Group Activity

Student B

GROUP SOCIAL ACTION

Forming Ideas

Initial discussion and collaboration with team members identified environmental issues prevalent within current society. Bushfires were identified due to their situational relevance within Australia. Although bushfires were the larger concern for all team members, the broad nature of the topic sparked further discussion and research to narrow the research field to allow for a more feasible social action for a diverse audience. By producing a mind map (Figure 1) with environmental concerns relating to bushfires and undertaking research to identify new issues, the group successfully collaborated to establish diverse environmental concerns in relation to bushfires.

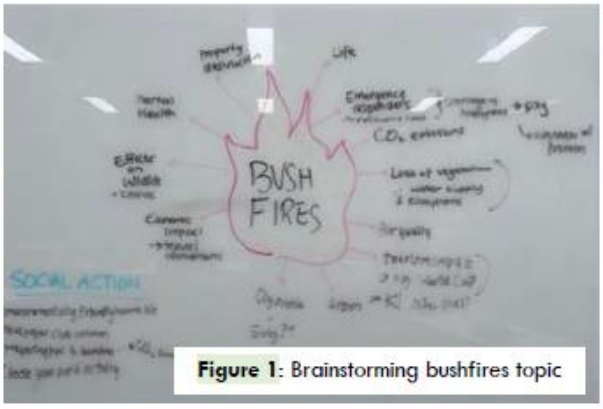


Figure 1: Brainstorming bushfires topic

The mind map was successful as it allowed all team members to contribute ideas and have their ideas heard. Using this method to formulate the idea for our social action allowed for improved communication skills as all ideas were recorded, and a group vote to narrow the topic meant that the process was unbiased.

Evaluation of topic ideas identified carbon emissions as the most practical idea due to the numerous environmental concerns that stem from it. By identifying feasible social actions to spread awareness on the issue, the team collaborated effectively to record all options before selecting the appropriate choice. The establishment of a website and sustainability starter pack to reduce the amount of carbon dioxide you emit within your house was chosen to cater the information to a broad audience.

The research and creation of the starter pack and website were delegated equally between team members.

Group Member	Research
A	What are the primary sources of carbon emissions within residential homes?
B	What are carbon dioxide emissions, and how do they connect to climate change?
C	How to make homes more sustainable?
D	What are the potential long-term consequences of continued carbon dioxide emissions on the environment?

Group Member	Social Action Task Allocation
A	Making Logo. (Figure 2) Utilising Canva, the logo was created using the team's name, CarbonOne2, which stands for CO2.
B	Making the website (Figure 3). Through utilising Wix.com, the outline of the website was created with the addition of basic research discovered. The plan for the website included the addition of educational YouTube videos on carbon emissions and a visual representation of the starter packs available.
C/D	Creating a starter pack separating components between peers. Team Member C allocated components 1-3; Team Member D allocated components 4-6. Utilising research on ways to reduce carbon footprint to formulate components for the starter pack. Group collaboration between peers C and D identified the following components: • Metro card • Compostable bin liners • Reusable cups and cutlery • Bamboo straws • Gardening gloves • Seeds Image creation for the environmental starter pack. (Figure 4) Research into incentives for purchasing the starter pack identified savings through utilising the products. Team

CarbonOne2

Figure 2: Company logo produced

Figure 3: Website produced

Figure 4: Environmental starter pack

	member C identified SA businesses that discount coffee when providing a reusable coffee cup upon purchase.

Student A

Redeveloping the Social Action

We received feedback from peers that suggested our social action was not highly impactful, as it did not force people to educate themselves and would not be particularly appealing if the packs were made for purchasing rather than donation.

In the absence of two group members, we decided to evolve our idea into an immersive environmental quest directed to younger children, which would educate them specifically about carbon dioxide emissions, and take them through various activities to test their knowledge (Figure 5).

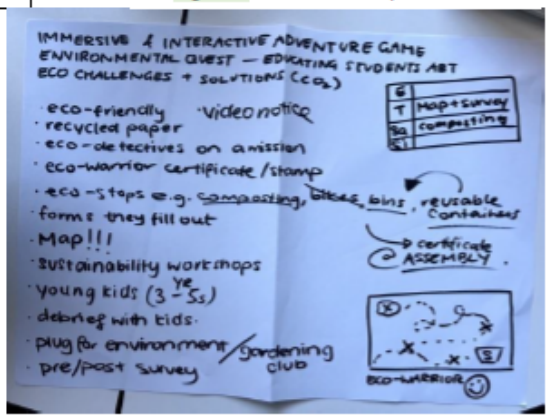


Figure 5: Environmental quest brainstorm

Proposing the Idea

We sent a photo of our brainstorm to a group chat we devised to communicate when part of our group was absent. This allowed us to keep the absent group members quickly updated on any changes we had made and ensure we had their approval before we progressed any further (Figure 6).

