbon footprint. After that we were all more motivated because the calculator had categories that evaluated our actions in different areas. This gave us ideas for what we could do such as…. The processes we used to actually develop the vision involved mainly a lot of discussion, and learning for all of us. We had to debate some ideas, and prioritise them because some were more practical than others, and sometimes we didn’t agree at all! For example…. We all wanted the vision to be shared by others so…..”   * Drawn conclusions about the effectiveness of the vision in terms of promoting a sustainable future, including how they determined the effectiveness.   In the logbook: “We believe our vision will be effective. We determined this because our success criteria were about whether other people would share the vision and maybe take some of the actions we suggested within it. We think that we have been successful, and that our plan was effective because we have all learned about how our actions have an impact on the planet, and that we can do some very simple things to make our impact on climate change less, and other people now are becoming aware too, because of what we have done. We were pleased with the way our group worked together. The ideas we had as a group were better than if just one of us had to come up with them. For example…. Throughout the process we worked well together and shared our ideas. Our teacher worked with us too, checking that we were all involved. Working with the youth group was great too, because they learned about climate change from us, and then we all worked to see what we could do about it.”   * Made recommendations for future response development.   In the logbook: “Apart from the plans we and the youth group have made, there are already some more future plans we are thinking about. We want to come up with a catchy logo or slogan. We love the “Think Global: Act Local” one, but want something a little more modern. We thought about having a Facebook page and making a blog or some other way of getting the messages further out there so that even more people will come on board. We thought we could visit other youth groups, and maybe we could even get sponsoring for publishing the vision more widely.  If everyone did their little bit, firstly by becoming aware of their contributions to climate change and then taking small positive actions, we might be able to influence the rest of society to make some changes too. We could connect with other people trying to make a difference and find out what else we could do. We could offer people alternatives and give them information about good choices. This is what the vision statement and art work started in our community. If nothing is done, then …..“  In addition to the vision, the student has submitted a log containing evidence of their individual contributions, data collection and measurement methods, their interactions with the community group, and their reflections and conclusions.  *The examples above are indicative samples only.* | Comprehensively develop a collaborative response that promotes a sustainable future, in relation to a current issue.  The student has:   * Developed a vision that promotes a sustainable future, in response to the issue of climate change. To do this they have: * Worked co-operatively within their group * Interacted with a community group * Collected data and provided evidence of their measurement methods   Evidence of collaboration (co-operation, and interaction within the group and with the community group) is recorded in the student’s logbook, as is evidence of their individual contributions to the group, data collection and measurement methods. The teacher has also recorded evidence of the student’s individual contributions.  For example: *“Our group decided we would work with our local youth group to see if we could come up with a plan to reduce the impact we have on the future of the planet. We created a survey to find out what people in the youth group and the wider community knew about climate change and what some of their activities were. 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Our teacher worked with us too, checking that we were all involved. Working with the youth group was great too, because they learned about climate change from us, and then we all worked to see what we could do about it, and still had to do more research together. One of the good things we found was that none of us exactly knew what our contributions toward climate change were until we did the research and then when we did the online calculations of our carbon footprint. After that we were all more motivated because the calculator had categories that evaluated our actions in different areas. This gave us ideas for what we could do such as…. The processes we used to actually develop the vision involved mainly a lot of discussion, and learning for all of us. We had to debate some ideas, and prioritise them because some were more practical than others, and sometimes we didn’t agree at all! For example…. We all wanted the vision to be shared by others so…..”   * Used a SWOT analysis to evaluate the strengths, weaknesses, opportunities and threats associated with the vision.   In the logbook: “Although we didn’t really plan this, one of the strengths of the vision is that the social aspect of sustainability is linked to our plan, because it has brought a lot of us closer, creating a strong group that didn’t exist before and is now focused on sustainability and climate change. Strengths of the vision and art work were that it was fun, practical, and involved a lot of people, and was a way to get a message to a lot more people. In this, we were successful. Weaknesses involved ….”   * Drawn justified conclusions about the effectiveness of the vision, and how it promotes a sustainable future, which includes explaining how they determined the effectiveness, discussing wider implications and making recommendations for future response development.   In the logbook: “We believe our vision will be effective. We determined this because our success criteria were about whether other people would share the vision and maybe take some of the actions we suggested within it. We think that we have been successful, and that our plan was effective because we have all learned about how our actions have an impact on the planet, and that we can do some very simple things to make our impact on climate change less, and other people now are becoming aware too, because of what we have done. We were pleased with the way our group worked together. The ideas we had as a group were better than if just one of us had to come up with them. For example…. Throughout the process we worked well together and shared our ideas. Our teacher worked with us too, checking that we were all involved. Working with the youth group was great too, because they learned about climate change from us, and then we all worked to see what we could do about it.  Apart from the plans we and the youth group have made, there are already some more future plans we are thinking about. We want to come up with a catchy logo or slogan. We love the “Think Global: Act Local” one, but want something a little more modern. We thought about having a Facebook page and making a blog or some other way of getting the messages further out there so that even more people will come on board. We thought we could visit other youth groups, and maybe we could even get sponsoring for publishing the vision more widely.  If everyone did their little bit, firstly by becoming aware of their contributions to climate change and then taking small positive actions, we might be able to influence the rest of society to make some changes too. We could connect with other people trying to make a difference and find out what else we could do. We could offer people alternatives and give them information about good choices. This is what the vision statement and art work started in our community. If nothing is done, then …..“  In addition to the vision, the student has submitted a log containing evidence of their individual contributions, data collection and measurement methods, their interactions with the community group, and their reflections and conclusions.  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.