



AN ROINN OIDEACHAIS
AGUS EOLAÍOCHTA

CIVIC SOCIAL AND POLITICAL EDUCATION

Junior Certificate

GUIDELINES FOR TEACHERS

THESE GUIDELINES

COURSE CONTENT

SAMPLE LESSONS

**ACTIVE LEARNING
METHODOLOGIES**

ACTION PROJECT IDEAS

ASSESSMENT

USEFUL RESOURCES

PLUS

helpful hints,
real samples,
lots, lots more...



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National Council for Curriculum and Assessment
An Chomhairle Náisiúnta Curraicim agus Measúnachta

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*I*ntroduction



INTRODUCTION

CONTEXT

Civic, Social and Political Education (CSPE) was introduced as an obligatory subject in the Junior Certificate Curriculum in 1997. Since then a variety of resource materials and guidelines have been made available to teachers. These guidelines now present teachers with all aspects of the CSPE programme and its assessment in a comprehensive fashion.

These guidelines draw upon the experience of teachers in implementing the syllabus and reflect the various changes that have been made to the assessment instruments in recent years. As with all syllabus guidelines, they are not prescriptive. Teachers exercise professional judgement in choosing the teaching and learning strategies that will support the achievement of the objectives of the Civic, Social and Political Education syllabus.

THE AIMS OF CIVIC, SOCIAL AND POLITICAL EDUCATION

Through active exploration and study of citizenship at all levels (personal, local, national, global) in the context of contemporary social and political issues, this course aims to

- make students aware of the civic, social and political dimensions of their lives and the importance of active, participative citizens to the life of the state and all people
- encourage and develop the practical skills which enable students to engage in active participatory social interaction, and to adopt responsible roles as individuals, family members, citizens, workers, consumers, and members of various communities within a democratic society
- develop the autonomous potential of students as socially literate, independent and self-confident young people
- encourage students to apply positive attitudes, imagination and empathy in learning about, and encountering, other people and cultures
- enable students to develop their critical thinking skills in agreement with a system of values based in human rights and responsibilities
- develop knowledge and understanding of processes taking place at all levels of society which lead to social, political and economic decision-making.

THE AIMS OF THE GUIDELINES

These guidelines aim to

- support teachers in planning a three year programme of study
- encourage the use of a wide range of active learning methodologies in CSPE
- assist teachers in planning and organising appropriate Action Projects with their students
- encourage appropriate cross-curricular linkages
- provide support for the assessment of CSPE by means of draft sample questions, sample answers and criteria for assessment.

PLEASE NOTE

These teacher guidelines should be read in conjunction with the Civic, Social and Political Education (CSPE) syllabus. All information provided in these teacher guidelines is correct at the time of publication. Teachers should, however, consult all current circular letters regarding CSPE issued by the Department of Education and Science and the State Examinations Commission.

Section one

an overview of CSPE



AN OVERVIEW OF CSPE

Civic, Social and Political Education (CSPE) is a Junior Certificate course in active citizenship based on human rights and social responsibilities. The Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child are the two key documents which underpin this course.

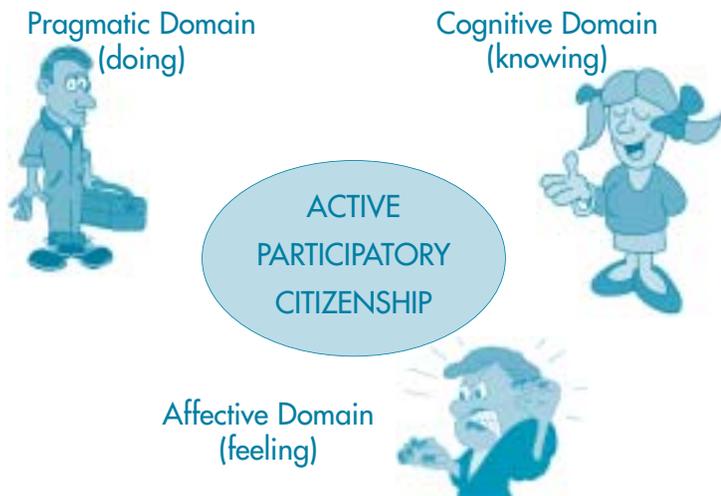
CSPE has been part of the Junior Certificate core curriculum in all post-primary schools since September 1997. It is a short course and should be timetabled for approximately 70 hours over the three years of the junior cycle, which typically works out at one 40-minute class period per week.

AIMS

Civic, Social and Political Education aims to develop active citizens with:

- **A sense of belonging.** Students will only choose to become active participants in their communities if they feel a sense of attachment to them. Social inclusion and matters of identity and values are addressed in CSPE. These are the affective dimensions of active citizenship.
- **A capacity to gain access to information and structures relating to the society in which they live.** Students need a basis of information and knowledge upon which they can consider action, and do so with confidence. This is the cognitive dimension of active citizenship.
- **An ability and confidence to participate in democratic society.** Practising citizenship is about taking meaningful action of some kind. To achieve this, the syllabus states that over the three-year duration of the course in Civic, Social and Political Education students should undertake at least two class/group/individual action projects. This is the **pragmatic dimension** of active citizenship.

The Domains of Citizenship



OBJECTIVES

The objectives of CSPE are outlined in terms of knowledge, concepts, skills and attitudes/values. An appropriate vehicle for the achievement of these objectives within CSPE is active, participatory class-work where the emphasis is on learning-by-doing.

1. KNOWLEDGE

Through their work in CSPE, students should acquire basic knowledge and a broad understanding of the following:

Citizenship

What is citizenship about? What does it mean to be an active citizen? What is the core of citizenship? Which dimensions apply to me?

Human rights, freedoms and responsibilities

What are human rights? How are they applied in my society? How do we reconcile a conflict of human rights? How do the Universal Declaration of Human Rights and the United Nations Convention of the Rights of the Child influence citizenship today?

Participation

How can I get involved? How can I influence change? How can I make a difference?

Sustainable development

What does it mean to be a temporary owner or steward of the planet? How can I play a part in protecting the environment?

Democratic system

What does it mean? How does it work? Who are the key players?

Globalisation

How do my actions as an individual affect others? What does it mean to live in an interdependent world? Do I understand the web of links that exist across communities

and borders, and how an action that takes place in one area can have an effect on another? How is globalisation affecting my life and the lives of others?

Contemporary issues/current affairs

What are the topical issues/events now? How do they affect me and my community?

2. CONCEPTS

The central concept of the CSPE course is citizenship. Through the units of study the students should come to understand how the seven concepts (see below) serve to inform and clarify the concept of active participatory citizenship.

Concepts



3. SKILLS

In exploring the concepts, units, themes, topics and issues in CSPE, students should have the opportunity to develop and practice the skills of active participatory citizenship, such as:

Identification/awareness skills

- reading and reviewing
- gathering facts
- asking questions
- interviewing people
- writing letters
- making telephone calls
- carrying out surveys

Analysis/evaluation skills

- collating facts
- identifying other views and judging them
- designing a booklet
- preparing graphs/diagrams

Communication skills

- listening to others
- discussing issues
- presenting a point of view
- resolving conflict
- negotiating with others
- making appointments
- writing a letter
- using a computer
- briefing speakers

Action skills

- agreeing to take on an issue
- identifying steps to be taken in tackling an issue
- setting up a meeting room
- providing refreshments
- disseminating information
- preparing materials

“Civic, Social and Political Education seeks to be affective and to equip pupils with the skills and understanding of processes which enable them to see, decide, judge and act. Its employment of active and co-operatively structured learning methodologies enable and empower the pupil to become an active and participative young person.”
(Department of Education, Civic, Social and Political Education Syllabus, Government of Ireland, Dublin, 1996)

4. ATTITUDES AND VALUES

Students will be encouraged to recognise values and develop positive attitudes in relation to themselves, other people, the environment and the wider world. Through their work on this course pupils will be given opportunities to reflect upon and recognise the beliefs and values which underlie their attitudes and actions as individuals and as members of groups or communities. The values of this course, expressed in the attitudinal objectives below, are based on a commitment to human rights, individual social responsibilities and democracy.

Commitment to active citizenship

Concern for human rights

Care for the environment

Respect for human dignity

Concern for the common good

Openness to resolve conflict non-violently

Willingness to act responsibly

Practice of tolerance

Courage to defend a point of view

Willingness to change one's opinions and attitudes in the light of discussion and evidence

Respect for the rule of law

Commitment to oppose prejudice, inequality and social injustice.

ACTIVE LEARNING

It is difficult to imagine students becoming active citizens if their learning about citizenship has been entirely passive. The students must be given opportunities to become active citizens within their classroom, school, community and beyond. The emphasis within CSPE is on active learning methods. These methods enable students to experience what being an active citizen is really like.

ACTION PROJECTS

Action projects have been designed to help students to develop the skills of active citizenship. The key word here is **ACTION**. An Action Project involves the following steps:

- students investigate an issue as a class
- students reflect collectively on what they might do in response to that issue
- students agree upon an action and carry it out, e.g. carry out a survey, organise a campaign, invite a guest speaker, organise a visit, publish a booklet, etc.
- students evaluate their action and learning.

Action projects are **not** traditional projects where students research their own individual topic and present their findings in a scrapbook.

CSPE AND ASSESSMENT

Student performance in CSPE is assessed and certificated as part of the Junior Certificate examination. It is a common level course.

Assessment in CSPE is carried out in two modes:

1. Submission of either a Report on an Action Project (RAP) or a Course-Work Assessment Book (CWAB).	60%
2. An examination paper at the end of the third year of the course	40%

Note that only 40% of the marks are awarded for the Junior Certificate examination paper in CSPE.

As 60% of the marks are awarded for work relating to the students' Action Projects, it is very important that students spend sufficient time taking action over the three years of the course and have opportunities to develop the skills of report writing.

“*Citizenship is about creating what ought to be rather than adapting to what is ... The essential task of citizenship is not to predict the future, it is to create it.*”

(Introduction to Citizenship Programme, Foróige, National Youth Development Organisation, 1994)

HISTORY OF CSPE

- 1966** Civics first introduced into post-primary schools by the Minister for Education, Donagh O' Malley.
-
- 1984-1992** Civic education under different names mentioned in various documents: *Issues and Structures (1984)*; *Report of the Board: Social, Political and Environmental Education (1987)*; *Guide to the Junior Certificate (1989)* and *Education for a Changing World (Green Paper, 1992)*.
-
- 1992-1993** A feasibility study conducted among 17 schools to ascertain the appropriateness and effectiveness of the draft Junior Certificate CSPE course. This project was jointly organised by Trócaire and the Curriculum Development Unit (CDVEC).
-
- 1993-1996** Pilot introduction of CSPE syllabus to 139 schools. This pilot project was a joint initiative of the Department of Education and the NCCA. The present syllabus reflects the experience of this pilot project.
-
- 1996-1999** CSPE introduced into the Junior Cycle Curriculum by Minister for Education, Niamh Breathnach. First examined in June 1999.
-
- 1997-2000** CSPE becomes a mandatory subject for all first year students. CSPE examined nationally in 2000.

Section two

course content



COURSE CONTENT



The central concept of Civic, Social and Political Education is citizenship. The seven concepts named above are explored and examined by students in the quest for greater understanding of this central concept. This course in education for and through citizenship allows for a flexible approach in its teaching. **Regardless of the approach chosen when teaching CSPE, the seven concepts are an integral part of this course and students are required to have a broad and basic understanding of each of these at the end of three years.**

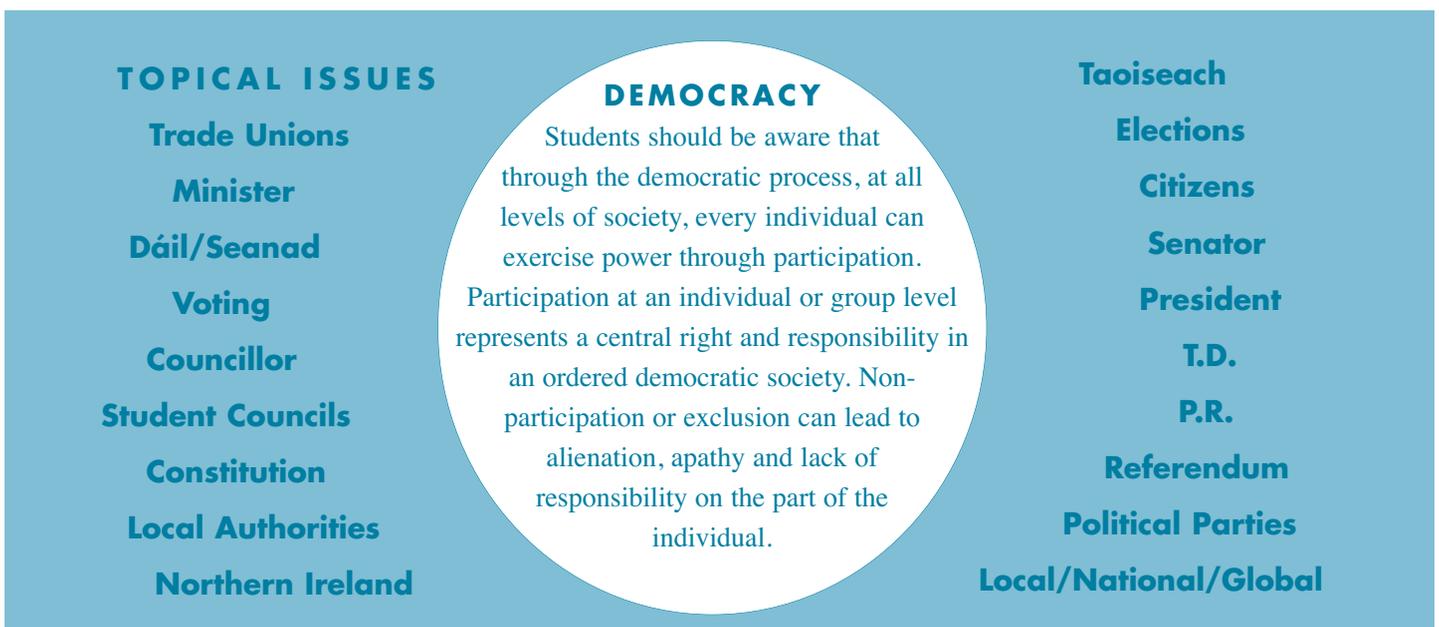
Two possible approaches are outlined here.

2.1 THE CONCEPT APPROACH

Below are the syllabus definitions of the seven concepts, surrounded by various key terms/words that can be

associated with them. Each term or word represents potential learning opportunities connected to the concept, which, when developed in greater depth will give students an understanding of what the concept is about. Attached to each concept you will note the phrase **‘Topical Issues’**. Topical issues provide excellent opportunities for students to explore and develop their understanding of the concepts.

This concept approach need not necessarily be sequential. A recommended time scale based on the concept approach, related to age and ability, is outlined on page 13. However, this time scale should only be regarded as a suggestion. CSPE is happening all around us, and the flexibility on which this course has been built allows for these opportunities to be seized and dealt with in the classroom at the appropriate time.



TOPICAL ISSUES

- Human Rights
- Poverty
- Respect
- Older People
- Refugees
- Racism
- Bullying
- Animals
- Prejudice

RIGHTS AND RESPONSIBILITIES

Students should be aware that every individual is entitled to basic social, cultural, economic, civic, religious and political rights and to the protection of these rights. Denial of human rights results in the domination and oppression of people. Responsibilities go hand in hand with the rights accorded to individuals. Every person is responsible for his/her actions towards other people and is responsible for the safeguarding of other people's rights.

- Travellers
- Organisations
- Disability
- Homelessness
- Equality
- Wants
- Needs
- UNCRC
- UDHR
- Responsibilities

TOPICAL ISSUES

- Developing World
- Food
- Poverty
- Equality
- Reconciliation
- Conflict
- Gender
- Stereotyping

HUMAN DIGNITY

Students should be aware of the dignity which should be accorded to every individual as a human being, and of how the provision of basic needs (e.g. food, health, security, education) is vital to human dignity.

