Global Citizenship challenge
Teaching & learning pack

Contents

Scheme
of Learning

Dŵr Cymru
Welsh Water

Key Stage 4 National/Foundation
Global Citizenship Challenge

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At the end of this Unit...

LO1

Be able to apply Critical Thinking and Problem Solving.

LO2

Be able to apply Creativity and Innovation

LO3

Understand issues involved in a Global Citizenship Challenge

Lesson 1

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
What is the issue?	**All:** Describe the three major factors that affect flooding in the UK **Most:** Are able to explain the three major factors that affect flooding in the UK **Some:** Are able to explain, with examples the three major factors that affect flooding in the UK	Critical Thinking	**Climate Change** Show video Ask pupils to link the images to answer the question, what is the issue? Discuss the link between flooding & climate change **Polution Growth** Project presentation showing 2 headlines from different sources (Daily Mail vs Guardian), linked to the theme of Population Growth. Q and A about what the headlines are suggesting. Question learners about the validity and bias of the newspaper. E.g Why are the papers presenting information in this way? Who is their audience? Why are the headline sensationalisating the issue? Try to get them to come up with their own questions. **Urban Creep** Photo showing urban creep **Plenary:** Link the three factors that cause flooding	High order questioning Discussion AFL	Global Citizenship student booklet PowerPoint x2 Video Clip www.tinyurl.com/jgj3d7g

Lesson 2

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
Fact & Opinion	**All:** Should be able to differentiate between fact and opinion. Have an awareness that not all sources reliable or valid. **Most:** Should be able to draw out reliability, fact and opinion **Some:** Be able to differentiate between validity and opinion	Critical thinking Problem solving Literacy	**Starter:** Complete a whole-class analysis of a sources commenting upon fact, opinion, reliability or validity. Draw out:-reliability, fact or opinion, validity and bias. **Activity 1:** Pupils provided with four resources (newspaper article, government document, environmental pressure group and photographs/mixed media) on the theme of International Flooding. In groups of 4 pupils should analyse each resource in turn on the basis of the following factors: • Reliablity • Fact and Opinion • Validity • Bias **Class feedback and discussion** Pupils could be challenged to rank the resources in order of usefulness, justifying reasons for their choices. **Plenary:** Exit ticket, which of the four sources would you use and why	Discussion AFL	Global Citizenship student booklet PowerPoint

Lesson 3

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
Online searching	**All:** Use online search tools effectively **Most:** Able to use the Boleen search parameters inter-changeable **Some:** Able to complete complex Google searches in order to complete	Critical thinking Problem solving Digital literacy	**Starter:** Run through the starter activity asking pupils to respond to the instructions provided on the PowerPoint slide. When you have completed this activity ask them to predict why this task has been completed. **Activity 1:** Take pupils through how to complete effective online searches. Engage pupils in this section through Q and A **Activity 2:** Pupils to complete the fact finding activity (pupils will be required to have access to ICT to complete this task). **Plenary:** What top three tips would you give to a Year 7 pupil about searching for information on the internet?	Formative assessment AFL	PowerPoint Video Clips www.tinyurl.com/jgj3d7g

Lesson 4

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
PESTLE	**All:** Able to complete a simple PESTLE analysis **Most:** Complete a PESTLE analysis, taking on board the views of others **Some:** Complete a comprehensive PESTLE analysis		**The Pestle Game:** The aim of the game is to understand how PESTLE factors relate to the issue of Community Flooding. **Starter:** What is Pestle? Ask pupils whether or not they can predict what the P E S T L and E stand for (as factors that need to be considered in any issue that affect people in society) in completing the wordsearch. Ask pupils to provide an example of each factors relating to the issue of flooding e.g. Economic (effect on property prices) **Activity:** Students complete the PESTLE table based on flooding.		PowerPoint

Lesson 5

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
Annotating resources	**All:** Will be able to provide simple annotations on their work **Most:** Will be able to provide annotations, selecting relevant PESTLE factors **Some:** Complete comprehensive annotations, eliciting PESTLE factors and providing a clear coding structure to their work.		**Starter:** Explain that during this lesson pupils will be practicing annotating resources, an essential skill for their assessment. Project the example from the WJEC assessment guidance for a level 1 answer. Ask pupils to come up with 3 improvements that could be made to this pupil's approach. Now project the level 4 answer and ask pupils to identify three ways in which this work is better. From this list ask pupils to generate success criteria for this activity. **Main Activity:** Using the linked article (or article of their choice) pupils should annotate taking account of: • Reliability (What's the source?) • Validity (e.g. when was the article written?) • Bias (Does the organisation/author have an agenda?) • PESTLE: What are the key PESTLE factors highlighted in this issue This should consolidate the skills developed in the previous lessons. **Plenary:** Exit ticket. What are the top three tips for annotating resources?		www.bbc.co.uk/news/uk-26111598

Lessons 6-7

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
Personal Standpoint	**All:** Understand what a personal standpoint is **Most:** **Some:**		**Starter:** Complete the starter activity questions. How could you say in my opinion in a different way? How could you start a counter argument? **Main Activity 1:** Complete the conscience alley activity as explained in the standpoint section of the pack. **Main Activity 2:** Explain to pupils what the Personal Standpoint is and how this could be structured. Provide pupils with an exemplar personal standpoint (Band 4) and marking criteria. Ask pupils to mark this work and provide a banding for the response (Band 4). Ask pupils to highlight at least five features that make this a band 4 piece of work. **Plenary:** Summarise in no more than 140 characters, how to write an effective personal standpoint. **Lesson 2:** Pupils write the Personal Standpoint on the issue of...		