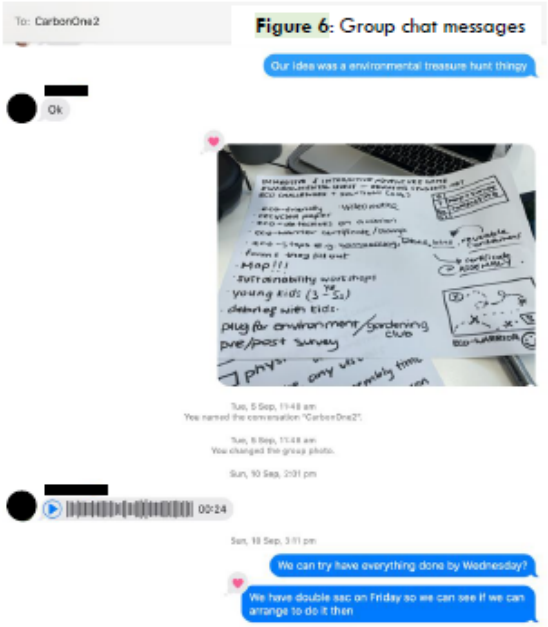


Figure 6: Group chat messages

We created a to-do list of the various roles that needed to be completed (Figure 7) and decided to delegate these over video call to allow everyone to choose their most preferred tasks.

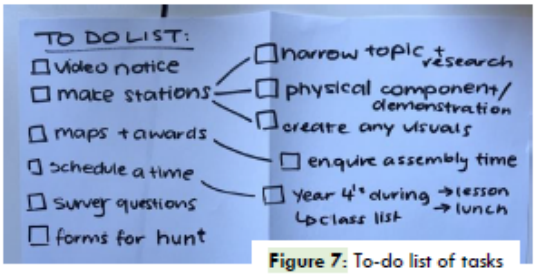


Figure 7: To-do list of tasks

As the idea developed, different group members were absent due to sickness, and we quickly realised our new idea was not feasible with the time, resources, and group presence we had available. Therefore, we simplified our idea to an educational workshop that would inform students of the greenhouse effect and assigned separate activities to each group member, which is as follows:

Group Member	Research	Social Action Task Allocation
A	Greenhouse effect in atmosphere	• Organise greenhouse gas experiment • Gather materials required • Schedule time for activity with teachers
B	Composting	• Organise composting activity • Gather composting materials and containers from home
C	Sorting bins	• Organise bin sorting activity • Collect various bin scraps

D	Greenhouse gases and global warming	• Conduct and collect survey responses • Create script and PowerPoint for

Choosing a Target Audience

Upon browsing the school Facebook, we saw that the Year 4 class recently undertook a sustainability class as part of their Science curriculum (Figure 8). We decided to cater our presentation to this year level, as the content we were covering was highly relevant to the work they were doing on soft plastic recycling and landfill management.

Figure 8: School Facebook post

Scheduling the Social Action

I contacted the Year 4 teachers to confirm whether we were able to conduct the workshop with the Year 4s, and when would be the most suitable time for them (Figure 9).

It was important that we provided context as to why we chose them as our target audience and the intention of our activity to allow them to make an informed decision.

Figure 9: Email communication with Year 4 Teachers

Eco-Adventure Workshop

[redacted] Today at 3:08 pm

To: [redacted] +1 more

Hi [redacted]

We saw that the Year 4's recently did a workshop on soft plastic recycling and thought they would be the perfect group to participate in our Immersive Eco-Adventure as part of our Year 12 Society and Culture course.

It is a short workshop that will take them through how to compost, use the correct bins for different wastes, and teach them about minimising their carbon footprint in an interactive and friendly group environment.

If this is a possibility, we were wondering if there was any way we could conduct this workshop in Lessons 3 or 4 of this Friday, or if a lunchtime slot that was optional for them to participate in would be better.

With thanks,
[redacted]

[redacted] nday, 11 September 2023 at 4:17 pm

To: [redacted] +1 more

That sounds perfect, girls.

On Friday, lesson 1,2,3 and 4 are options.
Regards,

[redacted]
Year 4 Class Teacher

The teacher's response is shown in Figure 9, where their lesson availability aligned with ours, therefore we were able to schedule in a time that was convenient for all of us. Moreover, as the activity was on Friday, we

endeavoured to have all our script and activities finalised by Wednesday, so that we were well-organised for the activity.

Atmosphere Activity Development

I was tasked with creating an activity to demonstrate the greenhouse gas effect in a way that was efficient and simple enough for the students to quickly grasp the concepts involved.

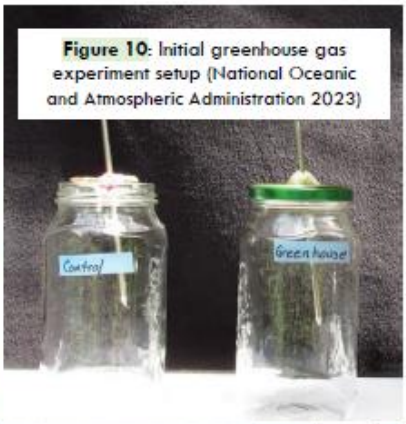


Figure 10: Initial greenhouse gas experiment setup (National Oceanic and Atmospheric Administration 2023)

From preliminary research, I noticed that many classroom experiments involved using baking soda and vinegar to produce a carbon dioxide reaction. However, many of these experiments required more specialised scientific equipment that none of the group members had access to. Therefore, I worked to design my own simple experiment using these household ingredients.