- Unemployment
- Education
- Lack of Basic Needs
- Travellers
- Famine
- Disability
- Homelessness
- Shelter
- Basic Needs
- Discrimination

TOPICAL ISSUES

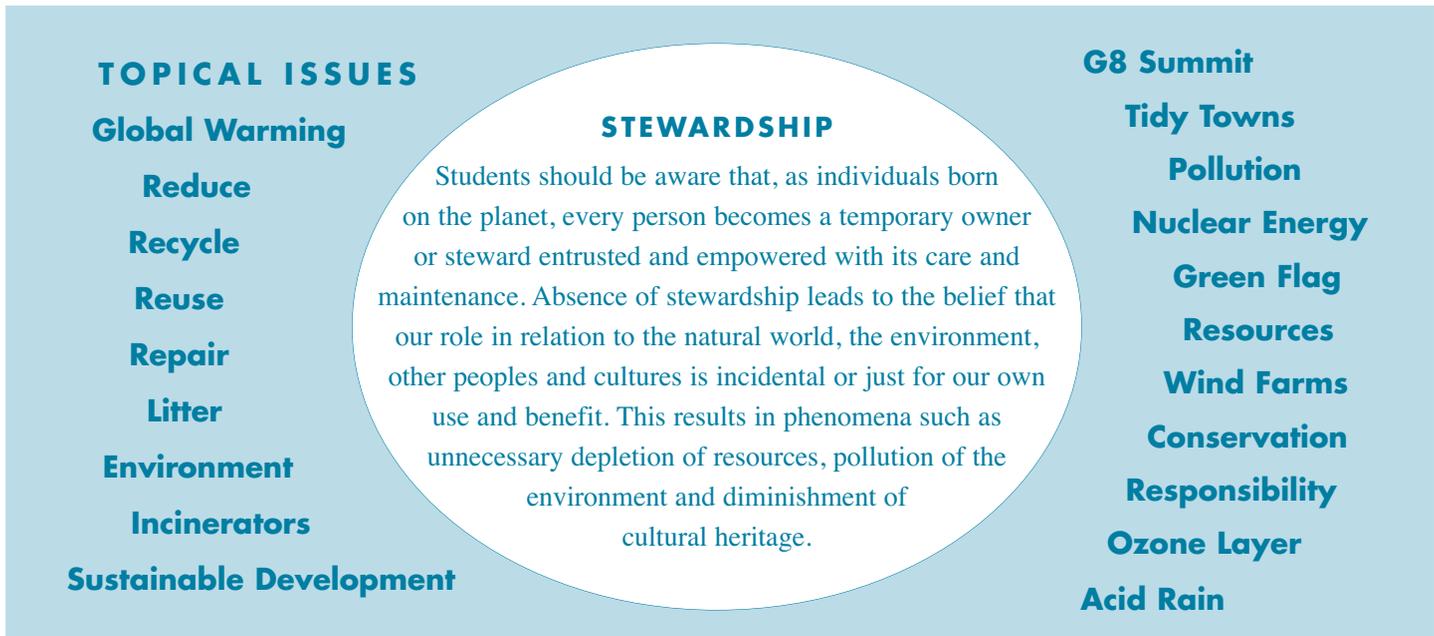
- United Nations
- World Debt
- Fair Trade
- War/Conflict
- Technology
- Trade
- Aid
- Media

INTERDEPENDENCE

Students should be aware of the interrelatedness of all human life at the individual, community, national and global levels. The actions of individuals can have effects, sometimes in places and situations they have never seen, e.g. the effects of the purchases we make as consumers on economies, businesses and the environment, and the effects of our votes in elections on developments at local, national and international levels. Absence of an understanding of interdependence leads to an isolated, powerless and self-interested view of events.

- Local/National/Global
- Refugees
- Asylum Seekers
- Terrorism
- European Union
- Council of Europe
- Globalisation
- Peacebuilding
- International Groupings





RECOMMENDED PLANNING SCHEDULE USING A CONCEPT APPROACH

YEAR 1			
Introduction to CSPE	Human Rights & Responsibilities Human Dignity	Stewardship	Action Project*
YEAR 2			
Development	Democracy	Action Project*	Law
YEAR 3			
Interdependence	Action Project*	Assessment	Revision

* Students are required to undertake TWO Action Projects over the three years of the junior cycle. Students are also required to submit either a report on ONE of their Action Projects or a course-work assessment book for assessment

purposes. The table above is purely a reminder that Action Projects can take place at any time and opportunities for action should be taken where possible, rather than adhering to a prescribed schedule.

2.2 THE UNIT APPROACH

The CSPE syllabus divides this course into four units of study. The seven concepts dealt with earlier are fundamental to each of these units. One or more of the concepts feature in each individual unit of study. This section takes a closer look at each of these units and, again, various key words associated with potential learning opportunities are attached to the units.

- The four units are:
- 1. The Individual and Citizenship
 - 2. The Community
 - 3. The State – Ireland
 - 4. Ireland and the World.

TOPICAL ISSUES

- Needs
- Wants
- Actions
- Effects
- Resolving Conflict
- Dignity
- Equality
- Human Rights
- Responsibilities

UNIT ONE
THE INDIVIDUAL AND CITIZENSHIP

Every individual is important and unique, but what does it mean to be a citizen? What is our civic, social and political dimension? We can achieve an understanding of citizenship by exploring and applying it in various contexts, for example, the individual, the family, the school, the local/national/international community, government, the environment and the world of work. Building skills for citizenship is inseparable from personal development. All of the concepts outlined earlier are relevant to this unit of the course, but of particular importance are the concepts of Human Dignity and Stewardship.

- Consequences
- UDHR
- ECHR
- UNCRC
- Recycling
- Litter
- Stewardship
- Environment
- School
- Individual

TOPICAL ISSUES

- Structures
- Rights
- Dignity
- Family
- Local Planning
- Local Government
- Participation
- Negotiation and Reconciliation

UNIT TWO
THE COMMUNITY

We are all members of various communities, for example, the family community, the school community, the local community. Comparison of communities enables identification of similarities and differences between them. Communities are characterised and can be described by different phenomena, e.g. their origins, their membership, the rights and duties of their members and the organisations they contain. People participate in and are represented in many communities through particular structures and procedures. Development and improvement is an important aim of most communities. All of the concepts are relevant to this unit of the course, but of particular importance is the concept of Democracy.

- Controversy
- Diversity
- Conflict
- Prejudice
- Community
- Belonging
- Identity
- Development
- Responsibilities

TOPICAL ISSUES

- Gardaí**
- Rules**
- Justice**
- Law**
- Judges**
- Courts**
- Seanad**
- Democracy**
- Elections**
- Referendum**
- Reconciliation and Peacebuilding**

**UNIT THREE
THE STATE – IRELAND**

The State can be seen as a large grouping of communities. Any individual or community can seek to influence what happens at a national level by accessing representative and participative state structures. Through participation in community groups, organisations, local government and other structures, we can influence both important issues of national development and decisions made at national level which have an impact on individuals and local communities. As citizens, we should have a basic understanding of the political system and structures in Ireland. We are responsible for the election of representatives at local, national and European level, for the observance of law and order and for any changes to the constitution. The concepts of Rights and Responsibilities, Democracy and Law underpin much of the content of this unit.

- President**
- Minister**
- Rights & Responsibilities**
- Northern Ireland**
- P.R.**
- Voting**
- Taoiseach**
- The Dáil**
- Responsibilities**
- Local Government**
- Political Parties**
- Constitution**

TOPICAL ISSUES

- Peacebuilding**
- MEP**
- Trade**
- Media**
- European Commission**
- European Union**
- European Parliament**

**UNIT FOUR
IRELAND AND THE
WORLD**

States seldom exist in isolation from other states. Why do they group? How do states group? These questions can be explored through study of Ireland’s membership of international groupings, for example, the European Union, the Council of Europe and the United Nations. Through participation in larger groupings, countries such as Ireland have responsibilities and potential influence beyond their borders. Important world development issues can be influenced by Ireland directly and through the state groupings of which it is a member. The concepts of Development and Interdependence are closely associated with the content of this unit.

- Council of Europe**
- Rights & Responsibilities**
- Global Citizen**
- United Nations**
- Influence**
- Underdevelopment**
- Interdependence**

RECOMMENDED PLANNING SCHEDULE FOR THE FOUR UNITS

UNIT 1 The Individual and Citizenship Action Project*	September to February (Year 1)
UNIT 2 The Community Action Project*	February (Year 1) to November (Year 2)
UNIT 3 The State – Ireland Action Project*	November to June (Year 2)
UNIT 4 Ireland and the World Action Project* Revision	September to April (Year 3)

* Students are required to undertake TWO Action Projects over the three years of the junior cycle. Students are also required to submit either a report on ONE of their Action Projects or a course-work assessment booklet for assessment purposes. The table above is purely a

reminder that Action Projects can take place at any time and therefore opportunities for action should be taken where possible, rather than adhering to a prescribed schedule.

2.3 SKILLS

The emphasis in CSPE is on active participatory citizenship and on taking meaningful action. Through their participation in active learning and in their engagement in Action Projects, students will learn what it means to be participative citizens. During the process students are also learning key skills, which enable them to engage with their community, society and the wider world. On page thirteen of the CSPE syllabus various types of skills are outlined. These skills are expanded below. It is important to note that this list is not an exhaustive one and may be added to.

IDENTIFICATION/AWARENESS SKILLS

These are the skills that enable students to access and acquire information and include the following:

- Contacting people and/or organisations via
 - letter writing
 - making telephone calls
 - sending faxes
 - sending e-mails.
- Finding out information through
 - library networks
 - Internet
 - surveys
 - interviews
 - asking questions.
- As part of this process students may need to develop
 - computer skills
 - keyboard skills
 - word-processing skills

ANALYSIS/EVALUATION SKILLS

These are the skills that enable students to analyse, interpret, process and evaluate any information acquired.

- Once students have identified and accessed sources of information they then need to
 - organise the information
 - sort the information to discard irrelevant and unnecessary material
 - read and summarise the information into manageable pieces
 - analyse and evaluate the information
 - decide how to represent the information.
- In the case of facts and figures students may use such skills as
 - counting
 - collating
 - tabulating
 - presenting.
- Where students intend to visually present the information such skills may be required as
 - designing and drawing a poster
 - making out a pie chart
 - making out a bar graph
 - designing a diagram
 - designing and publishing a booklet.

COMMUNICATION SKILLS

These are the skills which allow students to engage with other people, to participate in group discussion and to present knowledge and information.

- When working in groups, students learn to cooperate with each other and develop team-working skills such as
 - listening to others
 - discussing
 - learning to speak and voice opinions in a group
 - assigning tasks
 - negotiating with group members
 - valuing different perspectives
 - compromising in cases of disagreement
 - taking responsibility
 - being accountable to the group.
- When engaging with people or organisations as part of an Action Project a level of formality is required, as students are developing skills such as
 - making appointments
 - liaising with people
 - seeking permission from school management
 - meeting and greeting people
 - introducing and thanking people
 - chairing meetings
 - briefing speakers
 - preparing in advance.
- Whilst presenting information, making a speech or debating, students are developing skills such as
 - organising and planning
 - structuring the information or ideas
 - deciding on key information
 - speaking in public with confidence
 - using appropriate language
 - seeing the other point of view
 - arguing with conviction
 - summarising what has been said
 - reflecting upon what has been learned/experienced.
- Using drama, role-play or mime as methods for communicating information or portraying issues develops skills in
 - empathising
 - acting
 - interpreting
 - discussing.

ACTION SKILLS

Below are the practical skills that students develop which enable them to act upon an issue or situation:

The organisation of a drama, debate, meeting or presentation enables students to use skills in

- organising and planning
- finding out numbers
- deciding seating arrangements
- assessing equipment requirements, e.g. data projector, OHP, white board, markers, flip chart
- checking that the venue is clean and suitable
- providing refreshments, if required.
- Hosting a meeting, debate or drama requires students to
 - welcome formally and begin procedures
 - oversee the event from start to finish
 - arrange follow-up as appropriate.

Leadership skills are very much to the forefront in organising and hosting events, as students are encouraged to take responsibility for the events.

- Class elections, mock elections and the use of democratic procedures and principles develop very valuable skills. They involve students in
 - identifying the issues
 - seeing and accepting that there are different sides and opinions
 - thinking about the issue
 - making a conscious decision on the issue
 - making a commitment to vote in a particular way
 - evaluating the result.
- Where students decide to fundraise as part of an Action Project they are developing skills such as:
 - identifying a need
 - researching the cause
 - choosing an activity
 - allocating tasks and venues
 - choosing and appointing a fund manager
 - organising a means of collection
 - disseminating information about the cause
 - opening a bank account
 - handling money
 - budgeting
 - recording all transactions.

continued

ACTION SKILLS *continued*

- Where students decide to engage in a campaign as part of an Action Project they are developing skills such as:
 - identifying a problem and agreeing its root cause(s)
 - exploring possible solutions
 - investigating possible campaigning actions and deciding the best course of action to bring about change
 - identifying groups already working on this issue
 - drawing up a plan of action
 - developing a letter writing or postcard campaign
 - using local media to publicise a campaign
 - evaluating what has been achieved.

2.4 PLANNING FOR CSPE

As CSPE is a short course (approximately seventy hours over the three years of the junior cycle) which is typically time-tabled for one class period per week, good organisation and planning of the course is of paramount importance. Normal school events and holidays may, on occasion, mean a considerable time lapse between CSPE classes. It is also necessary to factor in the time to be allocated to the carrying out and completion of an Action Project.

A module of work may be a useful way of structuring and planning this subject. A module for CSPE is 12 to 15 weeks of work including an Action Project. When planning a module of work the first step is to highlight the concept, unit, theme or issue chosen. Once chosen, seven or eight different aspects of this need to be identified. Different stimuli and active learning methodologies should be used in order to ensure the uniqueness of each lesson, (for more on this see Section 3).

The Action Project is an integral part of the module. This may be undertaken at any stage of the module. The exact nature of the Action Project should emerge during the

module of work. The students themselves should be helped to generate their ideas for an Action Project and how they would like to participate in it.

Stimuli examples:	Different methodologies:
Pictures	Group-work
Stories	Structured discussion
Audio Tape	Brainstorming
CD-Rom	Walking debate
Music	Case studies
Video/DVD	Role play
News clips	Drama
Newspaper articles	Other
Postcards/Posters	
Brochures/Leaflets	
Figures/Diagrams	
Other objects	

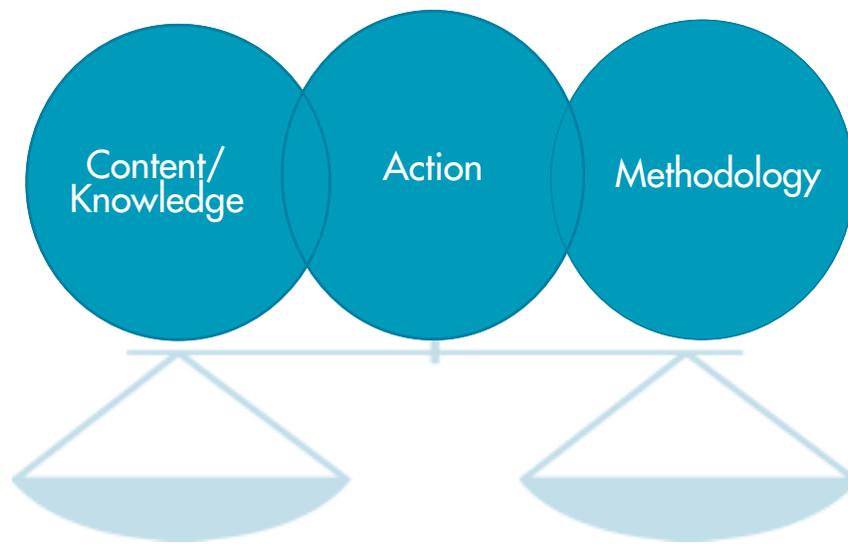


“An active citizen...is someone who not only believes in the concept of a democratic society but who is willing and able to translate that belief into action. Active citizenship is a compound of knowledge, skills and attitudes: knowledge about how society works; the skills needed to participate effectively; and a conviction that active participation is the right of all citizens.”