Lesson 8

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
Raising Awareness	**All:** Will understand that there are different methods by which organisations raise awareness of a global issue **Most:** Will be able to state a number of advantages and disadvantages of a range of methods for raising awareness **Some:** Will be able to critically evaluate a range of methods of raising awareness		Watch the introduction to Rainscape, a project run by Dŵr Cymru to reduce the risk of local community flooding by making adaptations to the local environment. **Starter:** introduce the main theme and skill to be developed in this lesson (conducting a class discussion based around how best to raise awareness of the issue of flooding). **Activity 1:** Take pupils through the variety of ways in which organisations raise awareness of issues: • Posters • Videos • Leaflets • Blog • Campaigns • Songs • Website For each of the methods listed above ask the pupils to come up with a list of advantages and disadvantages. Once pupils have done this, run through the pre-prepared lists on the slides. **Activity 2:** Pupils should now conduct a class discussion. The question that should be asked is: What methods of raising awareness are the most appropriate and realistic for your own campaign? Why? Pupils must then select four methods of raising awareness and evaluate the relative merits of each with a clear evaluation. Pupils must then select their final idea, taking consideration of: • Materials required • Time available • Strengths and weaknesses **Plenary:** Brief class discussion considering what is the most effective way of raising awareness of a global issue.		

Lesson 9-12

Topic (Time)	Learning Outcomes	Skills	Learning Activity (Extension activities and Homework)	Teaching Strategies Assessment of Students	Resources
Mini Challenge			Time to complete mini challenge and evaluation		

Starter Video

What is the issue?

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Climate change in a nutshell...

An increase in the Earth's overall average temperature caused by adding extra carbon dioxide and other greenhouse gases (e.g. methane and nitrous oxide) to the atmosphere that absorb and trap heat (acting like a blanket) and warming the lower layers of the atmosphere.

As a result, the average temperature of the Earth's land masses and oceans increase leading to 3 key effects:

- A rise in the global sea level due to thermal expansion of the ocean
- Ice over land masses e.g. Greenland is melting, increasing the sea level.
- The additional warmth in the earth's atmosphere provides greater energy for storm systems, leading to more violent storms and increased rainfall.

As a result of this Climate Change we are currently seeing the planet warm as the overall increase in the amount of energy in the whole Earth System caused by an increase in heat-trapping greenhouse gases.

The video shows the effects of climate change on a dramatic scale...

- More frequent and extreme weather systems e.g. hurricanes, storms
- Flooding
- Forest and bush fires
- Drought
- Effects on animal habitats
- Effect on humans

Don't give rise to misconceptions...

Global warming is NOT about the daily weather, and there's no clear connection between global warming and any single hurricane or snow storm or drought. That's not the right way to think about it. Instead, adding energy to the whole Earth System leads to such things as more frequent severe weather events that on average are stronger and more damaging. That is, it's a statistical thing that has to do with averages and long-term trends, rather than one's own experience with the daily weather.

Maps in the video show...

- The release of Carbon dioxide and other greenhouse gases into the atmosphere over a year (as measured by NASA in 2006)

- The average rise in the Earth's temperature throughout the 20th Century

- Projections of how the Earth's temperature will continue to rise depending on human response.

News Articles in the video show...

- Tabloid reaction to scientific data release

- Opinions of experts

- Perceived effects of climate change on economies and populations

The final section of the video...

Footage from BBC News showing the devastating effects on localised flooding in Cumbria and Lancashire (December 2015).

NOTE
It is important to point out that climate change is only one factor in the cause of localised flooding.

Look at the 2 houses in the photo one shows an example of Urban Creep.

Discuss as a group.

Fact & Opinion

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Fact or Opinion?

Marge Simpson's maiden name is Bouvier.

Fact

Studies have shown that playing slow background music can make you eat food at a slower rate.

Opinion

Fact or Opinion?

Manchester United is
a much better football
team than Chelsea.

Opinion

Dogs make better pets
than cats.

Opinion

Fact or Opinion?

The average global temperature has increased
by 1°C.

Fact

Climate change is the
biggest threat to humanity.

Opinion

Bias

What do think is meant by 'bias'.

Bias is when only one side of an argument is given —usually because the author holds a strong opinion.

Facts can also be used in a biased way, as well as opinions.