I initially added baking soda and carbon dioxide to two glass jars and wrapped one in plastic wrap as shown in Figure 10. The intended effect was to have the wrapped cup fog up, demonstrating how the atmosphere traps greenhouse gasses. However, the fog was not highly visible and took a long time to produce. Therefore, I modified the experiment to be more interesting for the Year 4 audience and to work faster.

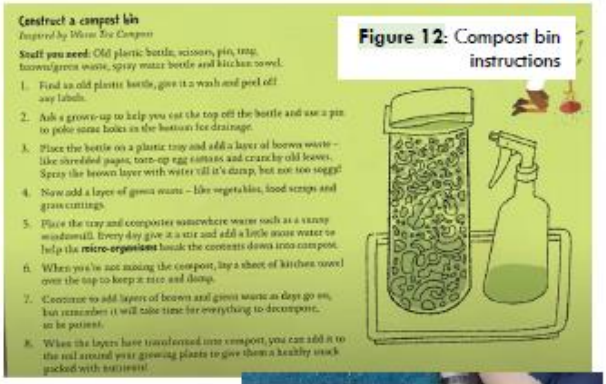
Figure 11: Final greenhouse gas experiment setup

The new experiment involved smaller bottles and balloons (Figure 11). One bottle had a balloon which inflated due to the carbon dioxide producing reaction, whereas the reaction could be heard in the other bottle, but the carbon dioxide was not trapped by any exterior wrapping. Therefore, it successfully mimicked how greenhouse gasses are trapped by the atmosphere, which is being made more harmful due to human activity. This was highly effective as the reaction took only 4 minutes to explain and complete, where observable results were produced and still demonstrated the concepts of greenhouse gasses in the atmosphere in a simple manner.

Student B

Composting Activity Development

Within the group, I was tasked with creating and organising an activity to educate students on composting. Through research into complex and basic-level information about the properties of composting, including the benefits, establishment, and preservation, I identified a simplified manner to relay information to a broad demographic. As previously identified, the target audience of the social action was Year 4s, meaning a simplified and engaging approach to information and presentation was necessary. Research of pre-established blogs and websites identified diverse composting activities suitable for children, such as DIY mini compost bins, role-playing the process of decomposition, and online games.



Construct a compost bin

Inspired by Worm Tea Compost

Stuff you need: Old plastic bottle, scissors, pin, tray, brown/green waste, spray water bottle and kitchen towel.

1. Find an old plastic bottle, give it a wash and peel off any labels.
2. Ask a grown-up to help you cut the top off the bottle and use a pin to poke some holes in the bottom for drainage.
3. Place the bottle on a plastic tray and add a layer of brown waste – like shredded paper, torn-up egg cartons and crunchy old leaves. Spray the brown layer with water till it's damp, but not too soggy!
4. Now add a layer of green waste – like vegetables, food scraps and grass cuttings.
5. Place the tray and composter somewhere warm such as a sunny windowsill. Every day give it a stir and add a little more water to help the **micro-organisms** break the contents down into compost.
6. When you're not mixing the compost, lay a sheet of kitchen towel over the top to keep it nice and damp.
7. Continue to add layers of brown and green waste as days go on, but remember it will take time for everything to decompose, so be patient.
8. When the layers have transformed into compost, you can add it to the soil around your growing plants to give them a healthy snack packed with nutrients!

Figure 12: Compost bin instructions

Ultimately, the DIY mini compost bins were most suitable for the social action due to the interactive nature of the activity, whilst also being a visual representation of how composting works. Educational online videos such as Maddie Moate's blog segment, "Eco stuff to make and do with Maddie", provided comprehensive instructions and reasoning for each step of the activity (Figure 12). Due to the environmental focus of the social action, it was imperative to consider the environmental impact of the activity. By

4

Figure 13: Final compost bin activity

reusing old soft drink bottles from fellow group members and sourcing the eco waste from my hc

Student C

to create a fully sustainable activity that the students could

Bin Sorting Activity Development

I was tasked with producing an activity which informed the students on the South Australian rules around waste and disposing it into the right bins. To make it appropriate for their young age and limited understanding, I decided to create an engaging game which required all students to work together.

To execute the game, I acquired three separate boxes where I placed coloured paper inside to represent the three bin colours: red, yellow, and green. Then I collected various items which most people would use or encounter daily. As these were gathered, I kept in mind the three different bins so there was a similar number of wastes going in each coloured bin.