(Commonwealth of Australia, *Education for Active Citizenship*, p. 7, Australian Government, Canberra, 1989).

Getting the balance right



Civic, Social and Political Education aims to encourage students to become active participative citizens. Active learning methodologies are central to the successful delivery of CSPE as students will not become active citizens if their learning about citizenship has been passive. The diagram above illustrates the balance required for a meaningful CSPE experience with a greater emphasis placed on the methods of teaching/learning and action than on course content and information.

“

Citizenship education is a combination of approaches which can be summarised as:

- 1. Education about citizenship – knowledge of the political system operating in Ireland, Europe and the world;*
- 2. Education for citizenship – the development of skills and values as a means to encourage active citizens;*
- 3. Education through citizenship – emphasis on learning by doing through experiences in and out of school.”*

”

(James Arthur and Daniel Wright, *Teaching Citizenship in the Secondary School*, p.8. David Fulton Publishers, London, 2001)

2.5 EXAMPLE OF A MODULE OF WORK USING THE CONCEPT OF LAW

Outlined here is an example of how one might teach a module on concept of law

Lesson 1: Introducing the law

Show the class a short news clip featuring a crime report or a law report. Then have a brainstorming session on laws. Ask students to name some of the laws that have been broken in the video. Pose the question ‘What would happen if we did not have laws?’ An alternative activity is *The Desert Island Law Activity*: ‘Imagine that you were a passenger on an aeroplane which got into difficulty and was forced to land on an island in the middle of nowhere, like in *Lord of the Flies* by William Golding. There are 250 passengers and crew on board. Your chances of rescue are very slim. However, there is a limited supply of food and water and shelter available on the island. The task is to (a) List 5 laws you need to make in order to survive, (b) Explain why each law is necessary and (c) Explain what will happen if someone breaks each of these laws.’

Lesson 2: Structures in law

Break the class into groups. Give the students a ‘Who am I?’ game. Each group has a list of titles of different people involved in the legal/judicial system such as DPP, Garda, judge, jury member and a set of definitions/job descriptions. The students have to match the definition to the title. Do a similar activity for the different types of courts that deal with offences in Ireland.

Lesson 3: People involved in the law

Divide the class into groups. Give each group a different case study and a set of questions about a person involved in law enforcement or upholding the law (A Day in the Life of - a Garda, Solicitor, Barrister, Judge, Jury Member). Each group must answer the questions. At the end of the exercise each group nominates a spokesperson to present the information about their particular case study, in character, to the rest of the class.

Lesson 4: Opinions on the law

Organise a walking debate on the following topic: ‘It’s okay to break the law’ (see Section 3, Exemplar 3).

Lesson 5: Punishment/retribution

Bring in newspapers containing court reports and ask students to read and discuss them in groups. Give the students the following headings: Probation, Donations to Charity, Fines, Penalty Points, Community Service, Prison Sentence. What did they think of the court decisions? Make a list of crimes that they think deserve each of the above mentioned punishments.

Lesson 6: Law in action

Organise a simulation that highlights the workings of the legal system. The students act out the roles of people involved (Garda, Judge, Barristers, Jury, Witnesses, Lawbreaker). Any student not involved in the simulation could be a journalist covering the case for a local paper or radio station, or the defendant’s family in the courtroom crowd. (See attached role cards).

Lesson 7-11 Law Action Project

Some possible Action Projects might include:

- invite a guest speaker (Garda, Solicitor, Barrister, Judge, Victim Support, etc.) to visit the class
- organise a visit to a prison, a courthouse or a Garda Station
- carry out a survey on ‘What young people know about the law’.

Making the decision as to which Action Project to do could take one full class. Another class could be taken up with the allocation of tasks and groups. A number of classes may be required for the preparation and organisation of the Action Project.

Lesson 12: Reflection on the law

Provide students with opportunities to think back over their experiences of this module of work. What have they learned? How has their understanding of the law changed? How might they be able to become more active in understanding the law and how it works in the future?

Lesson 6 Role Cards for Simulation Activity

(Adapted from *Law in our Lives*, published by Northern Ireland Curriculum Council, Belfast, 1993)

Members of the Jury Role Card.

Your task is to decide whether Mary Moloney is guilty of theft as defined by the law. The Judge will explain what the law says. You should

- listen carefully to the evidence
- listen carefully to what the judge says
- take whatever time you need to arrive at a verdict
- elect a foreman to give the verdict to the court
- ask questions of the judge (but no-one else) by passing a written message to him/her
- take notes if you wish.

Barrister's Role Card.

(There are two Barristers – one for the prosecution and one for the defence)

You should discuss with your witnesses what you are going to ask and what they are going to say.

You should only ask questions which relate to the facts of the case.

Try to ask questions which are clear and can be answered 'yes' or 'no'.

You can cross examine any witnesses, if you so wish.

Judge's Role Card

You are in charge of running the trial. You must make sure that the trial is conducted fairly. Before the jury retire to consider their verdict you should explain the law to the jury.

The law requires that the following three conditions are satisfied before someone is guilty of theft:

- the defendant must have taken the property belonging to someone else
- the defendant must have taken the property with the intention of permanently keeping it
- the defendant must have taken the property dishonestly and must not have intended to pay for it.

In addition the jury must be satisfied beyond all reasonable doubt that the prosecution has proven that the defendant is guilty of the offence she has been charged with.

Defendant's Role Card

My name is Mary Moloney. On August 10th I was in Beautiful Gifts shop looking for a present for my Dad's birthday. At one of the counters I noticed some nice pens. Just then, I looked at my watch and I noticed that it was already 2pm and I was due back to work at the office at 2pm after my lunch break. I made a quick dash out of the shop to get back to work as fast as I could. Just then I was stopped by a man who informed me that he was the Security Officer and that he had reason to believe I had stolen items from the store. I was horrified, and when he asked me to go to the Manager's office I readily agreed, as I was sure there must be some mix up. When we got to her office the man asked me to empty my pockets, which I did. I got an awful shock when I saw a pen from the shop in my pocket. I must have put it in my pocket without thinking when I realised I was late for work. I explained that it was all a dreadful mistake and offered to pay for the pen there and then. But the Manager still called the Gardaí. I have never been in trouble with the Gardaí.

First Witness for the Prosecution Role Card

My name is David O'Grady. I am forty years of age. I am employed as Security Officer at Beautiful Gifts shop on the main street in Trim. On August 10th last, at around 2pm I noticed a young woman acting suspiciously at the pen counter. I then saw her place a pen in her pocket and rush away. She left the store and had not paid for anything. I followed her into the street and asked her to accompany me to the Manager's office. When we got to the office I asked her to empty the contents of her pockets. Amongst the contents was a pen valued at 30 euro. The Manager then telephoned the Gardaí who arrived about half an hour later.

Second Witness for the Prosecution Role Card

My name is Eileen Murray and I am the Manager of Beautiful Gifts. On August 10th at around 2pm the Security Officer called to my office accompanied by a young woman. Mr O'Grady informed me that the young woman had removed an item from the shop without paying for it. Upon request, she emptied her pockets and I identified a pen from our pen counter. As she could not produce a receipt for this item I telephoned the Gardaí. I informed the Garda that I had reason to believe that she has stolen the pen from the shop.

Third Witness for the Prosecution Role Card

My name is Garda Peter Lyons. On August 10th last, I was called to Beautiful Gifts shop on the main street of Trim. I was directed to the Manager's Office where I was informed by Ms Murray that she had reason to believe that a young woman, Mary Moloney, had stolen a pen from the shop valued at 30 euro. I asked Ms. Moloney to accompany me to the station to answer some questions. This she agreed to do. At the station, I ascertained that there was sufficient evidence to charge her and I then cautioned her and asked her if she wanted to make a statement. She replied that she did and I took a statement from her at 3.15pm. She left shortly after that.

First Witness for the Defence Role Card

My name is John Mc Fadden. I am Manager of the Insurance office where Mary Moloney has worked for the past 5 years. I can confirm that on August 10th Mary took her lunch break at 1pm. and was due back at the office at 2pm. When she did not return to work as normal we were all very concerned. She is always very punctual. When she eventually came back to the office around 3.30 pm she was in a very distressed state. I took her into my office where she broke down and told me everything that had happened. She was so upset I sent her home. She is still very distressed about the incident. I can vouch for her as a most honest and reliable member of staff.

Second Witness for the Defence Role Card

My name is Dr Deirdre Casey. Ms Moloney has been a patient of mine since childhood. In the last year she has been under a lot of stress and strain. Her mother is very ill and Mary has been caring for her, in addition to going out to work. This has resulted in minor depression which I have been treating with tranquilisers. I think she is suffering from exhaustion and in my opinion this could account for the shoplifting incident. Her arrest and summons has now increased her distress.

Information for trial proceedings

1. Barristers introduce themselves.
2. Each side outlines its case.
3. Prosecution questions each witness in turn.
4. Defence cross-examines each in turn.
5. Prosecution may re-examine each witness after cross-examination, if necessary.
6. Defence questions each witness in turn.
7. Prosecution cross-examines and defence may re-examine, if necessary.
8. Judge sums up to jury and explains the law.
9. Jury retires to consider the verdict.
10. Jury delivers its verdict.
11. If defendant is found guilty, judge delivers sentence or if defendant found not guilty she/he is discharged.

2.6 EXAMPLE OF A MODULE OF WORK BASED ON THE UNIT OF COMMUNITY.

Lesson 1: Personal community networks

Give each student a sheet with a set of five concentric circles. They start by putting their own name in the central circle, the next circle will contain the names of their friends and families and working out into the next circles, the names of the people they encounter on a less frequent basis. Put the students into groups of four and ask them to compare their personal networks. After about ten minutes invite comments from the class as a group. Point out to the students that they belong to a number of communities. By looking at their circles again, ask them to name the communities to which they belong, e.g. family, school, sports/hobby, street, town, parish, etc.

Lesson 2: Types of community

Display photos showing different types of communities. For example, Traveller, farming, urban, rural, ethnic. Invite students to name the communities depicted in the photos. Discuss other communities that may exist. What is common and what is distinctive about different communities? Do different communities have different needs?

Lesson 3: Good community, bad community

Divide participants into groups of four or five and give each group a large selection of old newspapers and magazines. The task for each group, using headlines and pictures, is to create two collages, one describing good community and one describing bad community. Allow 10-15 minutes for this. Then display the collages on the walls and invite everyone to take a look.. Discuss, in the case of good community, what makes a community good, and in the case of bad community, what makes a community bad. Finally, discuss what steps can be taken to move from bad to good community.

Note for the teacher: the strength of a community is revealed by the degree to which its members experience a sense of **security**, of **significance** and of **solidarity** within it. To feel secure one needs to feel physically safe. To feel significant one needs to have a role to play and a function to fulfil in the community. Solidarity comes from feeling one belongs to a particular group. (*Partners Companion to Training for Transformation*, p.86).

Lesson 4: Community development

Introduce this lesson by explaining that improvement and development is an important aim of most communities. Invite students to brainstorm ways in which groups might work to improve their communities. Divide the students into groups of four or five and give each group a set of cards (See page 26). Ask them to arrange the cards in a diamond shape with the statement that is the best definition of development at the top and the one they least agree with at the bottom. Compare the different responses.

Discuss: Are development and wealth the same thing? How might people in different parts of the world have different views on what development means? How might different groups within a community have different views on development, e.g. business people, politicians, young people, women.

Lesson 5: Progress towards development today

Present students with a number of statistics in the form of a true/false quiz. (The fact sheet on page 27 can be used, or various websites which provide statistics, e.g. www.undp.org, www.developmenteducation.ie, www.trocaire.org, www.combatpoverty.ie, www.cso.ie). This exercise can help students to see what progress has been made towards development at both a local and global level and the challenges that remain.

Lesson 6–7: Communities taking action

Using newspapers, websites and NGO materials, present the students with a number of stories about communities taking action (See page 28). Divide the students into groups of four or five and instruct the students to read the stories. Invite each group to summarise the community action project that they studied under the headings: Who is involved? What are they trying to achieve? Who is benefiting?

Then ask the students to imagine themselves as the editorial team for a local newspaper. They must agree a headline for the story and decide what type of photo they would use alongside the story.

The photo can be presented in a ‘freeze frame’ to the rest of the class (See Section 3: active learning methods).

As a class, discuss which stories provide the best examples of community development and why.

Lesson 8–11: ACTION PROJECT

Possible action projects that would link in with the above classes would include:

- prepare and present of a profile of your community
- design and draw a mural which you feel represents your community – the various people and their interests, etc.
- interview representatives from different local community groups, ask them about the work they do, their hopes for the future, etc.
- survey students in the school to assess the needs of young people in the community and possible ways in which these needs could be met. (This might lead to a lobbying action with the relevant local body to press for the provision of facilities)
- invite a speaker from a development agency to talk about its work with communities in the developing world
- make a link between your school/class and a community project in the developing world (Trócaire can help with this)
- volunteer to do some community work
- hold an exhibition entitled ‘A Day in the Life of the Community’ (in photographs)
- produce a booklet or website on services and facilities in the community
- investigate diverse communities on the island of Ireland, including Northern Ireland
- link with a school in Northern Ireland to exchange information on cross-community issues.

Lesson 12: Reflection

This final class allows the students to reflect on the learning and the action carried out. Students should be given a chance to do this individually and as a group.



Useful Resources on the theme of Community –

Exploring Cultural Values in the Community, published by Interculture Ireland and CSPE Support Service.

Changing Perspectives: Cultural Values, Diversity and Equality in Ireland and the Wider World, published by CDVEC Curriculum Development Unit.

Counted Out, Challenging Poverty and Social Exclusion, CDVEC Curriculum Development Unit, *Fala Favela*, published by Trócaire.

Painting Life: Painting Hope – A set of posters based on a community project with young people in Nicaragua, published and available from Trócaire.

On the Right Track, Peace and Reconciliation Education, a Handbook for Citizenship Education Teachers, published by Education for Reconciliation Project, CDVEC Curriculum Development Unit.

For full details on these and other resources see Section 7.

CARDS FOR LESSON 4: COMMUNITY DEVELOPMENT



DEVELOPMENT

Is about everyone having washing machines, cars, TVs, etc.

DEVELOPMENT

Means everyone has access to education, health care, and their basic needs are met

DEVELOPMENT

Means people are not afraid to speak out and can have a say in their own future

DEVELOPMENT

Is about power of all sorts being shared more equally amongst people

DEVELOPMENT

Results from a growing economy and the wealth and jobs that this produces

DEVELOPMENT

Is about having modern transport and communications, such as motorways and computer technology

DEVELOPMENT

Is about people having higher wages and more spending power

DEVELOPMENT

Is about making sure that absolute poverty and hunger are eliminated

DEVELOPMENT

Is about looking after the environment and protecting it for future generations

DEVELOPMENT

Means being able to live in peace

*Fact Sheet for Lesson 5:
Progress towards development*

- Approximately 34 million people in Europe suffer food poverty – up to 40 million when the new member states are included.
- Ireland has the highest level of poverty in Europe.
- The level of poverty in Ireland is 21%. (Poverty defined as below 60% of the median income).
- Ireland is the second richest member of the EU, behind only Luxembourg.
- 1.2 billion people (20% of the world population) live on income less than \$1 a day. 2.8 billion live on less than \$2 per person per day.
- In the year 2000 world military spending came to 800 billion.
- The cost of one Trident submarine is the same as the cost of a year's schooling for 16 million children in the developing world.
- Over one billion people lack access to safe water and over two billion live without proper sanitation.
- Currently, 115 million children globally receive no education. 860 million adults in the world cannot read and two thirds of them are women.
- Providing basic health care to those currently without it in the developing world would cost an extra \$15 billion per annum.
- Providing literacy for all would cost an additional \$5 billion per annum.
- To provide clean water for all would cost \$50 billion per annum.