Task

You have been 4 different sources of information which include:

- Newspaper article
- Government document
- Photograph
- A pressure group leaflet

Analyse and evaluate each resource for:

- Reliability
- Fact and Opinion
- Validity
- Bias

Feedback

Discuss the 4 resources in pairs and rank them in order of usefulness—remember the following criteria:

- Reliability

- Fact and Opinion

- Validity

- Bias

Plenary

Exit ticket (sticky note)

Choose one resource you would use and explaining why and place this on the board
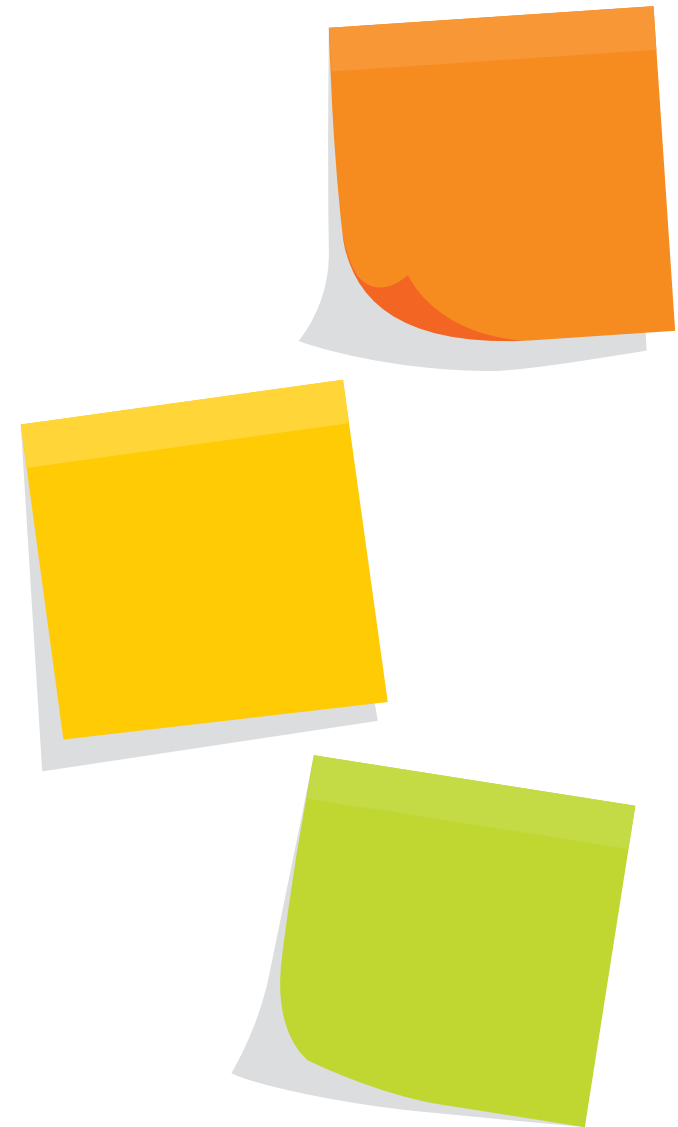
Keywords

Bias

Reliability

Fact

Validity

Opinion

Using Search tools effectively

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After each instruction, notice how many people are left standing

1. Stand up if you are male

2. Stand up if you are male AND have brown eyes

3. Stand up if you are female

4. Stand up if you are female OR have blonde hair

5. Stand up if you are female and do NOT have brown eyes

Boolean Connectors

AND/OR/NOT are all known technically as 'Boolean connectors'

- We get the widest results if we use OR, because this gives the most potential options

- If we want to narrow a search down we can use AND or NOT

- For example, a search on 'animal testing NOT rats' would search for sites containing the words 'animal testing', but ignore sites containing the word 'rats'.

AND

OR

NOT
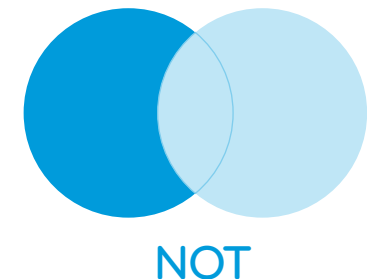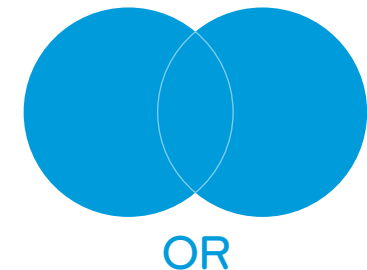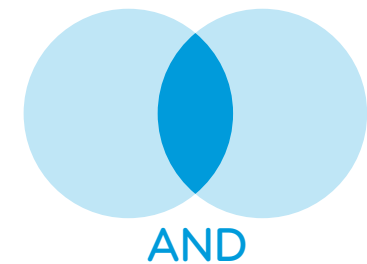
Domain type

The letters immediately after the company name show the domain type.
This can give us information about who made or owns the website.

For example:

.org

.org is an organisation.
Charities and other
not-for-profit companies
use this

.co
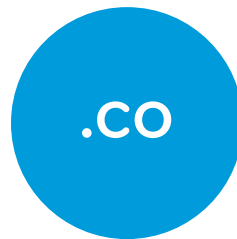
.co is a company
(not American)

.me
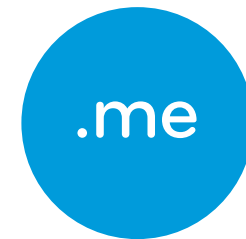
.me is a domain
type designed
to be used for personal
websites

Heading???

URL

Another way of saying 'web address'. The URL contains the domain name and other details about the owners of the site, such as the type of organisation (.sch = school) and the country of origin (.uk = United Kingdom).

Reliable

How much do you trust the information? You should consider what you know about the author or organisation who owns the site (the URL can help with this). Is the site official, personal or a company site that is trying to sell you something?