Figure 14: Final bin sorting activity

To complete the game, I displayed the items randomly on a desk and encouraged the students to work as a team to collaborate in determining which bin the items belonged in (Figure 14). As I expected there to be a few disagreements, I would continue to ask if there were any that someone disagreed on, then I would hold it up and ask the group to raise their hand depending on what bin they thought it belonged in, majority ruled. After the group was happy with their choices, I would raise each item up and say "This can stay in this bin" or "This goes in the … bin" depending on whether they got the item correct or not. I would also give them reasons as to why specific items would go in different bins, for example the disposable coffee cup was always placed in the recycle bin so I would inform the group that the inner plastic lining makes it so that the whole cup must be put into the general waste bin. This model was optimal as it was simple but effectively conveyed the intended concepts.

Student D

PowerPoint Development

As I was not conducting the activities within the workshop, I opted to create the PowerPoint presented prior to the activity sessions. It was important that the PowerPoint that offered visual stimulation to the students while also making it easier for them to comprehend ideas and information. Bright, bold colours were used with simple, yet eye-catching informative images to appeal to young children whilst ensuring their retention of the information provided (Figure 15).

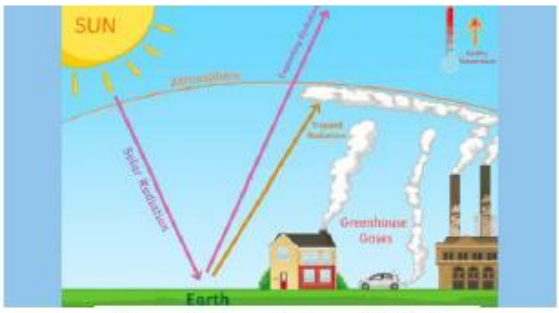
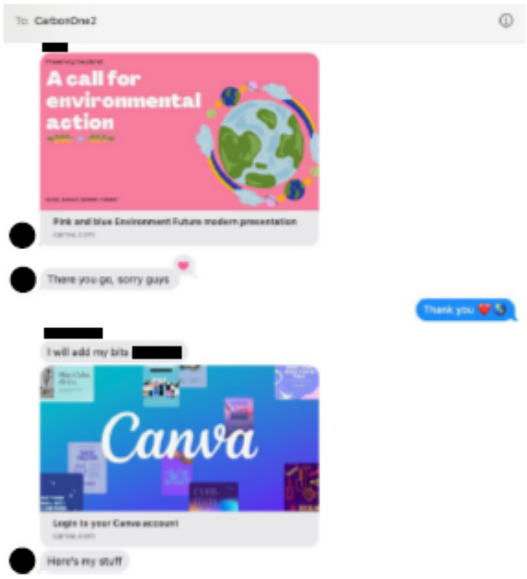


Figure 15: Engaging PowerPoint slides

Figure 16: Sharing PowerPoint slides



Although I was responsible for creating the PowerPoint slides, Group Member B and C had also produced their own slides which contained the specific information they were referencing in their activity. We were able to share online access to these slides via the group chat (Figure 16), therefore I was easily able to embed these into the existing PowerPoint I had created.

Student C

Collaborative Time Management of Social Action

With the initial planning, we originally split the Year 4's into 3 groups, one for every activity. These included:

- Building an at-home compost bin
- Which bin does it go in? game
- Activity emphasising the importance of using reusable containers

However, during the planning process, the container activity was abandoned as it was difficult to determine how to make it engaging for the Year 4s. Thus, it was replaced with a carbon dioxide experiment that reflected our goal of informing the students on our carbon footprint. We timed each activity to work out how long our session would take, which was as follows:

Activity	Time (minutes)
Composting	10
Bin sorting	6
Atmosphere experiment	4

The timing of each activity proved to be a problem as all activities took a different amount of time to be completed, misaligning our original plan of having 3 groups and rotating them so every student could be involved with each activity. We decided to split the Year 4's into two groups where Group 1 would do the composting activity while Group 2 would watch the carbon dioxide experiment and then complete the bin activity, then both groups would swap. This would allow for each group to be finished at the same time and create a more fluid circuit. This structure also enabled us to maximise learning in a shorter time span. With the addition of the presentation before the activities commenced, the whole activity was completed in one 45-minute lesson, without running over time.

Considering our Target Audience

As a group, we took a lot of consideration of our younger audience (Year 4s). We first prioritised gathering information and producing a script of all necessary facts before we begun refining our script to be more engaging and accessible to Year 4's. To do so, we each read each other's portion of the script and replaced words we believed were too complex or formal for our audience (Figure 17, as highlighted in yellow, Page 5). As previously discussed, it was also highly important to craft the PowerPoint with simple yet interesting images, as visual engagement is critical to retaining the attention of a younger audience.

We collectively decided to shorten our individual parts where we specialised in discussing information relevant to our activity. Originally, the bin activity script started with just under 500 words and was decreased to 370. Due to the short attention span of younger kids, this was our first step to retaining their attention.

With further discussion, we thought that having one person talk for the entirety of the presentation would be uninteresting, even with the help of a PowerPoint. Therefore, we decided to take turns reading small paragraphs so that the students were being mentally stimulated by differing voices. These edits can be seen in Figure 17.