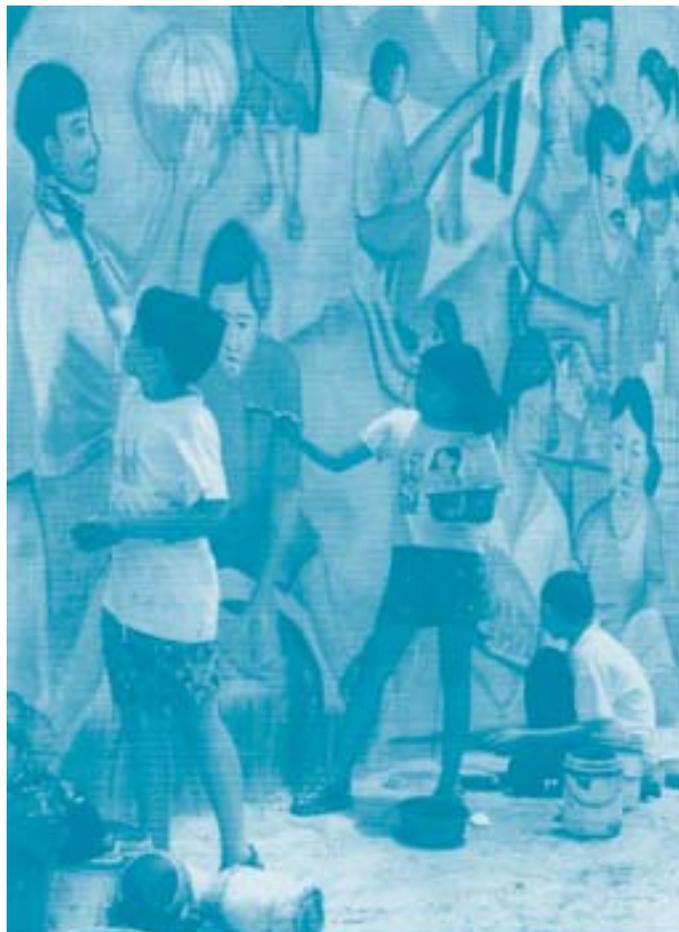
Student Handout for Lesson 6–7

Sample story of a community taking action

The Muralismo project in Nicaragua is a project that encourages young people to paint their stories, hopes and dreams on the walls of the city of Esteli. It began when a community, which is based in the shanty towns of Esteli, wanted to do something about the problems of crime, poverty and drug abuse that were destroying young people's lives. The young people were invited to come together to talk, paint and design murals that were then painted onto the walls of their city. The Muralismo project, which began in 1988, is bringing young people together to talk about their lives and how they can be improved. The project runs workshops where the young people rebuild their confidence and begin to imagine what they want for their futures. Most of the young people come from the poorest parts of Esteli and include a number of street children, child labourers and disabled children. The hopes and dreams of the young people can now be seen all over the walls of the city.

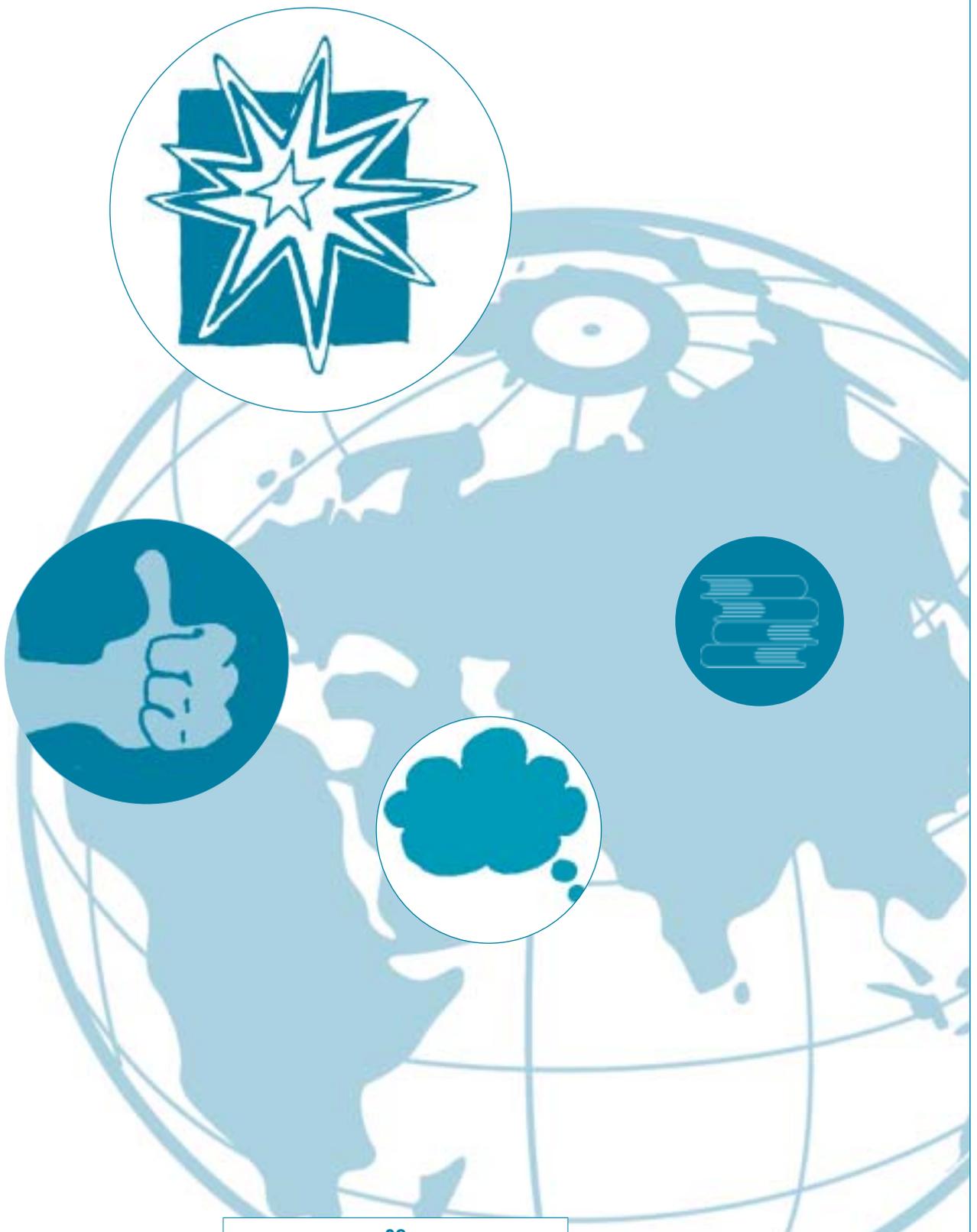
In September 2001, four young people from Esteli travelled to Mayfield Community Arts Centre, Cork to share their experiences with young people there. The visit was organised with the support of Trócaire. The Nicaraguan 'artists' shared their story and showed the techniques of mural painting. Then the young people compared ideas about life in Cork and Nicaragua and came up with an idea for a jointly designed mural called 'The Preservation of our Planet'.

Story and image courtesy of Trócaire.



Section three

active learning



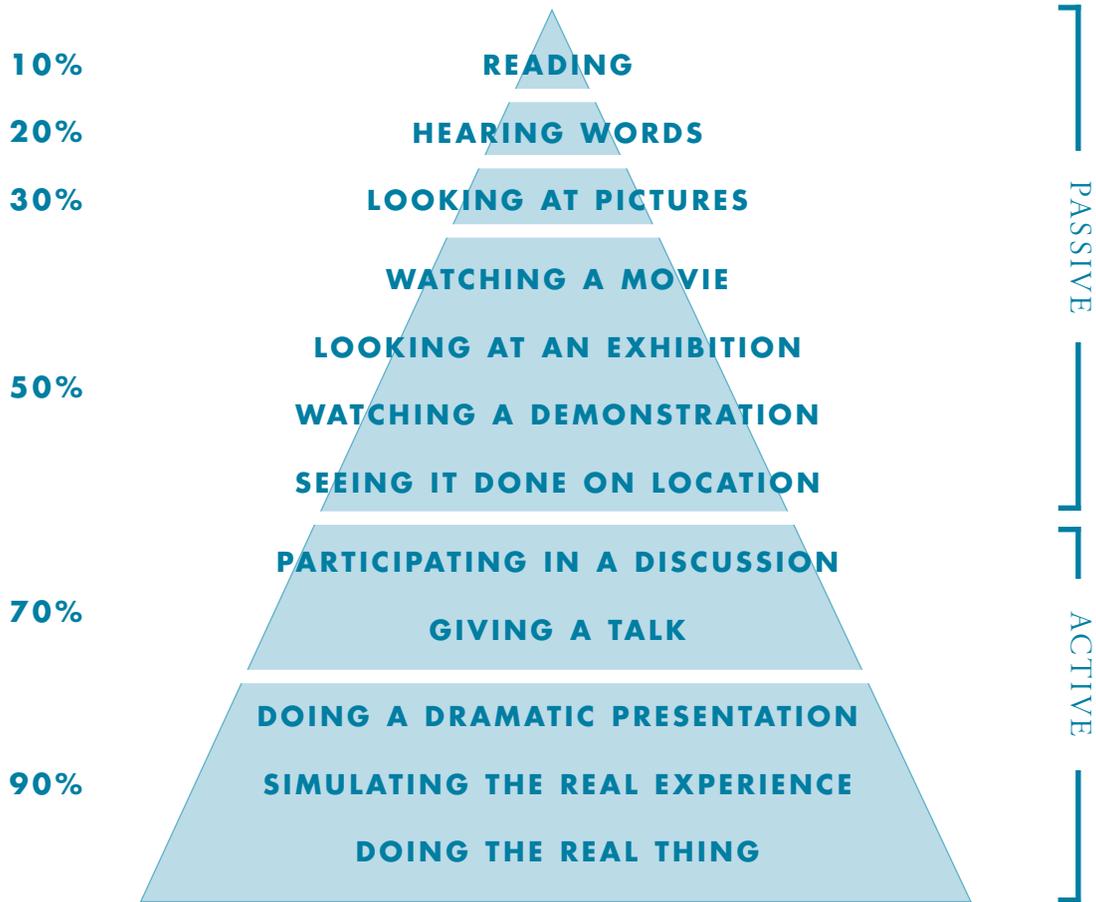
ACTIVE LEARNING

“To learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others. Above all students need to ‘do it’ – figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire.”

(Silberman, M. *Active Learning: 101 Strategies to Teach Any Subject*, Allyn and Bacon, Needham Heights, Massachusetts, 1996)

We tend to remember

Our level of involvement



EXPERIENCE AND LEARNING

(from Centre for Teaching Effectiveness, University of Austin, Texas)

Active learning is a process in which students actively participate in their learning in a variety of ways. This increases the possibility that students will internalise what they have learned and be able to apply it to their day-to-day

lives and to everyday situations. This makes active learning crucial to the development of responsible global citizenship.

There is no single effective way of teaching. Good teachers use a repertoire of styles and an extensive range of strategies. They are also sensitive to the different learning styles of students. The following offers a summary of how students' learning can be made most effective.

Students learn effectively when they	So teachers
want to	<ul style="list-style-type: none"> • encourage students to set personal goals • help students to see the benefits of learning • provide some element of choice
are relaxed, yet alert	<ul style="list-style-type: none"> • provide a stimulating learning environment • avoid putting students 'on the spot' • endeavour to create challenges rather than stress • provide some element of choice
are learning in their preferred styles	<ul style="list-style-type: none"> • include a variety of learning activities in every lesson • include visual, auditory and kinaesthetic activities – preferably in every lesson, but at the very least in every module of work
are actively engaged, i.e. <i>doing</i> something	<ul style="list-style-type: none"> • provide activities that require students to 'make sense of something' • encourage students to develop understanding • encourage students to demonstrate their understanding • encourage students to use their understanding
encounter something unusual, dramatic and unexpected	<ul style="list-style-type: none"> • exploit the opportunity at the beginning of the lessons to capture students' interest • identify the key learning point of each lesson and find different ways of communicating it • identify the key learning point in each piece of work and make a conscious effort to introduce it in an unusual way
regularly review what they have learned	<ul style="list-style-type: none"> • make good use of the last 5-10 minutes of a class • encourage students to identify the key points of each lesson • encourage students to systematically review their key points one day, one week, one month after the lesson • start each lesson by reviewing the previous one.

Adapted from Hughes, M. *Closing the Learning Gap*, Network Educational Press Limited, Stafford, 2003

ACTIVE LEARNING

- engages students physically, cognitively and emotionally
 - places students at the centre of the learning process through ensuring that the content is relevant to their own lives and is engaging for them
 - promotes responsibility, confidence and self-esteem as students become responsible for their own learning
 - acknowledges that students learn from each other and teachers learn from students, as well as vice versa
 - allows for flexibility of teaching methodologies and so accommodates different kinds of intelligence and different learning styles
 - builds skills of problem-solving, critical thinking and cooperation
- requires an atmosphere of trust and support in order to ensure that students do engage and feel secure in expressing their own views or in trying out new skills
 - promotes action, as students learn to recognise their own capacity and self-efficacy.

In approaching concepts like the dignity of the person or rights and responsibilities or in learning skills such as negotiated solutions to conflict, it is often useful to utilise real-life situations within the learning process. Clearly, there are times when fraught emotions make this difficult. The section on dealing with controversial issues (p52-54) might be useful in such situations.

“

“If we take on board the idea that a citizen is a person who has rights and duties in a democratic society then we have to ask ourselves what happens when these rights and duties are not acted upon. Calls for ‘active citizenship’ are meant to motivate people to take up their rights and responsibilities and contribute to more equal societies.”

”

(The Council of Europe, *Jump into Education for Democratic Citizenship!*, Strasbourg, 2003)

3.1 ACTIVE LEARNING METHODS

STRUCTURED DISCUSSION

Discussion has a key role in CSPE. It provides a chance for students to talk about their ideas and feelings and can open up opportunities for developing or changing their ideas or feelings where appropriate. It can develop a range of skills such as asking questions, active and positive listening, and summarising views.

An atmosphere of trust and support is crucial to engaging in open discussion. Students need to feel that they can speak their mind. While students should be confronted about inaccurate, hurtful or hostile statements, this should be done in such a way that they are affirmed as a person, while their view is challenged.

It is not a good idea to throw open a discussion without first providing some guidance and ground rules for discussion. It is also important to provide a suitable stimulus for generating discussion, such as a poem, story, newspaper article, fact sheet, piece of music, visual stimulus or physical activity.

A sample set of ground rules might include:

- everyone is shown respect
- everyone is given a chance to speak in the group
- everyone is listened to – no interruptions
- no put-downs
- everyone's right to their opinion is respected
- everyone is expected to back up their opinion
- everyone has the freedom to change their opinion based on reflective discussion
- there should be no generalisations. For example, 'all refugees are...'

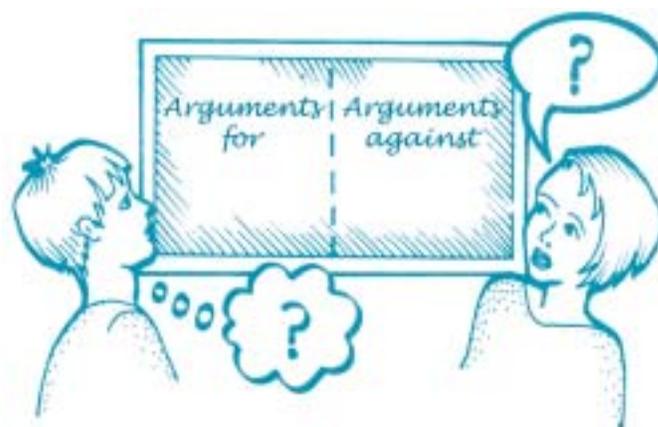
Adapted from Challenging Perspectives: *Cultural Diversity and Equality in Ireland and the Wider World*,
A resource for CSPE, CDVEC Curriculum Development Unit, 2002.

SIMULATION GAMES AND ROLE-PLAY

Simulation games and role-play are widely used to provide students with a chance to 'live out' a real life situation in a safe environment. For effective role-play there is need for careful preparation, including preparation of role-cards, reflection questions and any relevant background information. It is important to choose a theme that is clearly focused and is likely to generate worthwhile reflection, analysis and debate. Allowing sufficient time to bring students out of role and to discuss their experience of role-play is also vital. Students who would prefer not to participate in a role-play can play an important role in actively listening and reporting on what they have observed (see Section 3, Exemplar 4).