Bias

Does the site contain a lot of opinions?
Does the site only give one side of an argument?
If so, it is probably biased and you will need to find other sites to balance the argument.

Boolean Connectors

- Most search engines (e.g. Google) automatically add the AND connector.

- When using OR or NOT you should always use capital letters.

- In Google, a NOT search uses a minus sign instead of the word NOT, for example: animal testing – rats

Other neat tricks

- To search on an exact phrase, place double quotation marks around the phrase, like this:

  "**Global warming**"

- Some search engines assess whether a search term seems to be wrongly spelled. They will offer you an alternative.

  For example, if you type in **global flodding**, Google will ask: Did you mean: **global flooding**

Task

You now need to use search engines to find some more information about causes of international flooding. Try to gather at least three more key facts . You should find facts from at least three different websites and aim to use at least two different search engines.

Search engines you could use are:
www.google.co.uk, www.ask.co.uk, www.yahoo.com, www.bing.com

Search engine used	URL	Causes of international flooding	Do you think the site may contain bias?	One Key fact

Plenary

Consider what you have learnt in this session...

What 3 "Top Tips" would you give a pupil in Year 7 who is new to Internet Searching?

THINK PAIR SHARE
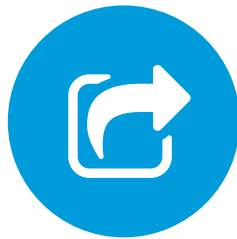
PESTLE analysis

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Today we will learn about PESTLE Analysis...

PESTLE is an acronym, meaning that all the letters represent the beginning of a word.

In this case PESTLE represents factors that we should consider when thinking about a new plan or idea.

Can you work out what each letter stands for by finding the correct words in this word search?

```
F  B  D  S  Y  E  O  D  E  G  Q  R  H  E  W  G  A  P  L  S
A  R  W  F  U  L  Y  W  R  B  A  Y  F  L  O  H  U  F  I  R
P  S  D  A  G  P  U  F  I  O  S  U  P  D  R  A  H  E  D  B
E  I  O  U  D  L  S  A  W  R  I  Y  H  B  P  Q  F  U  O  G
T  E  C  H  N  O  L  O  G  I  C  A  L  C  P  Q  P  O  H  F
R  R  N  Q  C  K  F  A  P  Y  A  M  B  R  Y  I  O  X  X  A
B  T  P  V  Z  P  E  K  I  O  E  V  O  M  C  I  L  L  Y  P
O  Z  B  O  I  W  S  C  Y  C  M  M  V  C  C  Q  I  S  S  T
N  U  L  W  N  R  D  Z  Y  L  O  E  S  K  I  Y  T  M  I  G
G  N  K  M  J  X  O  D  W  T  V  S  Y  G  M  M  I  V  L  N
T  X  I  K  M  V  S  N  I  G  K  Z  V  K  L  I  C  I  L  C
N  Z  G  S  Y  B  I  O  M  S  K  R  R  I  W  O  A  L  D  L
Y  D  P  Q  W  C  N  V  X  E  M  B  R  L  Y  A  L  D  B  D
M  X  Q  B  S  C  O  H  O  K  N  J  N  B  O  A  P  Y  Q  X
W  S  C  N  I  M  S  G  P  S  C  T  E  U  M  C  P  Q  V  L
Q  K  A  J  Y  W  S  G  S  R  G  E  A  T  E  B  Y  W  X  A
E  C  I  M  O  N  O  C  E  Z  T  I  S  L  H  P  X  V  M  G
L  I  C  J  B  A  T  K  B  X  P  R  G  M  S  B  D  Z  X  E
N  U  A  A  W  Y  F  R  O  I  H  F  V  C  J  X  E  Y  K  L
```

PESTLE
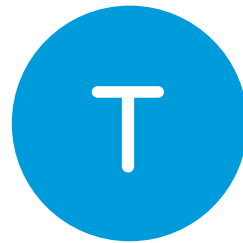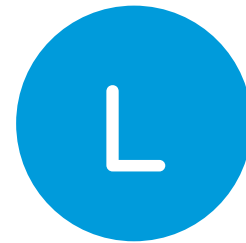
P	**E**	**S**	**T**	**L**	**E**
Political	Economic	Social	Technological	Legal	Environmental

Political

Related to the Government & pressure groups

Government policy local and national i.e. votes

Impact on Pressure groups

Government spending i.e. flood defences, providing aid

Economic

Relating to how countries make money

Effect on property prices

Effect on local businesses

Effect on transport links

Social

Relating to society or communities

Damage to property

Illness / wellbeing e.g. elderly, children

Effect on social/public services e.g. doctors, schools, fire service, NHS

Technological

Relating to using technology

Flood defences

Predicting weather patterns

Power shortages

Legal

Relating to the law

Environmental

Relating to a persons surroundings

Effect on the landscape/ scenery

Loss of farming land/ animals

Pollution

P	E	S	T	L	E
Political	**Economic**	**Social**	**Technological**	**Legal**	**Environmental**
• Local Authority makes a decision to build more houses in the area	• Flooding has caused high street shops to close on five occasions in the last year				

Annotating Resources

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Annotating Resources

In this lesson you will select 3 different resources and annotate them using PESTLE (i.e. identify the PESTLE factors within your resources).