Figure 17: Editing of script

USING THE CORRECT BINS: Draft

~~It is very common for the wrong items to end up in the wrong bins, this could cause recycling bins to be contaminated, thus causing entire loads being sent to landfill. Contamination can cause disruption of recycling machineries when textiles are found in recycling, any food or drink can make cardboard unsalvageable, workers can be exposed to health risks when soft plastics are recycled and they have to sort them by hand, and more. With recycling is contaminated, it is less valuable when being sold.~~

A lot of energy is used when recycling, consider the transport and machine processes used. These create massive emissions. When materials are recycled correctly, the carbon emissions produced can be decreased, such as a decreased need to cut down trees due to recycled paper. By recycling as much as possible, "you can save around 61kg of emissions monthly". Through preventing manufacturing processes like mining and burning fossil fuels, less carbon emissions are produced, thus lowering greenhouse gas emissions. However, if done incorrectly, recycling can emit more greenhouse gasses into the atmosphere. This is why it is important for people to inform themselves on the rules of recycling!

The different coloured bins we use in South Australia are pretty self-explanatory, however, many waste products can be confusing to dispose of. South Australia uses a three-bin system, with individually coloured lids to determine what goes in which bin. Red for general waste, green for organics, and yellow for recycling. Soft plastics, clothing, stationary, and tissues are a few examples of what can be thrown away into red bins, food scraps, pet waste, coffee grounds, egg cartons, and more can go into the green bins, and empty bottles, cartons, paper, and plastic containers can go in the yellow bins.

GOOD COPY

Member 2: A lot of energy is used when recycling - think about all the transport and machine processes used! These create massive emissions. When materials are recycled correctly, the carbon emissions produced can be made smaller, such as a decreased need to cut down trees due to recycled paper. By recycling as much as possible, "you can save around 61kg of emissions monthly". Through preventing processes like mining and burning fossil fuels, less carbon emissions are produced, lowering greenhouse gas emissions. However, if done incorrectly, recycling can emit more greenhouse gasses into the atmosphere. This is why it is important for people to inform themselves on the rules of recycling!

Slide

Member 1: The different coloured bins we use in South Australia are pretty easy to understand, however, many waste products can be confusing to dispose of. South Australia uses a three-bin system, with individually coloured lids to show what goes in which bin. Red for general waste, green for organics, and yellow for recycling. Soft plastics, clothing, stationary, and tissues are a few examples of what can be thrown away into red bins, food scraps, pet waste, coffee grounds, egg cartons, and more can go into the green bins, and empty bottles, cartons, paper, and plastic containers can go in the yellow bins.

Slide

Member 2: To make it a bit easier for you, here are some ways you can determine what bin to put something into. If what you're disposing of is in some sort of wrapping or container, check to see this three-arrow symbol, this means it can be recycled. If it does not have a three-arrow symbol, it is most likely not recyclable.

Slide

However, some products may have certain parts that are recyclable and some that aren't. For example, this product has a recyclable box, but the lid must be put in the general waste bin.

Slide

Member 1: If you're struggling to know which bin to put something into, ask friends, family, or even teachers. You can also use the internet to look up that product to see if it is recyclable. WhichBinSA is a great tool to see the specific recycling rules for South Australia.

Slide

Member 2: Now, I'll be running a small activity to test your knowledge and intuition on how to properly dispose of some products. Let's see how well you were listening!

Student D

Conducting the Social Action

Figure 18: Presenting

Figure 19: Composting activity

Presenting the PowerPoint: (Figure 18)

Although initially scheduled in another classroom, we negotiated with the Year 4 teacher to move into a larger space where there was space for the students to move, and an outdoor area was easily accessible for the composting activity.

The central projector screen in the chosen space also was beneficial in ensuring the students could all see the presentation from the floor.

Composting Activity: (Figure 19/20)

The students were situated outside the space to avoid mess in the carpeted room from dirt, leaves, and water used to start the compost bins. Physically separating the two groups also helped to reduce noise and gave the students more space to work with.

Having a smaller group of the class also helped in explaining the compost concepts, as the children were less energetic in the smaller group and therefore engaged more.

The students thoroughly enjoyed the practical aspect of the activity, with numerous students pledging they would start their own compost bin at home with their own materials.

Figure 20: Composting activity

Figure 21: Atmosphere experiment

Atmosphere Experiment: (Figure 21)
As the room was carpeted, it was crucial that there were safeguards to prevent and manage spillage of the vinegar and baking soda being used. Therefore, we utilised the desk in the room as a solid platform to raise the experiment above the floor. Paper towel was also used underneath the experiment to absorb any spillage.

Again, the smaller group of students was beneficial in maintaining their interest and enabling us to answer any questions they posed of the experiment.

Figure 22: Bin sorting activity

Bin Sorting Activity: (Figure 22)
The students were highly engaged with activity as they had previously learnt this content in their own curriculum, making it an effective activity. Each group was not able to correctly identify the bin for all the items and commented that they had learnt much more about using bins properly. This indicates that they learnt valuable information from this activity in an engaging method.