DEBATE

A debate works best if students are given a chance to debate a topic that is of genuine interest to them and if they are given time and support to prepare for the debate (background information, newspaper/magazine articles, useful websites, etc). One of the pitfalls of classroom debates is the tendency amongst students to rigidly take up a position and not see the value of the alternative view. One approach which may help in this situation is to invite students to research and present a point of view on an issue, and then switch sides and argue from the opposite point of view. Finally, the group should try to come to a consensus on the issues and write a group report describing the issue and their combined thinking about it. The process requires students to make use of collaborative skills. Perspective taking and consensus are built into the procedure.



A ‘walking debate’ is another good way of allowing students to debate an issue. In this method, a statement is read out to the class and they are asked to position themselves at one end of the class-room if they agree with the statement and at the other end if they disagree. Those who are uncertain can stand in the middle. According as the issue is debated students can move their position. The movement encourages opinions to change and also allows for uncertainty and an acceptance that all issues are not black and white (see Section 3, Exemplar 3).

ISSUE TRACKING

Issue tracking is a method by which students can follow and explore an issue or topic that is currently in the news. Issue tracking develops group work and cooperation skills, as students must work in groups and decide on the best way to collect information. The teacher can stimulate the search by bringing newspapers to class on the first day or by showing a news report on the chosen issue. Students can compile a scrapbook or wall chart, or use the internet and computer to compile an electronic scrap-book. This methodology allows for discussion on the difference between fact and opinion and the role of perspective and bias in the media (see Section 3, Exemplar 7).

PHOTOGRAPHS, ARTWORK AND IMAGES

An image or photograph can be a useful way of stimulating interest in a topic, especially if the image is slightly puzzling or challenging. Students can be invited to question the photograph. Who took it? Where was it taken? What was happening at the time the photograph was taken? What happened next?, etc. It is important to avoid using images that may reinforce students’ prejudices or stereotypes.

Students can also be invited to depict their own understanding of an issue through artwork, cartoons, collage or sculpture. It is important to reassure students that everyone’s efforts are of value including those who are not ‘good at art’.

The use of freeze-frame can be another effective way of using images to explore different experiences, perspectives and feelings. To do this the teacher might read a poem or a story and then ask the students in small groups to pick one line from the story and create a still image showing what is happening at that moment. When the teacher selects a student, she/he is encouraged to verbalise her/his thoughts

in character. The range of attitudes and thoughts that emerge can be the subject of rich discussion (see Section 3, Exemplar 2).

SURVEY/QUESTIONNAIRE

A survey or questionnaire can develop skills of communication, gathering and interpreting information, team work and cooperation. It enables action beyond the classroom and can often involve the school or wider community. Careful attention needs to be given to discussing the purpose of the survey, what it hopes to find out and how the findings will be shared with others (see Section 3, Exemplar 6).

WORKING WITH TEXTS

Short stories and texts from newspapers, magazines and the Internet can be a very useful way of presenting information and issues related to CSPE. There are many ways that students can engage with texts in an active manner, for example:

Jigsaw reading

A text is divided into different sections, say five paragraphs. Following this, students are divided into five groups and each group gets one paragraph to read. Then students move around so that there is one student from each group together in a new group. In turn they must share the information that they read in the first group until all the information has been shared.

Paired reading

Ask students to form pairs of A and B. Give a text to each pair and assign different tasks to the As and the Bs. For example, assign A to read and B to summarise, A to note all the facts and B to note the opinions, A to relate the story as it is presented and B to relate the same story but from a different perspective, and so on.

Embodying a text

Students work in pairs reading a story/text/news item. Then they choose a key moment or event in the story to represent physically through mime to each other. The second person might guess what moment their partner has chosen to depict and discuss why they chose that particular one.

3.2 ACTIVE LEARNING METHODOLOGIES IN PRACTICE

In the following pages a variety of classroom activities are outlined using different active learning methodologies.

Exemplar 1 MATCHING RIGHTS CARD GAME

(Source: *Our World Our Rights*, published by Amnesty International)

Concept: Rights and Responsibilities **Active learning method:** Cooperative group work

Level: 1st year CSPE

Aim: To introduce students to the Universal Declaration of Human Rights. (UDHR)

Steps:

1. Photocopy and prepare sets of cards (see pages 37/38).
(*Tip: If you laminate these cards they can be used repeatedly.*)
2. Divide the class into groups of three or four and give each group an envelope containing a set of cards.
3. Explain to the students that they are to work together to make pairs with the cards, matching the set of words with the set of symbols.
4. Allow time for the groups to match the symbols and words.
5. When the task is completed discuss with the class how they found the activity. What words were easy to match and what ones were difficult?
6. Distribute copies of the UDHR (use the simple version reproduced on page 35) and explain its origin.
7. Discuss why we still need the UDHR today.
8. Invite students to draw their own set of symbols to describe various human rights.

Follow up activities:

- Draw up a classroom charter of human rights and responsibilities that can be developed into an Action Project.
- For homework, ask students to find pictures from magazines that they think summarise some of the key rights in the UDHR.

Useful resources/websites: www.Amnesty.org, www.trocaire.org.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Summary of Articles
Everyone

- | | |
|--|--|
| 1. Is born in freedom, equality and dignity. | 16. Has the right to marry. |
| 2. Has the right not to be discriminated against on any basis. | 17. Has the right to own property. |
| 3. Has the right to live and live in freedom and safety. | 18. Has the right to freedom of thought, conscience and religion. |
| 4. Has the right to liberty and freedom. | 19. Has the right to freedom of opinion and expression. |
| 5. Has the right to security of person. No one should be tortured or suffer cruel and inhuman treatment. | 20. Has the right to freedom of assembly and association. |
| 6. Has the right to recognition before the law. | 21. Has the right to take part in government, to have access to public services and a right to vote. |
| 7. Has the right to equality before the law and equal protection. | 22. Has the right to social security. |
| 8. Has the right to effective remedy. | 23. Has the right to work. |
| 9. Has the right not to be subjected to arbitrary arrest or detention. | 24. Has the right to rest and leisure. |
| 10. Has the right to a full and fair hearing before an impartial and independent tribunal. | 25. Has the right to an adequate standard of living. |
| 11. Has the right to be presumed innocent until proven guilty. | 26. Has the right to education. |
| 12. Has the right to privacy. | 27. Has the right to freely participate in the cultural life of the community. |
| 13. Has the right to freedom of movement. | 28. Is entitled to a social and international order to realise their rights and freedoms. |
| 14. Has the right to asylum. | 29. Has duties to the community. |
| 15. Has the right to a nationality. | 30. Nobody can interpret this declaration in a way that can endanger any of the rights and freedoms of others. |

(Reprinted with permission from Trócaire website: www.trocaire.org. Click on Education, then CSPE, then Teachers, then Rights and Responsibilities).

MATCHING RIGHTS CARDS

Matching Rights Cards - I

Right to movement
(Travel)



Freedom of belief,
conscience or worship
(Religion)



Right to rest
and leisure
(Zzzz, rest and leisure)



MATCHING RIGHTS CARDS

Freedom from
arbitrary arrest
(Justice)



Right to meet with others
(Assemble)



Right to employment
(Work)



Exemplar 2 DON'T LABEL ME!

Concept: Human Dignity **Active learning method:** Photo captioning

Level: 1st year CSPE

Aim: To explore the concept of human dignity and in doing so challenge possible negative stereotypes that students may hold regarding certain groups (e.g. people from the developing world, people with a disability, Travellers, old people, etc).

Steps

1. Collect a range of photography showing people from a variety of cultures doing normal things. Be careful to avoid negative images or those which depict people in a helpless or pathetic pose. A range of photopacks are available on loan or can be compiled using newspapers, magazines and the Internet.
2. Display the photos around the room and invite students to walk around and look at them all.
3. Give the students cards and markers and then ask them to form pairs and to come up with a caption for the images that they find most striking. Alternatively, if students find it too difficult to come up with their own captions, the teacher might provide a range of captions and invite them to decide which one fits with each image.
4. When this is done use Blue Tac to attach the captions to the images.
5. Allow time for the students to talk about the images that they found most striking, and their captions.
6. Ask students to come up with a single theme or word which would sum up all the photographs. If the words '*human dignity*' do not arise at this point then the teacher might suggest them.
7. Discuss with the students how all the photographs show people's dignity, how human dignity can be taken away, how certain groups are more likely to be denied their dignity, Who these people are and why.

Follow up activities:

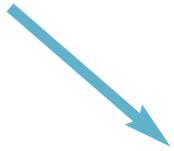
- Use the worksheet overleaf to help students to engage with a selected photograph.
- Students might develop a role play based on what is happening in some of the photographs.
- Students might write a piece from the perspective of a person in a photograph.
- Students might compile their own collage under the title 'human dignity'.
- Discuss how photographs can elicit different responses, e.g. hope, despair, shock, charity, happiness.

WHAT AM I LOOKING AT?

Place your chosen photograph in the centre of the page and spend some time thinking about the questions which surround it.

Maybe jot down some words to help you remember your thoughts, because you will be asked to share your ideas with some of your classmates.

Where do you think this photograph was taken?



What do you think this photograph is about?



Why do you think it may have been taken?



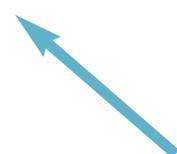
Is there anything left out of the photo?



What do you think people are thinking or saying in the photo?



What link do you see between this photograph and human dignity?



Adapted from – *Making Human Rights Work – A Handbook of Human Rights Education Methodologies*, published by CDVEC, Curriculum Development Unit, Dublin.

Exemplar 3 LET YOUR FEET DO THE TALKING

Concept: Law **Active learning method:** A walking debate

Level: 2nd, 3rd year CSPE

Aim: To stimulate students' thinking on the concept of law and to help students to understand that the concept of law is both complex and challenging.

Steps:

1. At one side of the classroom, place an 'I agree' poster on the wall, and on the other side an 'I disagree' poster. Ask the students to stand in the middle of the room and place an 'I don't know' poster there. Call out the following statement 'It's okay to break the law' and encourage the students to move to the side of the room that reflects their opinion on the statement. The closer they move towards one of the signs the more they agree/disagree. Emphasise that it is okay to stay in the middle, listen to the debate and then move according as your opinion is formed.
2. When students have taken a position ask them to say why they have taken that position.
3. As the discussion continues, the students can change their position and move according as their opinion changes.
4. The teacher can show the complexity of the issue by allowing different views to be aired. The teacher can also push the students to explain and illustrate their position, for example: When might it be okay to break the law? Can you give an example of a law that it would be okay to break and in what circumstance? Does it depend on who makes the laws (a democratic government or a dictatorship)? What would happen if everyone decided to break the law? Why do more people from poorer backgrounds end up in prison? Is a rich person more likely to get away with breaking the law?

Follow up activities:

See Section 2: 2.5 for further activities related to the concept of law.



Exemplar 4 DEVELOPMENT – WHO DECIDES?

Concept: Development **Active learning method:** Role-play (courtesy of Trócaire).

Level: 1st, 2nd, 3rd year CSPE

Aim: To explore concepts of development and how different views of development can sometimes lead to conflict.

Steps:

1. Give everyone a single role card (see opposite). Ask them to read their card and to jot down answers to the following questions:
 - How do I feel about the new ‘development’ in the village?
 - What difference has it made to my life/the life of the village? Is it positive or negative?
2. Divide the class into the following groups: women from village, men from village, labourers, foreign visitors, engineers. Distribute role cards, ask group to take on a different role, using the cards, and then, in character, discuss their answers in the various groups.
3. Then divide the class into groups of five and give each person in each group a different role. Invite them to discuss their opinions and feelings about the building of the new well.
4. Invite the whole class to reflect on their experience of the role-play. Some useful questions might be:

What happened in your group? How did you feel? Did your opinion change as you listened to the views of others? If the discussion got heated, why was this so? Can you identify the cause of conflict – different interests, values, opinions? Did any group come up with a solution that might be acceptable to all?
5. Together discuss the following questions:
 - What were the benefits and disadvantages of the new well?
 - How essential is ‘local participation’ to development?
 - What is the link between ‘development’ and ‘community’?
 - What happens when you have one without the other?
6. Finally, ask the groups to re-design the project together. Everyone must have a say and the project decided upon must be agreeable to all. Share this new project with the rest of the class.

Follow up activities:

See Section 2: 2.6 for further ideas on linking the concepts of development and community.

See *Intercultural Guidelines for Post Primary Schools* for a role-play on a local development issue (Exemplar 7). Published by the Department of Education and Science and the NCCA.

Useful resources/websites: www.trocaire.org; www.oxfam.org; www.christianaid.org; friendsoftheirishenvironment.net; www.oneworld.net; www.chaseireland.org.

ROLE CARDS FOR EXEMPLAR 4

Card 1**Foreign visitor**

I go into a rural village in Africa. There are no women around but after a few hours they all appear carrying water. I ask them how far away is the well where they fetch water. They tell me it's a forty-minute walk. I leave the village that evening but am determined to find some way to make their lives easier.

Card 3**Local Labourer**

I live in a village near to where the new water well was being constructed by the foreign engineer. He spent far too much money on it as there was no need to have the cement brought by truck all the way from the capital city. He could have bought cement in my village at a fraction of the price. Still, it was good to have the few weeks work as money is not plentiful here and digging the well was very well paid.

Card 2**Engineer**

I am an engineer from Europe. I hear of this place from a friend who was in Africa where people have to walk forty minutes for water. With some help from friends and business contacts I raise the necessary funds and go to the village in Africa and design a water well right beside the village. I employ some of the local men to dig the well and the people throw a great party to celebrate when we are finished.

Card 4**Woman from the Village**

I hate this new well. In the past, I used to walk forty minutes with my friends every day to fetch water. During this walk we discussed many things and decided on our children's education, problems between some families in the village and things that we women needed to sort out in the village. Now, we just work in the fields and rarely get time to talk together any more. Some of these family problems are getting worse since we have not had the time to talk as we used to.

Card 5**Man from the Village**

This new well is great. Before the well was there my wife and daughter spent much of the morning fetching water. Now since the water is nearby they spend all of this time working in the fields. This has saved me a lot of work and I think we might have a better harvest as a result. Even though some of the women complain a little and some of the families seem to fight a bit more, it's a small price to pay for such great progress in our village.

Exemplar 5 GLOBAL CONNECTIONS

Concept: Global connections **Active learning method:** Cooperative group work

Level: 1st year CSPE

Aim: To enable students to see the links between themselves, Ireland and the wider world and to realise the interdependent nature of those links.

Steps:

1. Distribute a copy of the handout opposite to students and then invite them to walk around the room to find someone who can satisfy each statement.
2. Once the sheet is completed ask individuals to give their findings. As they mention countries, note them on the board. Then highlight the amount and range of connections that the class has around the world.
3. Place a selection of items from the kitchen cupboard on a table where all the students can see them. Include both the ordinary (tea, coffee, bananas, oranges, etc) and the more exotic (for example, spices, coconut milk, rice, couscous, etc.) Ask students to guess where each item came from. When the list is complete use a map of the world to show the different places where items came from.
4. Write the following quote on the board and discuss how it sums up the lesson:
“Before you have finished eating your breakfast this morning you have depended on half the world.”

Follow up activities:

- Use ‘Patricia’s Story’ and worksheet (*Exploring Interdependence, A Development Education module for CSPE*, pages 6-9).
- For homework, ask students to look at the clothes in their wardrobes and note where they were made.
- Ask students to download information on Fair Trade (see below for websites). This might lead to ideas for possible Action Projects, for example, organising a Fair Trade day or joining a Fair Trade campaign.

Useful resources/websites

Exploring Interdependence, A Development Education module for CSPE, published by the CDVEC Curriculum Development Unit. Available from the CSPE Support Service.

www.cleanclothes.org; www.laboutbehindthelabel.org; www.nosweat.org.uk;

www.ethicalconsumer.org; www.fairtrade.ie.