You will also have to assess the Usefulness, Relevance and Reliability of your resources.

How to annotate and take notes

🔍 Pick out main ideas

⏱️ Summarize with short phrases and keywords

✏️ Note important facts and vocab words

📖 Leave space between ideas and leave margins blank (for future annotation)

📅 Put date and subject at the top of each note page (aids in organisation)

⁉️ Use symbols and abbreviations

📝 Put into your own words

Useful, Relevant and Reliable?

Useful

Relevant

Reliable

All of these factors are related to child poverty.

How useful / reliable / relevant is this source?

Useful - ✓ - A number of facts. BUT are they still correct? Source updated in 2011 = 4 years ago.

✓ - Very detailed - will have researched before publishing these facts.

Reliable = ✓ Informative web-page. Purpose is to educate / give correct facts on an issue.

BUT - doesn't reference where the facts have come from. No clear or effective referencing.

Relevant = ✓ Very relevant to the topic being studied. Pestle factors covered. Good starting point for

Annotating & taking notes

Go to the website below and read and annotate the article using PESTLE making notes on the side

Note:

you will need to copy and paste the article or print it.
www.bbc.co.uk/news/uk-26111598

Or you can select your own article

To help inform your personal standpoint you must take others' views into account

Use your annotated resources and knowledge you have gained to prepare for your group discussion:

- What is your current standpoint on flood management techniques?

- Have your main PESTLE factors ready to support your argument

- Be prepared to listen to others' views even if they differ from yours

Effective Group Discussions

- Everyone has a chance to speak freely

- Group members can safely express their ideas, even if they are not yet fully formed

- Group members can receive and respond to respectful but honest constructive feedback.

- Feedback can be positive, negative or given just to clarify or correct but must be delivered respectfully.

- A variety of points of views are expressed and discussed.

- The discussion is not dominated by one person.

- Arguments are based on ideas, opinions and evidence, not personality.

- Even in a disagreement, there is an understanding that the group is working together.

Plenary

List 3 views that you may
re-think as a result of your
group discussion
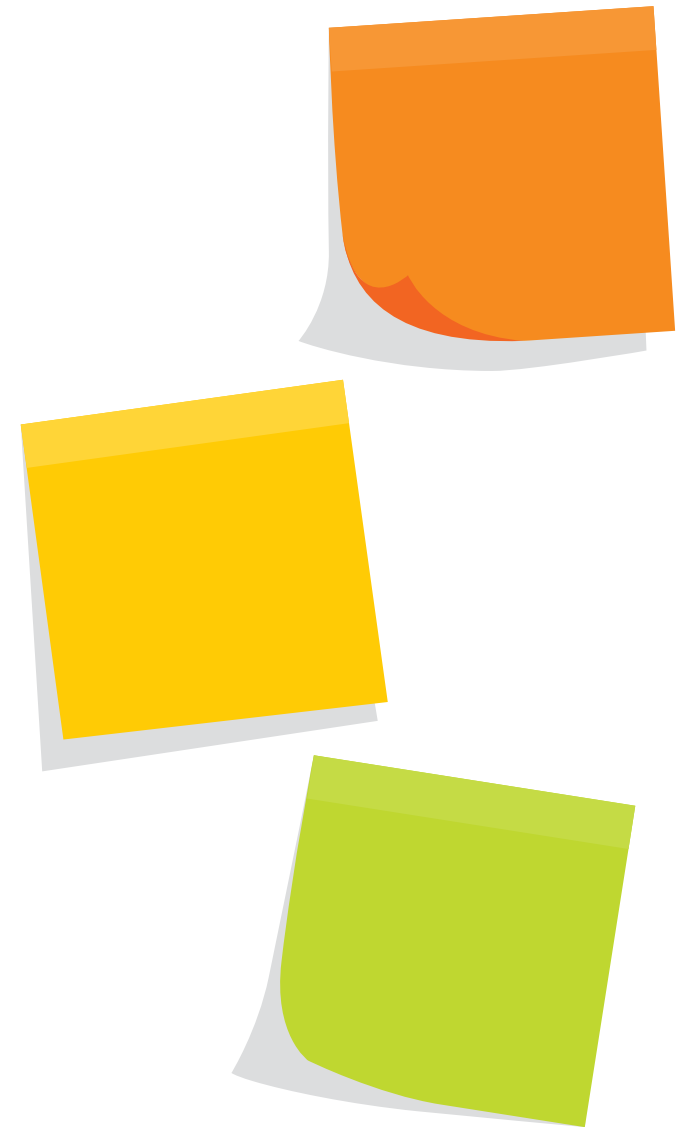
Personal Standpoint

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Mind map

?

How could you say "in my opinion" in a different way?

?

How could you start a counter argument?

Conscience Alley

Form 2 lines and face each other

- Each line has opposing viewpoints

- One person must walk down the middle of "conscience alley" and listen to the viewpoints of each person

- When they get to the end of "conscience alley" they must make a decision about which viewpoint they agree with.