Reflecting on our Social Action

Following the activities, the following questions were asked as a post-activity survey:

1. What is the most interesting fact you learned today?
2. What will you do to reduce your carbon footprint?
3. On a scale of 1-5, how much did you enjoy the activities?

Figure 23: How will you reduce your carbon footprint?

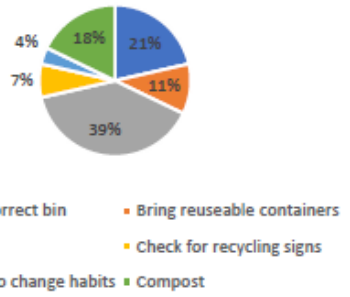


Figure 23 Analysis: Of the 22 responses, each student was able to name a way to reduce their carbon footprint in response to Question 2. "Recycle" was the most common answer as it composes 39% of the response. However, although this was mentioned in our presentation, it was not the central focus. The second most-answered response was "using the correct bin," comprising 21% of the responses. This is useful data as it indicates that we were able to encourage the students to be more conscious of their bin usage through the relevant activity.

Figure 24: How much did you enjoy the activity? 1-5

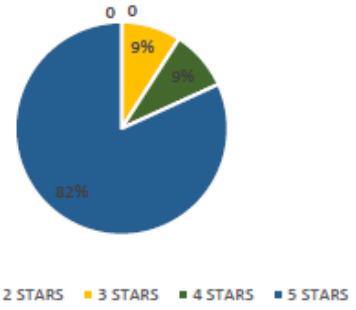


Figure 24 Analysis:
83% of the students rated the activity 5 out of 5, suggesting a high level of enjoyment and engagement with the material presented. There were still 9% of students who responded with 4 and 3 out of 5, therefore signifying that there was improvement to be made to our presentation or activities to cater to our audience.

Group Evaluation

To begin the task, our group chose to investigate the topic of bushfires, as this is a relevant in a South Australian context. We were intent on directing our activity to a school audience, as this was an accessible group to reach within a limited planning time frame. We began by brainstorming various subtopics of the impacts and causes of bushfires, which was helpful in allowing all group members to equally contribute their ideas. We collectively decided to focus on carbon dioxide emissions as this was a broad topic that we each had previous knowledge of. This was established through a group discussion and vote, which required skills of communication, negotiation and listening to ensure the opinions of all members were considered. We devised possible ideas of social actions such as writing an article for the newspaper club, conducting a lunchtime educational workshop, or decorating our school pinboards with information regarding our topic. Ultimately, we decided to create a sustainability starter pack for people to purchase and promote this through a website.

Initially, we delegated roles according to each of our interests. Each team member was responsible for researching different aspects of carbon dioxide emissions, but also assigned a task allocation according to our strengths. Member A was responsible for creating visual elements such as the group logo, Member B created the website that would detail our social action and provide information on carbon dioxide emissions, whilst

Members C and D were responsible for conducting research into sustainable businesses that could sponsor our pack, and deciding the items which would be included.

However, we received feedback from our teacher and peers that the social action may not be appealing if it requires payment and would therefore not impact people who do not particularly care about carbon dioxide emissions. We also faced the obstacles of several group members being absent due to illness, so it was a natural process to redevelop our idea into something more effective and manageable in a school context. Group members A and B devised a new social action, which was an immersive environmental quest for younger students, that would have them follow a sequence of educational activities to learn more about carbon dioxide emissions and ways to reduce a carbon footprint. This was negotiated with members C and D in their absence via group chat messaging, where this communication was key in ensuring all members were updated of the change. It also allowed us to be self-critical of our work, forcing us to reflect on the shortcomings of our previous social action which we made sure to consider when planning our new social action.

Throughout the planning and execution of the social action, many members of the team were absent due to various illnesses. Hence, it was challenging to continue progressing due to limited contact with absentees during allocated class time. Following consultations with individual team members after lessons, it was decided to utilise diverse modes of communication, such as video calls and messages, to ensure tasks were completed within the allocated time frame.

The individual team roles within the social action were separated equally to utilise each member's strengths. The social action was separated into different interactive activities. Member A chose to complete an atmosphere activity, simulating the greenhouse effect in a simple and engaging manner. The activity educated students through a visual representation of how the atmosphere traps greenhouse gases. Member B was responsible for creating a mini composting bin activity, creating a small-scale version of how decomposition works through recycled bottles and leftover food scraps. Member C was responsible for executing an activity educating students on the proper way to utilise general waste, recycling, and green waste bins. Through discussing misconceptions about specific waste items and explaining the general rules of sorting waste for bins, students learned how to distinguish which bin various waste products should be discarded in. Member D was responsible for presenting the initial information on carbon emissions and conducting a survey to identify the success of the activities. These activities were simplified over the course of our planning to optimise resources available to us at school and what we had at home.