Exemplar 5 STUDENT WORKSHEET

Find someone who.....	Insert name of student	Insert name of country
Has travelled to another country		
Is wearing something made in another country		
Can speak a few words of another language		
Has looked at a website about issues in another country		
Can name a pop singer from a country in Central or South America		
Ate Asian food recently		
Can name a sports person from Africa		
Has a family member or a friend living in another country		
Owns a CD with music from another country		
Knows someone who has come to live in Ireland from another country		

Exemplar 6 HOW LONG WILL IT LAST?

Concept: Stewardship **Active learning method:** A survey

Level: 1st, 2nd, 3rd year CSPE

Aim: To develop awareness among students of their role in producing rubbish, and what they can do to reduce waste.

Steps:

1. Make a list of the twenty items most commonly purchased by your class each week.
2. Calculate the amount of these items purchased weekly.
3. Calculate the time it will take for all these items to decompose (see fact sheet).
4. Discuss with students their reaction to this information. Are they surprised/shocked/worried?
5. Ask students to revisit the list and identify those items that can be recycled.
6. Explain that the amount of plastic waste we discard is growing faster than any other component of municipal solid waste. This is a big problem since plastic does not break down or decompose easily.
7. Invite each student to participate in a Plastics Survey (using student chart on page 48).
8. When each student has completed the survey over a one-week period then the information can be summarised and collated into a class survey.
9. Discuss the results in class.
10. Discuss and agree how these results can be used to help raise awareness among the wider school community.

Follow up activities:

- Make a list of materials that can be used instead of plastic
- Brainstorm ways that plastic containers can be reused
- Have a competition to show ways that plastic can be reused
- Organise an exhibition or awareness day for the whole school using what has been learned.

Useful resources/websites: *Whose Waste is it anyway?* Published by CSPE Support Service and Tiobraid Árann ag Faire (Tipperary's Environmental Awareness Programme).

Exemplar 6 FACT SHEET**Item of Rubbish****How long will it last?**

Plastic bottles

Indefinitely

Glass bottles

1,000 years

Plastic six-pack holders

100 years

Aluminium cans

50 years

Leather

Up to 50 years

Nylon fabric

30-40 years

Plastic bags

10-20 years

Disposable nappy

20 years

Wool socks

1-5 years

Exemplar 6 PLASTICS SURVEY

Student's Chart

Name

Class.....

Type of Plastic	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
Plastic coated milk carton								
Plastic food container								
Shampoo and cosmetic containers								
Detergent bottles								
Plastic bags								
Food packaging								
Others								

Exemplar 7 IT SAYS IN THE PAPERS

Concept: Democracy **Active learning method:** Issue tracking a general election/presidential election/local or European election.

Level: 1st, 2nd, 3rd year CSPE

Aim: To critically read how different candidates and their policies are presented in the media.

Issue tracking can be used to help students gain an understanding of a current issue or event through a critical reading of how it is reported in the newspapers and/or television/radio. While the example of an election is taken below, this method can be adapted to track a variety of issues/events, e.g. issue track the passage of a law through the Houses of the Oireachtas, issue track a public debate on a human rights issue.

Steps:

1. Explain to the class that they are going to follow how the forthcoming election is reported over an agreed period of time (a week or two weeks).
2. As a class, brainstorm how this might be organised.
3. Allocate duties, e.g. gathering of newspapers.
4. Students form five or six groups. Each group will track the reporting of a particular candidate or party, paying particular attention to their promises and policies.
5. Each group compiles a scrapbook, collage or wall chart.
6. Each group makes a short presentation to the class. This should include:
 - a summary of the key messages
 - one main idea that the candidate or party is trying to sell
 - the students' own judgement of the merits/demerits of the candidate or party they were tracking.
7. After each group has presented, there can be a class discussion around the following:
 - Did the different papers present each candidate/party differently? How?
 - Did each candidate/party get an equal amount of coverage?

Further discussion on 'balance' in the media and the role of human perspective in reporting the 'facts' can be developed.

Follow up activities:

- Select one or two short articles and ask students to use a marker to highlight statements of fact and statements of opinion.
- Imagine a politician knocking on your door looking for support. What would you say to him/her about what's needed in your local area?
- Dramatise a "Questions and Answers" programme in class with the various candidates you tracked answering questions from the audience.
- Hold a mock election in class.
- Create a photo gallery in class of politicians who are in the news and label their names.

3.3 CLASSROOM LAYOUT

Before engaging in active learning it is necessary to consider the classroom space. No one set-up is ideal, but there are many options to choose from. In many cases furniture can be easily re-arranged to create different set-ups. Even traditional desks can be grouped together. The classroom layouts described here are not meant to be permanent arrangements. If the classroom furniture is moveable, it should be possible to use a few of these layouts.

U-shape: This is an all-purpose set-up. The students have a table, can see you and a visual medium easily, and are in face-to-face contact with each other. It is also easy to pair up students. This layout is ideal for distributing learning handouts quickly to students because the teacher can enter the U and walk to different points with sets of materials.

Team-style: Grouping circular or oblong tables around the classroom enables the teacher to promote team interaction.

Conference table: All desks may be joined up together to form a large conference table. This arrangement minimises the importance of the teacher and maximises the importance of the class.

Circle: Simply seating students in a circle without desks or tables promotes the most direct face-to-face interaction. A circle is ideal for full class/group discussion.

Group on group: The most typical design consists of two concentric circles of chairs. This arrangement enables one half of the class to form a discussion circle (the inner circle) while the other half of the class forms a listening circle (the outer circle). It is also useful for setting up debates, role-plays or observation of group activity.

Workstations: This arrangement is appropriate for an active, laboratory-type environment in which each student is seated at a station to perform a task immediately after it is demonstrated. Placing two students at a workstation can lead to very useful paired work.

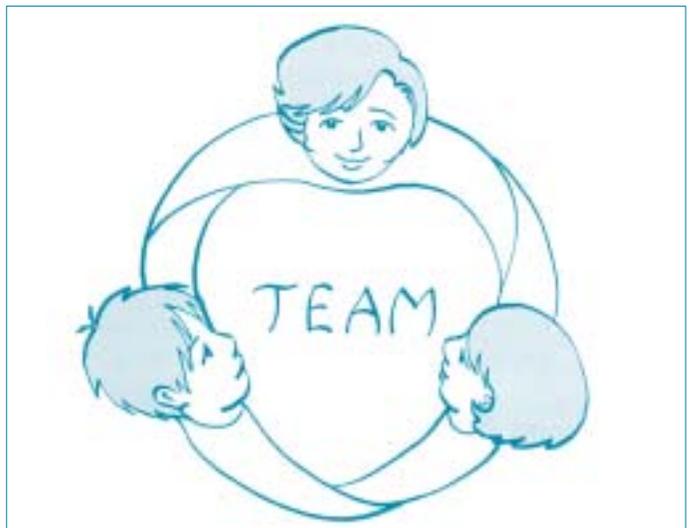
Breakout groupings: If the classroom is large enough or if nearby space is available, tables and/or chairs can be placed where sub-groups can go for team-based learning activities. It is important to keep the breakout groupings as far from each other as possible so that teams do not disturb one another.

Traditional classroom: If there is no way to get around a series of straight rows of desks it may be possible to group

students in pairs. It would be most useful if these pairs had enough space to turn around to the pair behind for a follow-on activity as a group of four. No matter how difficult the classroom environment, it should still be possible for students to pair up and use active learning methods that involve partners.

ORGANISING THE CLASSROOM

- The teacher should explain to the class that during the year they may be working in small groups.
- Advise the students that they must move their own desks in whatever shape the teacher indicates. Students should be advised to move quickly and quietly.
- To avoid disruption, the teacher should decide in advance how the class will be divided.
- If the desks need to be moved to the side of the classroom for drama or another activity, it is advisable to move one row at a time.
- Ensure that the whole class can see the board for sharing of ideas later.
- Watch the timing of group work, discussions, etc. so that time is available for feedback.
- Allow time at the end of class for reorganising the classroom.



Active learning methodologies can be made difficult by some problem behaviours.

The following tips might be helpful in dealing with such difficulties:

1. Dominant student: emphasise ground rules, that students must listen to each other, etc. Perhaps this student could be the record keeper in a discussion.
2. Disruptive student: place this student in a group that will not welcome distraction. Perhaps sit in on the group for a while and invite the student to comment on an issue discussed.
3. Isolated group member: work with the group and include the student in the activity.
4. Shy/weak student: invite this student to make contributions. Place student with friends to give her/him confidence.

In a class where students are less articulate, use a walking debate, role-play, drama or artwork as a means of encouraging the expression of ideas.

Example of ground rules/classroom charter.

We agree that these are the ways in which we will work for the success of our class group:

Responsibility	I will take responsibility for my own learning and I will share responsibility for the progress of the class group.
Participation	I will participate and not dominate or disrupt the class.
Freedom	I have the freedom to listen sometimes, rather than participate in discussion.
Listening	I will listen when another person is speaking.
Respect	I will respect others' views even when they are different from mine.
Time-keeping	I will keep to the agreed time for the task.
Materials	I will bring the materials needed for class and complete homework so that the group can progress to the next stage of learning.
Confidentiality	I can talk about my learning in class, the material being covered and the activities we are doing. I will not discuss any personal details revealed in class outside the group.

“CSPE teaches young people that their opinion is important, that instead of waiting for others to help, it’s a matter of doing it yourself. It teaches us to stand out from the crowd and make a difference.”

(Ann-Marie Burke, CSPE student, Galway)

3.4 DEALING WITH CONTROVERSIAL ISSUES

All educators can find themselves dealing with controversial issues in the classroom. Issues of justice and peace, of human rights and responsibility, and of life and its meaning are at the heart of all education. Therefore, controversial issues are encountered almost daily in the classroom. These issues are controversial because there is no one fixed or universally held point of view. A controversial issue is defined as an area of academic inquiry about which people can hold sincere conflicting points of view. There are often diverse religious as well as secular perspectives on such issues.

Because issues are controversial they are likely to challenge students' values, beliefs, and world views. This can be very threatening and may even cause distress to some students. Therefore, when controversial issues are addressed in the classroom, teachers need special skills to ensure a positive outcome.

An important outcome in teaching such controversial material is to achieve a classroom atmosphere in which students engage in interesting and informed dialogues, free to express their opinions and relate their experiences, yet remain respectful of both other students and other opinions.

Achieving a balance of freedom within structure is not easy, and discomfort can result if the balance between the two is lost. This can arise from a too-tightly controlled classroom in which students are afraid to speak or a too-loosely controlled classroom in which unchecked or uninformed personal opinions monopolise class time. This section offers some guidelines for facilitating discussion to achieve this balance.

Tips for dealing with controversial issues

The following tips are aimed at helping teachers keep control of the situation while maintaining open enquiry and dialogue.

1. Make your classroom a safe place in which to ask questions and discuss ideas

Before students can ask questions or discuss controversial issues, they need to feel that the classroom is a safe place in which to ask questions or disagree with classmates without being put down for it. Ground rules for discussion should be established early in the year and reinforced regularly – not just for discussions about controversial issues, but for all discussions.

2. Appeal to students' better nature

In introducing an issue that has the potential to become controversial, teachers can remind students

of the importance of respect and tolerance. They might also make a humanitarian appeal to students to remember that prejudiced remarks made in class may offend or embarrass their classmates. Most students do not want to hurt others intentionally, and, with this reminder, they may strive to couch their comments in less inflammatory language.

3. Find out what students know and think about an issue before beginning an inquiry

Find out what they know about an issue, what they think they know but aren't sure about, where their information comes from and what questions they have. Their responses can come from direct questioning, brainstorming, group discussions or journal-writing.

4 Expose students to multiple perspectives

Avoid classroom discussions on an issue until students have had an opportunity to research and explore the issue from a variety of perspectives. Remember that exposure to different points of view on a controversial issue is necessary but insufficient on its own. Students may listen, view or read only to support what they already think or to find flaws, omissions, misinformation.

A key habit of mind the teacher seeks to develop through these processes is 'critical openness' – both a disposition to be open-minded to others' views and the ability to subject them to critical study – both the willingness to suspend judgment and the ability ultimately to reach reasoned conclusions that are open to change.

5 Promote dialogue and active listening

Students usually need help in understanding the differences between dialogue and debate. Dialogue aims for understanding, enlargement of view, complicating one's thinking and openness to change. Dialogue requires real listening. It also requires humility.

How can I dialogue if I always project ignorance onto others and never perceive my own? How can I dialogue if I am closed to, and even offended by, the contribution of others?

Paulo Freire, *Pedagogy of the Oppressed*

An excellent way to promote listening is by asking students to re-state the perspective of others. To gain this skill, have them paraphrase what they hear another student saying.

6. Use active learning methodologies

Students learn best when actively engaged in the learning. In teaching controversial issues it is important to provide opportunities for various kinds of group discussions: pairs, conversation circles, panels, fishbowls. In addition, active learning methodologies can be useful in building empathy (e.g. role-play) and in challenging strongly held prejudices (e.g. a simulation game).

7. Promote critical thinking

Promote skills of critical evaluation and encourage students to interrogate information, its origins and possible biases. Ask critical questions to help students to understand the origins of their ideas and attitudes.

Examples of critical questioning

- What is your current understanding of (state issue)?
- Why do you think/feel that way?
- Where have your perceptions and understanding come from?
- How reliable is this information?
- Where have your images come from?
- What might the role of the media be in influencing how you see this situation?
- What about other influences—friends, family, religion?
- Can you imagine an alternative way of seeing this issue? What might it be like?

When dealing with controversial issues, teachers should adopt strategies that teach students how to recognise bias, how to evaluate evidence put before them and how to look for alternative interpretations, viewpoints and sources of evidence, above all to give good reason for everything they say and do, and to expect good reason to be given by others.

Bailey, Richard (1998) *Teaching Values and Citizenship across the Curriculum*, Dept. of Education and Employment, UK.

Questioning Techniques

The following tips are just a few examples which may be useful in developing your questioning technique:

- Don't ask questions that only demand the recall of facts. Instead, encourage analysis, application and evaluation of information.
- When posing a question, ask students to discuss the answer in pairs before responding. This will give them an opportunity to reflect before answering.
- Alternatively, leave ten seconds for thinking time after each question, before you will accept an answer.
- Direct questions to as wide a range of students as possible. If you ask a question to someone on the left, direct a response from someone on the right.
- Encourage reaction from the students to other student's questions. Try to remove the teacher as the conduit or font of all knowledge.
- Re-state a student's opinion and ask for comment (e.g. 'So Mary thinks it's okay to slap but only on the hand... what do you think Nigel?').
- Use open questions (e.g. 'What do you think the law should say about ...?') and avoid imposing your own judgement on student responses. An open question implies that a wide range of responses are acceptable.
- Call on non-volunteers as well as volunteers to answer the question.

The Five 'Whys'

This method uses a process of asking 'Why?' at least five times to unpack complex/controversial issues. This is particularly useful with younger/less mature students in helping them to get to the root of the issue. It also encourages higher order thinking skills and calls upon students to reassess views that they express too quickly, for example:

- Q: **Why** do young people not want to vote?
- A: Because politics is boring
- Q: **Why** is politics boring?
- A: Because it has got nothing to do with real life
- Q: **Why** has it got nothing to do with real life?
- A: Because politicians aren't interested in the kind of things that are important to us
- Q: **Why** are politicians not interested in those things?
- A: Because our views are not that important to them
- Q: **Why** are young people's views not important to politicians?
- A: Because they don't need our votes

Students can then make a link between the first question and the last response and how they arrived at that position. This can be done in pairs and the response to each answer recorded for use in a whole class discussion/de-briefing.

THE TEACHER'S ROLE

Examine yourself

What do you, the teacher, think and feel about an issue? Why? Would you tell students at the outset what your views are so that they can allow for possible biases? Or should you not tell them, but guard against any inclinations to manipulate and propagandise?

Be responsive to students' feelings and values

Through such techniques as those outlined above, students' feelings and values are likely to be revealed, as examining a controversial issue is not a bloodless exercise. Just as the teacher's role is not to tell students what to think but to help them learn how to think, so too it is important not to tell students what feelings and values to have but to promote an atmosphere in which they can express them without fear, make them explicit to themselves and consider their validity.