Conscience Alley
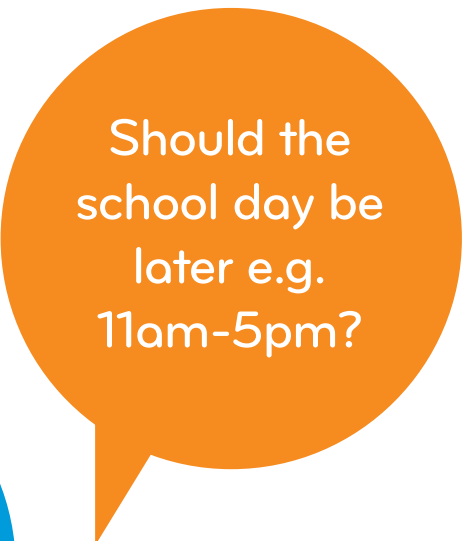
Issues to discuss

Should teachers have to wear a uniform?

Should the UK close it's borders to illegal immigrants?

Should the school day be later e.g. 11am-5pm?

Is climate change the biggest cause of localised flooding?

Personal Standpoint

A piece of writing that expresses your personal point of view on a subject

Must include:

- Introduction
- Research—Analyse sources
- PESTLE
- Conclusion

Personal Standpoint

1 Introduction

Did you have an opinion before completing your research?

Facts

Local

Global

Overview of the issue

2 What have you done to form your Personal Standpoint?

Research — support/counter argue

Class discussion — notes

3 Analysis of sources

Social

Bias

Fact or Opinion

Reliability

Credibility

4 PESTLE

Political

Economic

Environmental

Technological

5 Your final standpoint

Main factors that led you to this standpoint

State your final standpoint

Re-cap

Put the following in the correct order to structure your Personal Standpoint:

What have you done to form your Personal Standpoint?

PESTLE

Analysis of sources

Your final standpoint

Introduction

Class discussion:
What do you need to include in each of the sections?

Under "mock" controlled
assessment conditions...

Write your Personal Standpoint
about the effectiveness of
Flood Management systems

Raising Awareness

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?

How can we raise awareness about flood management?

? How do organisations raise awareness of global issues?

THE WORLD'S **85** RICHEST PEOPLE OWN THE SAME WEALTH AS THE 3.5 BILLION POOREST PEOPLE.

TOGETHER, WE CAN END EXTREME INEQUALITY. TOGETHER, WE CAN EVEN IT UP.

JOIN US AT WWW.OXFAM.ORG.UK/EVEN

EVEN IT UP | OXFAM

BAND AID THIRTY

FAIRTRADE

POLLUTION ISN'T PRETTY.
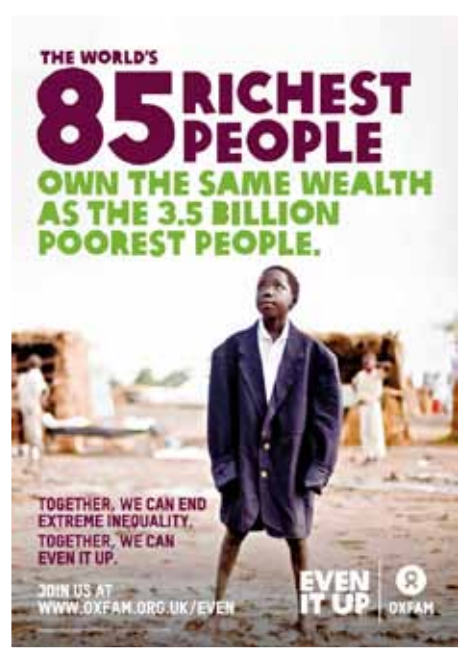
Posters

Strengths	Weaknesses
Eye-catching—More likely to have impact	Creative limitations—instant visual impact must be made
Customised placement—You can place the poster wherever you feel it will have the most impact	Unable to completely focus on target market
Cost effective	Message must be brief—no details
Good for product awareness/recognition	Cannot deliver sound and motion
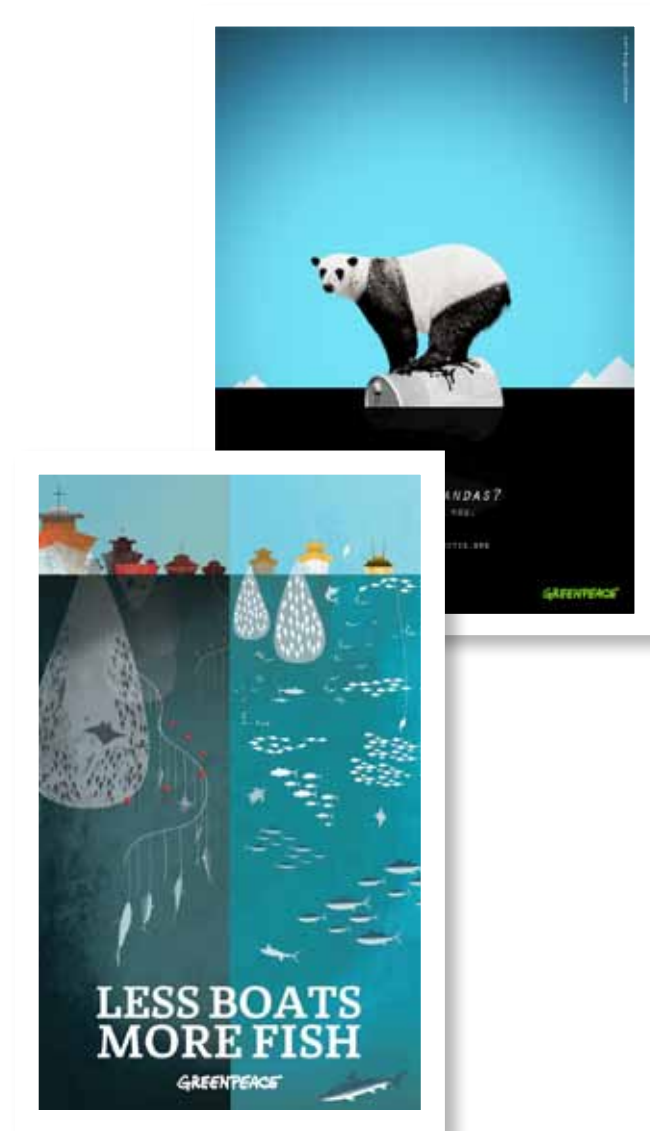
Campaigns