After establishing specific roles and starting the plan and research for the activities, communication with the Year 4 teacher was undertaken to determine the age range for the content. Through consecutive emails with the teacher, the team scheduled the activities during an appropriate lesson time that coincided the Year 4's availability.

Due to the environmentally conscious nature of the task, the team ensured a sustainable approach was undertaken to all activities. Through communicating via online video calls, the team conferred to source used plastic bottles for the composting and atmosphere activities. All food waste was sourced from individual team members' homes by utilising food scraps. The survey was conducted using paper sourced from recycling bins within classrooms. Ultimately, the activities were formulated with an environmentally conscious lens to ensure the intentions of the lesson were not contradicted by the team's unsustainable actions.

The social action was highly successful and ran smoothly due to our comprehensive prior organisation. However, upon arrival, the Year 4 teacher suggested we change locations from their classroom to another space within the school that had a large projection screen and more space for the children to move around. Although this changed our plan slightly as we had less tables to work on, but also was highly beneficial as an outdoor space was closely available. We decided to optimise this space by moving the composting activity into the outdoor area to reduce mess inside the carpeted room. This also separated the larger group of students to reduce the chaos and make it easier to manage all the students.

All group members spoke during the presentation, and each member conducted the practical activity they organised. Members A and C conducted their atmosphere experiment and bin sorting activity with one group whilst the Members B and D ran the composting activity outside with the other group. Despite having timed the

activities and organising our workshop plan around this, we found that the students were more engaged than and asked more questions than anticipated. This was positive as it indicated to us that our activities were interesting to them and that they were learning new content. However, this caused issues with our timing with the first rotation of students, the composting activity finished faster whilst the bin sorting activity was still running. Therefore, Members B and D had to fill time in by further explaining the composting process to their students whilst Members A and C completed their activities. We quickly learned from this and problem-solved, where Members B and D conducted their activity more slowly to align with the timing of the bin activity and atmosphere experiment.

By conducting a survey that details what the students learnt and enjoyed, we were able to gauge how effective our social action was in achieving our aim of educating the Year 4s about carbon dioxide emissions. After completing the social action, our group gathered to read and discuss the results. We noticed the mostly positive response, with every student being able to name a method of reducing their carbon footprint and learning one new fact about the greenhouse effect. Moreover, 82% of students rated the workshop a 5 out of 5 overall, suggesting that the social action was a success in both retaining their attention and educating them effectively about carbon dioxide emissions. However, there were still 4 students who rated the workshop 3-4 stars, therefore indicating there were further improvements to be made. As we collectively reflected on the workshop, we were also able to identify weaknesses within our social action that could be improved.

An improvement could be range of activities provided. Although our activities were relevant and engaging, some of the content had already been covered by the Science curriculum of Year 4, therefore repeating information they had learnt. This can be overcome by conferring with the teachers to assess what the students have learnt to ensure there isn't repetition of information. Additionally, offering a wider range of activities would subsequently increase their interest as there would be more content to engage with.

Another improvement could be the chosen location of the social action. Although it was beneficial in having an outdoor space closely available, this also became a disadvantage as it was situated near the playground. This distracted some of the students from focussing on the composting activity, consequently causing them to disengage with the material. Instead, a location should be chosen with a screen for presenting, and the outdoor area should be clear of any distractions.

Conclusively, our environmental workshop had an overwhelmingly positive response, indicating that we were able to successfully educate young students of carbon emissions. This workshop informed them of various aspects, including a scientific explanation, and numerous strategies to reduce your carbon footprint, which many of them were able to name in the post survey. Therefore, we believe our social action was highly successful in informing our target audience of an environmental concern, that was relevant and understandable to them.

Self-evaluation

Throughout the task, our group made communication a main focus in order to produce a final product which satisfied every group member. The original exploration of topics surrounding bushfires led us to collaborate in finding a common interest amongst the many sub-topics we had brainstormed. With the presence of some conflicting interests, a common passion for carbon dioxide emissions and the many aspects that this encompassed led us to change our main focus to one that all members were passionate about, also initiating our collective problem-solving abilities. Once we had a general action plan, individual roles were negotiated with each member having their own responsibilities. I took on the bin activity where I had to research the South Australian rules around bins and what waste products go in each bin.

Our first idea was to create a website that informed people on all aspects of carbon dioxide emissions as well as ways to reduce one's own carbon footprint. We also planned to create sustainable packs which consisted of multiple items that would help kick-start someone's journey in sustainable living. I was in charge of designing the packs and started by researching useful sustainable items and how they help the environment. However, this idea was scraped after feedback from peers suggested that we had to find another idea that had more of a social impact. As a group, we immediately thought to our school community and decided to use the Year 4 class as out target audience. We began to delegate roles and responsibilities in ensuring that all aspects of our plan would be covered. However, due to sickness, a few group members were away at various times which made communication difficult, directing members to focus on time management. This prompted us to problem

solve, deciding to create a group chat where we could message and video call to stay updated and informed on progress. This proved to be extremely useful as there were multiple days that we had to convene online, and with our priorities now aimed at organisation, we remained on track.