Model respect and fairness

Show respect for all students and their right to express their views. Show balance in representing opposing positions accurately and fairly. The teacher cannot pretend to be neutral and has a right to express an opinion too. It is important to state one's own opinion in a way that respects others and does not serve to close down the discussion.

Correct misinformation

One important role for the teacher during a discussion on a controversial issue is to gently correct misinformation. Keep this information simple and to the point. Avoid entering into confrontation or adopting an argumentative stance with a student or group of students.

Emphasise that conflicts are opportunities

Most controversial issues can generate conflict, and a discussion about controversial issues is a good time to remind students that conflicts are opportunities for learning and growth.

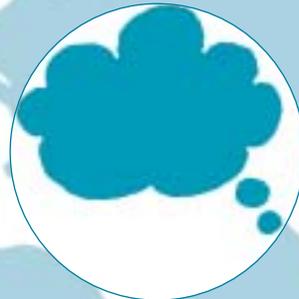
Show your humanity

Admit doubts, difficulties and weaknesses in your own position. Allow the students to question your position too.

Establish a means of closure

Ensure that the discussion is brought to closure with due sensitivity to the feelings that may have been aroused.

Section four action projects



ACTION PROJECTS

CSPE is a course in active citizenship, based on human rights and social responsibilities.

‘The central concept of this course is that of Citizenship – the realisation of the civic, social and political dimensions of the life of the individual person through active participation in society’.
CSPE Syllabus, p.10.

If students are to become active participatory citizens then they must be active participants in their own learning. By being involved in Action Projects students are given opportunities to engage in actions and develop skills that will contribute to their becoming active participatory citizens in later life.

What is an Action Project?

‘An Action Project is one where the students are actively involved in developing an issue or topic which has arisen in class beyond the usual limits of the textbooks or course material’. (p.10 Guidelines for Schools, 1996).

Research on its own, where a student simply and solely regurgitates facts and figures from sources such as encyclopaedias, newspapers, leaflets, pamphlets and CD-Roms. does not constitute an Action Project. However, it can be a small part of an Action Project (this will be explained in more detail later in this chapter).

Action Project Checklist

- ✓ The Action Project should be based on one of the 7 concepts.
- ✓ The Action Project should be consistent with the human rights and social responsibility perspective of CSPE.
- ✓ The Action Project should have an Action component (research on its own is not acceptable).
- ✓ The Action Project should enable the student to engage/communicate with other people or communities about the subject of her/his action.
- ✓ The Action Project should enable the student to practice the skills associated with CSPE.
- ✓ The Action Project should enable the student to develop her/his knowledge and understanding of the subject of the action.
- ✓ The Action Project should include a reflection and evaluation dimension.

A word of caution

Action Projects based on topics such as smoking, drinking, drugs, illnesses and other social, personal and health issues and those on historical, environmental and sporting topics are acceptable **only** if they contain issues which are addressed in relation to the criteria outlined above. For example, pages consisting of lists of different types of drugs and their side effects do not meet the required criteria for an Action Project. If an Action Project related to drugs examines what a community can do to combat drugs misuse and/or how a community can bring pressure to bear to get the authorities to enact legislation and/or how a community can support the role of the Garda Síochána in the prevention of drug-related crime, it would then be considered appropriate, provided it meets the criteria outlined above.

How do Action Projects arise?

Action Projects can develop from a number of different situations:

- We want to know more about...
- We could do something about...
- A topical issue of interest to the students
- A local issue of interest to the students
- A school issue
- A designated day/campaign
- Something else!

- An Action Project can be a class Action Project, a group Action Project or an individual Action Project. In order to foster group work and active learning, and for practical reasons of time, teachers are encouraged to suggest class/group Action Projects to their students.

Class/group Action Projects can be subdivided into a number of specific individual or small group tasks.

- Over the duration of the course students should undertake at least two class/group Action Projects, which may take place at any stage over the three years of the junior cycle.
- As the emphasis is placed on the learning gained through the process of engaging in an Action Project it is not necessary for the Action Project to have a successful outcome.

Through their involvement in Action Projects, students have the opportunity to develop and practice the skills which are invaluable to them as active citizens. For more on the development of skills see Section 2.

How to plan, organise and manage Action Projects

As Action Projects are central to CSPE it is important to spend some time planning how the Action Project will take place and who will do what in order to ensure a worthwhile experience for all involved.

The following six step model provides a useful framework when undertaking Action Projects.

Six Steps to Action

- | | |
|--------------------------|------------------------|
| 1. Agree an issue | 4. Complete the Action |
| 2. Form teams/committees | 5. Evaluate the Action |
| 3. Plan team tasks | 6. Report the Action |

FIRST STEP

The first step is to agree an issue (that is within the concepts of CSPE and that your class is interested in pursuing further).

The success of an Action Project will be greatly enhanced when it arises from students’ prior work or interest in a particular issue. Where students select an issue that is genuinely of interest to them their motivation is increased and their active engagement with the issue is both meaningful and enjoyable.

Designated days

The various days designated internationally to celebrate particular events as outlined below are useful in providing a focus or high point for CSPE students’ Action Projects. They provide ideal opportunities for commencing or culminating Action Projects.

Designated Days

- | | |
|--------------|--|
| January 1: | World Peace Day |
| January: | Martin Luther King Day (3rd Monday) |
| March: | National Tree Week |
| March: | Fair Trade Fortnight |
| March 8: | International Women’s Day |
| April 22: | Earth Day |
| May 9: | Europe Day |
| September: | Energy Awareness Week |
| October 1: | International Day for Older Persons |
| October 17: | Elimination of Poverty Day |
| October 24: | United Nations Day |
| November: | One World Week |
| November 29: | Children’s Rights Day |
| December 3: | International Day for people with a disability |
| December 10: | Human Rights Day |

SECOND STEP

Decide on what **ACTION** the students will undertake.

What do the students want to do about the issue identified?

The key is to spend class time brainstorming on the issues raised by step one.

Focus on what the students want to do.

For example:

- raise awareness
- organise a visit
- invite a guest speaker
- survey opinions on an issue
- fundraise

Tip: During each step, consistently refer to the Action Project checklist for a quick reassurance that you/your class are on the right path to action.

THIRD STEP

The action must be planned.

Therefore, list all the jobs that must be undertaken to complete the action.

Tip: Ask the class how they might plan a trip to a football match or other event. They will soon tell you all the planning that is required, e.g. saving money for tickets, getting permission, booking flights, checking venues/time/transport, arranging money for food/hostels, etc.

This activity will highlight how much planning is required for any action!

After spending time on this activity take the CSPE Action chosen above (step two) and plan it in the same way. Brainstorm all ideas.

Prioritise sequences and show how all mini actions will lead to the main Action.

View the diagram below as a guide only. It is a plan of action for a class inviting in a guest speaker.

List of committees for inviting a guest speaker

1. Permission committee (Seeking permission for all parties involved)	Possible jobs: Speak to Principal Speak to Year Head Arrange use of a special room/TV equipment/camera, etc	Assign students to each group: <i>Tip: although a number of students may be in one particular group they must each have an individual job</i>
2. Inviting committee	Contact person/organisation to arrange date/time <i>Tip: Teacher should also contact speaker to advise on issue to talk about with class and format of discussion, etc.</i>	Example: Sheila–letter to Principal John–letter to speaker.
3. Room committee	Where will action take place? Classroom? Hall? Is it free at required time? Layout of room? Equipment needed by speaker?	
4. Hosting committee	Who greets speaker? Tour of school? Introduction to class? Photographer?	
5. Question/presentation committee	Preparation of questions to ask speaker? Will a group of students ask questions or whole class? Chairperson to organise Q/A session? Timekeeper? Interviewer? Reporter of event? Presentation of work completed prior to visit?	Important especially if students absent on day- they need to have this information.
6. Refreshments committee	Water/tea for guest? Delph supplied by whom? Who purchases tea/milk etc?	
7. Thank you committee	Speech at end of talk? Thank you card? (To be purchased, written, posted).	
8. Finance committee	Money for refreshments? Cards?	

Some practical tips

Ensure all students in class:

- are part of a committee
- have an individual task within that committee

Remember to keep a few jobs for students who may be absent on the day jobs are decided yet arrive on day of action.

Keep jobs such as:

- Write article/report of event by interviewing students who were present on the day
- Make a collage of all the facts that students found out about the subject of the Action Project. Have a camera ready!

Act as a timekeeper to ensure all tasks are completed on time.

Planning the various jobs

A task can be big or small depending on how it is viewed.

To aid understanding it is helpful to ensure that individuals/committees record every step of their mini-action whether it is big or small.

Below are some examples of how a 'small' job is actually a bigger job if every step is noted. These may be jobs for individuals or committees.

Writing a letter

- address the letter correctly
- date it
- keep sentences/paragraphs short
- ask clear questions
- be polite
- print your name clearly
- write a draft
- hand write/type address on envelope
- keep a copy of the letter
- if looking for information it is helpful to include a stamped addressed envelope

Making a phone call

- prepare what you want to say
- introduce yourself/explain briefly why you are phoning
- ask who you are speaking to
- be polite
- finish by making clear what is the next step of process.

Carrying out a survey

- be clear about what you are investigating
- to what group are you giving the survey?
- decide what questions will be asked
- give a reason for asking each question
- write out questions on sheet of paper, leaving space to fill in answers
- type/hand write
- photocopy the correct number of sheets
- decide on when/where survey will be carried out
- how will survey be collected?
- how will survey results be presented?
- what follow-up activities will you/your class take to publicise the findings?

Interviewing

- decide on what questions to ask
- arrange time/venue to conduct meeting
- decide on the duration of interview
- record the interview
- write up/transcribe interview
- report back

Writing a leaflet

- decide purpose of leaflet e.g. to raise awareness/give information
- who is the leaflet for?
- how many copies are needed?
- cost of printing?
- paper?
- photocopying?
- prepare first draft
- spell check, etc.
- print out finished product
- distribution of leaflet – to whom/when/where?

Designing posters

- what is key message of the poster?
- style/images?

- do rough sketches
- include an appropriate slogan or caption
- availability of paper, colours, etc.
- permission to put up posters? When? Where?
- put up the finished posters in strategic places

Fundraising

- which organisation are you fund-raising for?
- contact them for advice
- permission from school
- type of event to organise?
- raise awareness of fundraising event
- collect money
- count money
- present money to organisation

Petition

- why is a petition being organised?
- have a set time for running the petition
- design sheets
- have posters and leaflets to hand out to attract attention
- arrange presentation of petition.

It may be useful when organising students into committees/teams/groups to allocate each student within the committee a role to ensure that her/his particular task/job is successfully undertaken. Some of the following may prove useful:

Leader

Keeps team on task
 Makes sure everyone participates
 Leads the discussion

Recorder

Keeps notes
 Keeps record of jobs done
 Keeps a 'To Do' List

Timekeeper

Keeps an eye on the time
 Gives team a 10 minute warning

Materials person

Brings necessary materials
 Organises equipment if any is needed

Observer

Collects information on teamwork
 Gives feedback on how the team is doing

Question person

Makes sure that all questions are answered
 Keeps a list of important questions yet to be answered

FOURTH STEP

The Action Project takes place

Depending on the nature of the Action Project, it may be completed in one day (e.g. a visit to the Dáil/ Stormont/Court House, etc.) or a number of weeks (e.g. survey/petition).

Tip: As all of the individual jobs/committee jobs will be happening at different stages, some students may be finished their task(s) early.

Throughout the whole action process (pre/during/post action) the students should fill in their copybooks with words/pictures to record things such as 'What I did today as part of my action' and 'What I learned today about our action?'. This activity will be of great benefit when report writing (Step six).

FIFTH STEP

Evaluate and reflect upon the Action Project.

After completing the Action, time must be spent evaluating and reflecting upon the Action Project.

The following are questions to guide your class through this step when the action is completed:

1. What did we learn about the issue/the process (for example, teamwork)?
2. What skills did we develop?
3. What are our opinions now after completing the action project?
4. What would we do differently? Why?
5. Was the Action a success? (Note: an Action does not have to be successful to be a valid CSPE Action.) Why?

SIXTH STEP

Report on the Action

Below are the main points on writing the Action Project. See Section 5 for a more detailed section on report writing.

1. Decide if students are writing up RAP or CWAB. (Note this should really be decided once step one has been undertaken).

2. Teach the skill of report writing. If students keep a planning sheet and a log/diary about what they have learned in their copybooks, they will be well prepared to write up their reports.
3. Write draft reports. Some classes may find it helpful to photocopy the RAP or CWAB booklet so students can write up a draft copy of the action project
4. Finally, write the report into the performa booklet.
(Note: the booklets for the Junior Certificate Examination are usually sent to schools prior to Christmas of the third year).

Note: Each student must write his/her own individual report in his/her own words.

The teacher's role in an Action Project

The role of the teacher in an Action Project is to enable, guide and support the students in doing the Action Project and then to teach students the skill of report writing.

SOME IDEAS FOR ACTION PROJECTS

Concept: Rights & Responsibilities

- Guest speaker
- Participate in a human rights campaign/protest/petition
- Wheelchair access in school
- ISPCC ICPCA
- Human Rights Day – raising awareness
- Amnesty International
- Christian Aid
- Trócaire
- Irish Refugee Council
- Irish Traveller Movement
- Celebrate –
Martin Luther King Day (3rd Monday in Jan)
International Women's Day (8 Mar)
Elimination of Racism Day (21 Mar)
Universal Children's Day (20 Nov)
International Human Rights Day (10 Dec)

Concept: Human Dignity

- Invite a visitor: From: Age Action, ALONE, Combat Poverty Agency, St. Vincent de Paul Society, The Simon Community, ISPCC, Irish Deaf Society, National Council for the Blind, Irish Wheelchair Association
- Fundraise for a human rights organisation
- Organise a visit to a halting site/a shelter for the homeless/a home for older people. (Note: great sensitivity and careful preparation needed).

Concept: Stewardship

- Celebrate Green Week, Earth Day (22 April), World Environment Day (5 June), Energy Awareness Week (Sept)
- Invite a visitor from the Green Party/VOICE/a Litter Warden/ISPCA
- Participate in a campaign e.g. National Spring Clean (April)
- Recycling
- National Tree Week (March)
- Make a charter of Earth Rights
- Organise a survey on litter in the school/the use of plastic bags
- Plant a tree/a flower bed/a garden

Concept: Law

- Make a charter of prisoners rights & responsibilities
- Organise a survey on what students know about the law
- Perform a drama to explore the workings of a courtroom
- Invite a visitor from the Gardaí/a Solicitor/a Barrister/a Judge/a Prison Officer/Neighbourhood Watch/Community Alert/a Traffic Warden
- Organise a visit to a Court House/a Garda Station/a Prison
- Participate in a campaign

Concept: Democracy

- Organise a mock election/an election to Student Council/an election of class prefect
- Organise a survey on voting/on knowledge of students of Irish politics
- Organise a visit to Leinster House/Áras an Uachtaráin/ a Party meeting/a TD's Clinic/Stormont
- Invite a visitor from a Political party/ TD/Minister/Local Councillor
- Celebrate Europe Day, May 9th
- Celebrate UN Day, Oct 24th

Concept: Interdependence

- Organise a survey on goods we use from around the world
- Raise awareness about an international issue: refugees & asylum seekers/child labour/Fair Trade

Concept: Development

- Organise a petition on a local issue
- Organise a survey on facilities in the community
- Invite a visitor from the Community Council/a Residents' Association/Community Alert/Chamber of Commerce/a local action group/a local organisation/the Local Authority
- Interview a community worker /local politicians/ youth workers
- Fundraise for a local or international development organisation
- Volunteer to do some community work
- Hold an exhibition about local community
- Produce a booklet/directory of facilities in the community
- Raise awareness about the work of a development organisation, e.g. Trócaire
- Invite a speaker from an international development organisation to speak about her/his work.