Strengths	Weaknesses
Interactive/engaging —involves audience	Limited time
Actively impacts the issue	Has to have official status (people need to trust it)
Accessible to all	Relies on other methods
	Relies on participation

Video

Strengths	Weaknesses
Large audience reach	Costs
Ability to give lots of details in short space of time	Limited time
Allows for active demonstration	Limited resources
High impact medium—sound, animation, motion, colour etc.	Has to be of a high standard in order to have high impact

Song

Strengths	Weaknesses
Entertaining	Limited information
Memorable	Must have necessary skills
Easily understandable	Time limitations
Targets a wide audience	Will people take it seriously

Leaflet

Strengths	Weaknesses
Informative—able to provide a lot of detail	Limited time
Easy to distribute—wide-reaching audience	Cannot deliver sound and motion
Easy to mass produce	
Good balance of visual images and text	

Website

Strengths	Weaknesses
Wide-reaching audience	Limited resources
Can include a lot of information	Limited time
High impact	Expensive—need to pay for somebody to create and maintain it
Incorporates a variety of media (videos, images, text etc.)	Difficult to target a specific audience

Blog

Strengths	Weaknesses
Can provide a lot of detailed information	Difficult to target a specific audience
Allows interactivity	Time-consuming
Easily accessible	Reliability issues (too opinionated?)

Discussion

What methods of raising awareness do you feel are the most appropriate and realistic for your own campaign?

Why?

How do organisations raise awareness of global issues?

Mind-map a range of ideas that may raise awareness of a global issue

Try to think about a number of different approaches to raise awareness

Evaluating ideas

1 Choose at least 4 methods of raising awareness to evaluate

2 Consider the strengths and weaknesses of each method

Final idea

Decide on your final idea

Explain your reasons for this choice by comparing it to your other ideas.

Consider:

- Materials and resources
- Time Frame
- Strengths
- Weaknesses

What is the most effective way to raise awareness of a global issue?

Mini-Challenge

Rainscape

Dŵr Cymru
Welsh Water

Key Stage 4 National/Foundation
Global Citizenship Challenge

Bagloriaeth
Cymru

Welsh
Baccalaureate

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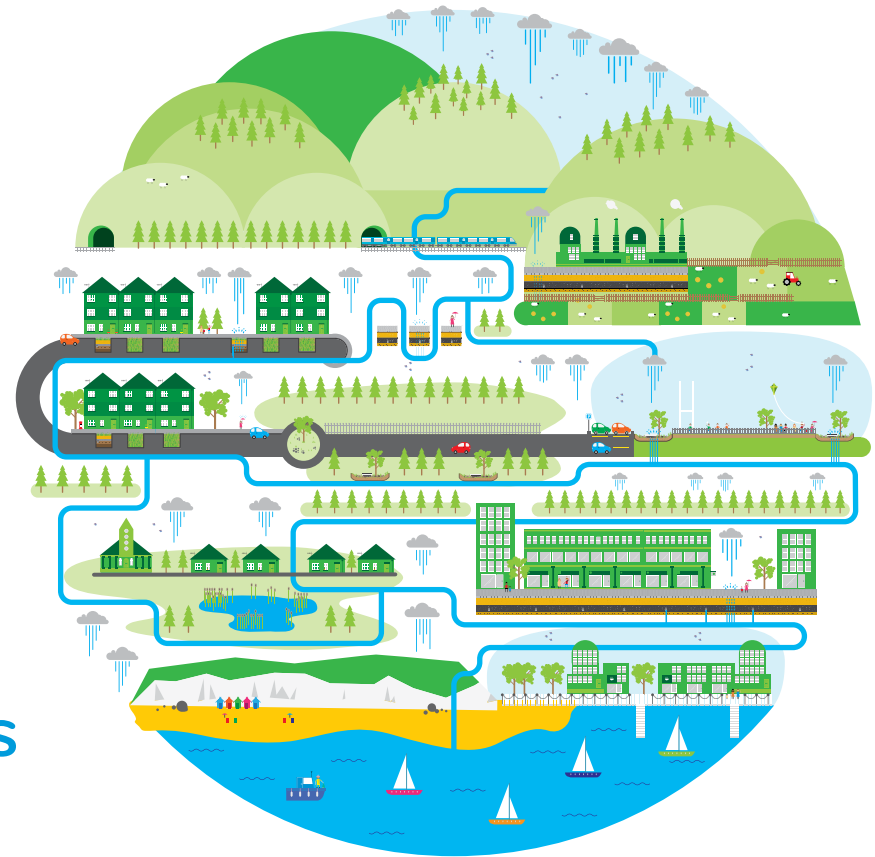
Who are Dŵr Cymru?