We all had our individual tasks to complete in order to prepare us for our presentation day which had been proposed and accepted by the Year 4 teacher. We kept in touch the night before and made sure to check all group members were prepared and were ready to support one another throughout the final stages of our group task. Throughout the days before our presentation, I had collected various items that would be used in my bin activity where the kids would decide how to dispose of it. I also acquired three boxes that I placed coloured paper in to represent the three main bins in South Australia, the general waste, recycling, and organics bin. This helped to make the activity more engaging for the young students as they had to collaborate and test their knowledge. A slow reveal at the end with me correcting their answers led to many revelations, with my explanations prompting them to recognise the importance of knowing how to properly dispose of their waste. With a survey system, our group was able to receive feedback on our activities and how beneficial they were for the students. All activities were enjoyed, leaving many kids determined to begin their recycling journeys.

Ultimately, the task allowed me to expand my interpersonal skills, namely communication and organisation, due to small challenges that were easily overcome through teamwork. We managed to work collaboratively and efficiently to produce work that effectively reached our goal of informing young students on carbon dioxide emissions.

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Performance Standards A grade

Note for individual contribution: Student is labelled as Student C

	Knowledge and Understanding	Investigation and Analysis	Collaboration	Evaluation and Communication
A	In-depth knowledge and perceptive understanding of a range of aspects of and issues related to contemporary societies and cultures, in local and global contexts. In-depth knowledge and understanding of the nature and causes of social change. Perceptive understanding of a variety of ways in which societies and cultures are connected and interdependent.	Focused investigation and insightful analysis of a range of aspects and issues related to contemporary societies and cultures, in local and global contexts. Focused investigation and well-informed and critical analysis of ways in which power structures operate in societies.	Productive and inclusive planning and evaluation of collaborative social action related to an inquiry in a chosen topic. Insightful and well-informed collaborative social action. Constructive and well-focused individual contribution to group activities.	Insightful and focused evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources. Incisive and coherent communication of informed ideas about societies and social and cultural issues.
B	Some depth in knowledge and well-informed understanding of a range of aspects of and issues related to contemporary societies and cultures, in local and global contexts. Some depth in knowledge and understanding of the nature and causes of social change. Well-considered understanding of a variety of ways in which societies and cultures are connected and interdependent.	Well-organised investigation and well-considered analysis of a range of aspects and issues related to contemporary societies and cultures, in local and global contexts. Well-organised investigation and informed and critical analysis of ways in which power structures operate in societies.	Productive planning and evaluation of collaborative social action related to an inquiry in a chosen topic. Well-organised and informed collaborative social action. Considered and active individual contribution to group activities.	Well-considered and informed evaluation and use of evidence from a range of sources and perspectives, with appropriate acknowledgment of sources. Thoughtful and clear communication of informed ideas about societies and social and cultural issues.
C	Some detailed knowledge and informed understanding of different aspects of and issues related to contemporary societies and cultures, in local and global contexts. Some detailed knowledge and understanding of the nature and causes of social change. Considered understanding of some of the ways in which societies and cultures are connected and interdependent.	Generally organised investigation and considered analysis of different aspects of and issues related to contemporary societies and cultures, in local and global contexts. Generally organised investigation and informed analysis of one or more ways in which power structures operate in societies.	Competent planning and evaluation of collaborative social action related to an inquiry in a chosen topic. Generally organised and informed collaborative social action. Appropriate individual contribution to group activities.	Evaluation and use of evidence from a range of sources and perspectives, with mostly appropriate acknowledgment of sources. Competent communication of informed ideas about societies and social and/or cultural issues.
D	Identification and awareness of some aspects of and/or issues related to contemporary societies and cultures, in local and/or global contexts. Some recognition and awareness of the causes of social change. Identification and awareness of some of the ways in which societies and cultures are connected.	Partial investigation and description of some aspects of and/or issues related to contemporary societies or cultures, in local and global contexts. Basic investigation and description of one of the ways in which power structures operate in societies.	Superficial contribution to planning and evaluation of collaborative social action related to an inquiry in a chosen topic. Attempted engagement in collaborative social action. Superficial individual contribution to group activities.	Superficial and limited use of evidence from easily accessible sources, with limited perspectives, and inconsistent acknowledgment of sources. Communication of basic ideas about one or more social and/or cultural issues.
E	Some awareness of one or more aspects of or issues related to a contemporary society or culture, in a local or global context. Limited awareness of any causes of social change. Emerging awareness of one or more ways in which societies and cultures are connected.	Attempted investigation and brief description of an aspect of a contemporary society or culture, in a local or global context. Emerging awareness of one of the ways in which power structures operate in societies.	Attempted contribution to planning and evaluation of collaborative social action related to an inquiry in a chosen topic. Limited engagement in collaborative social action. Limited individual contribution to group activities.	Attempted use of evidence from one or more easily accessible sources, with limited acknowledgment of sources. Attempted communication about one or more social and/or cultural issues.