- 4th biggest company in Wales

- a 'non-shareholder' company which is unique
  in the water industry

- all gains reinvested to improve services and keep customer bills affordable

- serve 1.4 million household and business customers in Wales,
  Herefordshire and parts of Deeside

- deliver industry leading levels of performance
  for environment and customer service

What's the problem?

High levels of rainfall cause issues such as:

- sewer flooding in residential areas

- excessive spills from network to environment

- estraints on building new homes

Llanelli

Llanelli's network has as much storm water as Swansea, despite Swansea serving three times as many properties

Traditional approach storage

not feasible

not affordable

£600m

RainScape—
the sustainable alternative

- Uses tried and tested methods from around the world

- Climate change, "urban creep", flooding risk & economic development needs

- 2015-2020 target: equivalent run-off from 25,000 rooftops in Wales

Installation Progress—ongoing

Carway Street, Burry Port

- Started May 2015

- Planned to complete February 2015

- £2m investment

- 8 home to be removed from sewer flooding register

- Tunnelling under railway to Gors Road completed July

Tunnel

RainScape in action

Stebonheath School

RainScape in action

Queen Mary's Walk swale

RainScape in action

Glevering Street

RainScape in the ground

Raising awareness

During this Challenge you will use a variety of information on Dŵr Cymru's Rainscape Project to investigate different views of people and identify your own ideas on this issue.

You then have to raise awareness of the issues concerning the Rainscape Project with the local community of Llanelli in a creative and innovative way.

You should design your raising awareness so that it will appeal to the range of residents within the local community and make use of effective communication by providing a clear message which is memorable, original and relevant.

By completing this Challenge you will show that you can reason, make judgements and make decisions in order to create an informed personal standpoint on the issues associated with the Rainscape Project.

The raising awareness activity allows you to show how creative and innovative you can be in communicating your ideas and presenting your message to other people.

Evaluation

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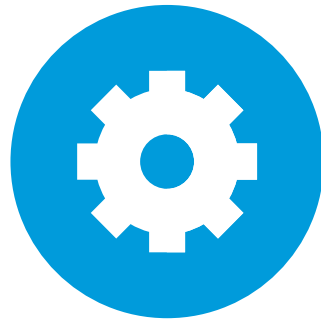
Learn how to reflect

- To learn what reflection is

- To learn how to critically reflect

- To use others views to reflect

Reflecting on your Performance

- What were the positive aspects before the match?
- What were the small things that could be changed?
- What were the positive aspects after the match?

Reflection is...

- part of learning and thinking
- an everyday process
- an important human activity
- an important part of learning
- good

Why Reflect? Give 3 points

Reflection helps you to:

- understand what you already know (individual)

- identify what you need to know in order to advance

- understanding of the subject (contextual)

- make sense of new information and feedback in the

- context of your own experience (relational)

- guide choices for further learning (developmental)

Discussion task

- What feedback would you receive from these people?
- How would it differ?

Personal Reflections

What?

- What happened?
- What did you observe?
- What issue is being addressed or population is being served?

So What?

- Did you learn a new skill or clarify an interest?
- How is your experience different from what you expected?
- What impacts the way you view the situation/experience?
- What did you like/dislike about the experience?
- What did you learn about the people/community?
- What are some of the pressing needs/issues in the community?
- How does this project address those needs?

Personal Reflections

Now What?

- What other work is currently happening to address the issue?

- What learning occurred for you in this experience?

- How can you apply this learning?

- What would you like to learn more about, related to this project or issue?

- What follow-up is needed to address any challenges or difficulties?

- What information can you share with your peers or the community?

- If you could do the project again, what would you do differently?

How to write a reflective piece

- I contributed to the challenge by...

- I enjoyed...

- The thing I/we found most difficult was...

- The main challenge was............but this was achieved by...

- Working as a team was...

- Working independently on my contribution...

- If we started again, next time I/we would...

- Next time I/we need to change...

Personal
Reflection

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Personal Reflection

As part of the process it is important to look back at what you have done in order to improve your performance in the future. Learning from past experience is one of the most important skills that you need to develop for future success. In order to do this, you need to look at what you have learned, examine why it was important and identify how you will use this knowledge in the future.

Use this template to write a draft reflection of the work you have don over the past few weeks.

What did you study?

....

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What did you notice and/or learn?

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Did you learn a new skill or develop a new interest?

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How was the experience different to what you expected?

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What aspects did you like/dislike about the experience?

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What did you learn about the people involved, for example people in different roles in the community?

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What are the needs of these people in the community, for example those trying to raise awareness about certain issues?

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How was this project attempting to raise these concerns?

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Personal Statement

I have contributed to the work by...

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I enjoyed...

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I saw these aspects of the work difficult...

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But I overcame these issues through...

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Working as part of a group was...

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Working independently I was able to...

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If I was to approach this work again, next time I would...

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