SOME EXAMPLES OF ACTION PROJECTS UNDERTAKEN BY STUDENTS

Mitchelstown students campaign for litter warden

Wexford students refurbish the school lunch room

Windfarms visited in Donegal

Swords students publish booklet on facilities for young people in the area

Shannon students celebrate 50th anniversary of UDHR

IN GALWAY SCHOOL, DANA M.E.P., TALKS ABOUT ALL KINDS OF EVERYTHING EUROPEAN

Kildare students organise tree planting ceremony

Wicklow students organise local authority meeting

Dundalk students help save Irish bogs

Tubbercurry pupils bring ATM machine to 3,000 people

KILTIMAGH STUDENTS DRAW UP NEW SCHOOL RULES

Principal unveils Class Charter of Rights and Responsibilities

ACTION PROJECTS THAT HAVE BEEN UNDERTAKEN BY CONCEPT

CONCEPT 1:
RIGHTS AND RESPONSIBILITIES**Pet rights and the responsibilities of their owners.**

Issue: The students had a discussion on rights and responsibilities and out of this they decided to investigate the rights of pets and the responsibilities of their owners.

Action: Since nearly all the students in this class had a pet it was easy to get this action project started. The class discussed the kind of rights that an animal might have. They gathered their ideas together through a class discussion and then discarded some ideas and added in more. They looked at pets needs and examined how these were being met. Each student then drew up two lists – one of the pets rights, the other of their responsibilities to the pets. Although the animals differed in size and nature, their needs were remarkably similar.

Town library book amnesty

Issue: While working on rights and responsibilities in class the teacher discovered that many students in the school had books on loan from the town library which were long overdue for return. The CSPE class decided to do something about the problem.

Action: The class organised a town library book amnesty. They organised into groups, each with a particular task. The poster group designed a publicity poster for distribution to each class. Another group prepared a speech which was broadcast on the school's intercom and distributed the posters to each classroom. Another group organised a receiving depot for the books. Issues that arose included: getting prior permission from a teacher to visit her/his class; the protocol for speechmaking to a class; using the intercom; the rota for supervising the depot (at lunchtime); storage of books, and the student visit to the librarian to organise the formal handing over ceremony.

As a result of the students' efforts a lot of books were collected. The whole class visited the library for the handing-over ceremony.

CONCEPT 2: HUMAN DIGNITY

Fundraising for Romanian orphanages

Issue: A first year class were studying *When all the Others* by Seamus Heaney in their English class. Out of this they decided to write their own poems. In their CSPE class they came up with the idea of publishing their poems and selling them in the school to raise money to support the work with Romanian orphanages.

Action: The class organised to type up the poems, print the booklet, sell their publication and fundraise for the Romanian orphanages. They used a committee system (See page 61).

Bullying survey

Issue: Having worked through a module on rights and responsibilities the CSPE students identified bullying as an infringement of students' rights in school. They decided to organise a questionnaire on bullying.

Action: A brainstorming session led to a set of questions being agreed. A sample number of students from each year group within the school were interviewed to find out the extent of bullying within the school. All questionnaires were gathered up and the results were transferred to tally sheets and analysed. Graphs were then produced to represent the totals. Guidelines were drawn up for students to follow if they found themselves being bullied. These guidelines were displayed as posters in each classroom in the school. This action resulted in setting up a Cairde Group (buddy system) to help make the transition from primary to post-primary school easier.

CONCEPT 3: DEMOCRACY

Democracy at work

Issue: The CSPE class were studying democracy and, out of this, they decided to organise a series of local authority meetings.

Action: Students held a series of informal meetings to elect a Chairperson and Secretary. The class discussed the roles of each and the issues that might be debated. The class role-played various councillors who were reported in the local newspaper. The class divided into groups. The Questions Group organised questions and counter-arguments. The Chairperson called the meeting to order and chaired the debate (30 minutes). The Secretary took notes of the minutes and typed them up at home. As a follow up to this project, the students made a wall display of the minutes of four meetings during the school's Open Day. They also arranged an informal visit to the local council offices.

A visit to Dáil Éireann



Issue: A CSPE class organised a visit to the Dáil to see the seat of power.

Action: The class organised the trip using the committee system. (See page 61). On the day of the trip they got a tour of Leinster House, seeing Seanad Éireann and the Dáil. They then went to the public gallery and watched the proceedings of the Dáil. They met with many of the politicians. One of their local politicians organised a question and answer session in one of the Dáil buildings for the group, giving her own account of how the Dáil works.

CONCEPT 4: LAW

A visit to Mountjoy Prison

Issue: A CSPE class was investigating and studying the concept of law. The students were interested in seeing the final outcome for someone who broke the law and had gone through the justice system.

Action: The class used the committee system when organising their visit to Mountjoy.

The Permission Committee had to ask permission from the Principal and teachers to get time off class to go to Mountjoy.

The Finance Committee contacted the bus company to order a suitable bus for the trip and also to agree a price. They then collected the money from the class.

The Questions Committee had to get questions from every student in the class and from that put together the ten most relevant questions.

The Research Committee had to get information about Mountjoy Prison and what it is used for, and from this they had to put together a fact sheet to be distributed to all going on the trip.

The Reporting Committee had to write a report on the trip.

The Display Committee was responsible for taking photographs on the day and displaying these for their own class and for the school.

As Mountjoy is a medium security prison the students met with some of the prisoners and asked them lots of questions as well as seeing the inside of a cell. As a result of their trip to Mountjoy the students were determined not to get on the wrong side of the law.

Policing in Northern and Southern Ireland.

Issue: The CSPE class in a border county were studying the concept of law. As part of their Action Project they decided to invite a member of the Garda Síochána to the scheme as their guest speaker. Following further discussion on the police in Northern Ireland, the students felt that they knew very little about policing in Northern Ireland. They decided to find out about the role of the police in the North and South.

Action: First the class invited a Garda to their class. They organised this in groups. One group was responsible for

sending the letter of invitation, another group made out the list of questions to ask on the day. Other students recorded the interview.

For the second part of the Action Project the class went on a visit to a police station in Enniskillen in Co. Fermanagh. In order to do this they had to hire a bus. The class organised a car wash day in school to pay for this. On the day of the visit the CSPE class travelled to Enniskillen Police Station. The PSNI (Police Service of Northern Ireland) were very well organised for the visit. They escorted the class to the Visitor's Room where they gave an account of the work of the police, including a slide presentation. Information sheets were given to all present. Outside the station the class were shown high speed chase cars, crimestopper vans and police motorbikes.

Before the class left for home they enjoyed refreshments with the police officers.

Many students in the class changed their opinion towards the police officers in the PSNI because they found out that they have to work hard in their jobs just like the Gardaí. A lot of students said that they would now consider becoming a member of the Garda Síochána or a PSNI Officer.

CONCEPT 5: INTERDEPENDENCE

Fair Trade Day

Issue: When examining the concept of interdependence, the class began to discuss where the food we eat and the clothes we wear come from. Arising from this discussion they decided to find out more.

Action: The class broke into working groups and each group decided to research where different commodities come from and how they are produced. One group chose sportswear, another chose tea and coffee, another chose chocolate, and another chose fresh fruit and vegetables.

The groups were able to get lots of information by contacting Fair Trade organisations and by using the internet. Then they put a display together and organised a Fair Trade day for the school. They sold Fair Trade products (crafts, jewellery, and food items) and shared information with other students about Fair Trade. The day was very successful, especially as it was organised in December, and students purchased many Christmas presents from the Fair Trade stall.

Euro price of a Big Mac.

Issue: Students learnt about international relations and the price of a Big Mac throughout Europe during an Action Project. The 2nd year students discussed the advantages and disadvantages of the European Union and the meaning and importance of the euro among other issues. Arising from this discussion they planned a euro day for visitors from a partner school.

Action: They divided into groups

- Some got information from EPIC which included charts, etc.
- Some drew up maps of the EU
- Some made posters describing the euro
- Some made name badges for guests
- Some cooked food at home
- Others calculated the cost of various products in euro. For example, they compared the price of a Big Mac throughout Europe.

It proved to be a very enjoyable and eventful day.

CONCEPT 6: DEVELOPMENT

Banking on Success

Issue: A 2nd year CSPE class thought up an action to do something for their community. The town where the school is located and its hinterland has a population of about 3,000 people and there was no cash machine within 12 miles of the town.

Action: The class of 20 divided into groups of three/four and took on different tasks.

- Some contacted the local banks/building societies
- Some met bank officials and talked about the conditions necessary for the installation of the ATM cash machine
- Some designed a survey to establish the demand for a cash machine
- Each student drew up a petition in computer class and printed it out
- The students distributed their forms widely. More than 1,400 people including students in the school signed the petition

The ATM machine has been installed.

CONCEPT 7: STEWARDSHIP

Water on the Brains

Issue: A 2nd year class were studying the environment. They had already gone on field trips with their Geography and CSPE teachers. They decided as a class to investigate the levels of pollution in their local community and interview locals about the effects of the pollution (if any) on their town.

Action: The class worked as a unit. The students went out and analysed water samples, collected rubbish from the riverbanks and sketched the effluent pipes running along the banks.

The class interviewed local fishermen about the effects of pollution in the local river and visited the waste-water treatment plant. They also conducted a survey on the flora/fauna in the area.

The results of the survey showed that the residents felt that the improvements in the river were largely due to the new waste-water treatment plant. Residents also valued their right to use the river and accepted responsibility for its future.

Local Litter and Environmental Survey

Issue: The students in one CSPE class asked their teacher if they could take action on the litter problem in their town and assist the Town Council in its fight against litter.

Action: All 1st year classes were involved in this Action Project. Each class was divided into groups of five/six pupils. Two groups surveyed the public on their attitudes to litter using a prepared questionnaire. The other two groups collected litter and took photographs of environmentally unfriendly sights. This included plotting the distribution of litter, litter bins, lifting litter and examining the types of litter present.

Each class assembled, dispersed and carried out their allotted task. The teacher monitored the fieldwork in progress and reinforced the key considerations of safety and courtesy along with informing the Principal of the project in action.

Individual groups presented their findings to the whole class, including verbal anecdotes, statistical presentations and photographs. A project presentation was made available



Bono signs up to Trócaire's campaign, watched by Justin Kilcullen, Director of Trócaire and Tom Kitt T.D.

Campaign for change

Issue: During a class discussion on development, students discussed the basic needs which many people in the world are still denied. From this, the students decided to do something to raise awareness about the rights of people in developing countries to basic needs. They decided to participate in Trócaire's campaign to ask world leaders to keep their promise of halving world poverty by the year 2015.

Action: Students checked out the website www.keepourworld.org to find out about the campaign. Then they organised a Trócaire speaker to come visit the class and talk about the campaign in more detail. After the visit the class set up a stand in the school and encouraged fellow students to sign the postcards. Then they organised the collection of the postcards and sent them to Trócaire.

to the school so that all students were aware of the Action Project and the findings of the survey.

An overall report was drawn up and presented to the local Town Council including recommendations for further

action. The Council agreed to sponsor a poster competition on the litter theme for students in the school. The winners and their findings on the litter and environmental survey/report were reported in the local newspaper.



Students organise a mock election.

“

“I was able to express my views on different aspects of the course. I was listened to and was given the opportunity to change things, however small, within the school community. We got to share what we learned with others through our action project.”

”

(Mary O’Brien, CSPE student, Dublin)

Section five

assessment



ASSESSMENT

Student achievement in CSPE is assessed and certificated as part of the Junior Certificate examination. It is a Common Level course.

There are **two** assessment components:

1. Submission of *either*
 - a) a Report on an Action Project (RAP) *or*
 - b) a Course-Work Assessment Book (CWAB)
2. A terminal examination paper.

Marks are allocated as follows:

120 marks for the RAP or CWAB, i.e. 60% of the total marks.

80 marks for the examination paper, i.e. 40% of the total marks.

Assessment of Action Projects

Action Projects are central to CSPE, but for the purposes of assessment, students are not required to submit the actual Action Project. Instead each student is asked to submit *either*

- a detailed account of *one* Action Project she/he has undertaken. This is done by completing a proforma* **Report on an Action Project (RAP)**

or

- a less detailed description of *one* Action Project, in the context of a module of course-work, she/he has undertaken. This is done by completing a proforma **Course-Work Assessment Book (CWAB)**.

* *A proforma booklet is a standard booklet provided each year by the State Examinations Commission (SEC).*

5.1 THE REPORT ON AN ACTION PROJECT (RAP)

Students may submit their RAP in any one of the following formats:

- **Written Report** – The student writes her/his report into a proforma RAP booklet issued by the State Examinations Commission.
- **Audio Report (4 minutes maximum)** – The student speaks her/his report onto a previously non-recorded audio cassette tape, using the headings from the proforma RAP booklet.
- **Video Report (4 minutes maximum)** – The student

speaks her/his report to camera, recorded onto a previously non-recorded VHS video cassette tape, using the headings from the proforma RAP booklet.

Schools are issued annually with proforma RAP booklets by the State Examinations Commission (SEC). Each booklet consists of five Sections and accounts for 120 marks (60%). Under the current regulations this report must take one of the above formats. However, it is advisable to check with the SEC regarding any future changes to this regulation.

OIDEACHAS SIBHIALTA, SÓISIALTA AGUS POLAITIÚIL
CIVIC, SOCIAL AND POLITICAL EDUCATION 66124
TUAIRISC AR THIONSCNAMH GNÍOMHAÍOCHTA
REPORT ON AN ACTION PROJECT

Lámhír Scrúduithe
Examination Number

Níor chláir d'iarthúirí aon ábhar breise ná lionsána a chur isteach sa tuairisc.
Candidates must not include any additional material or insertions in their report.

Iartaic ar leathrannáil ceathrú agus leathrannáil tríú sa leabhar freagairt seo.
Candidates are asked to read pages 1 - 11 inclusive, in this answer book.

Ní mór do gach iarthúir an Tuairisc a scríobh ina c(h)uid féal féal.
Each candidate must write the Report in his/her own words.

Don Scrúdaitheoir amháin
For Examiner's use only

Roinn / Section	Me. / Thionscnamh Gníomhaíochta / My Action Project	Casbháire ar fáil / Maximum mark available	Marc a ghnóthaigh an t-iarthúir / Mark received by candidate
1	Me. / Thionscnamh Gníomhaíochta / My Action Project	3 mharc/marks	
2	Reamhbra / Introduction	4 mharc/marks	
	(a) Identification and explanation of concept / <i>Deicléir leicéip a shannúlaist agus a míniú</i>	4 mharc/marks	
	(b) One other reason / <i>Cúis eile ar eile</i>	4 mharc/marks	
3	Gníomhaíochtaí ar tugadh fóthu / Activities Undertaken	4 mharc/marks	
	(a) Type of action and communication with people / <i>Cineál gníomhaíochtaí agus comarsáire le daoine</i>	4 mharc/marks	
	(b) List and description of activities / <i>Liosta gníomhaíochtaí agus cur síos orthu</i>	15 mharc/marks	
	(c) Detailed account on one activity / <i>Mionscárta ar gníomhaíocht ándhá</i>	15 mharc/marks	
	(d) Application of skills / <i>Féilbhánú sa deanna</i>	15 mharc/marks	
4	Achuire ar an eolas / Summary of information	30 mharc/marks	
5	Smaointe / Reflects	30 mharc/marks	
	Iomlán / Total	120 mharc/marks	
		Iomlán / Total	
		Dúilleán / End of page	
		Total	

It is very important to draw students' attention to two key messages on the front cover of the current RAP.

- 1) The first key message is outlined in the box which states '**Candidates must not include any additional material or insertions in their report**'. Students may have been involved in the writing up/typing of letters to organisations/speakers; others may have formulated a questionnaire while others may have designed campaign posters. These are all important aspects of an Action Project but they must not be included in the RAP. The RAP is literally a report on the Action Project. Students must not include any extra pages.
- 2) The second key message is printed in bold text above the grid to be completed by Examiners. It states '**Each candidate must write the Report in his/her own words**'. While students in a class may have been involved in doing the same Action Project they are required to write up their own account in their own words. Some aspects may be similar, but should not be identical.

Student Action Project requirements

It is very important to ensure that each Action Project meets the requirements. These requirements are printed clearly inside the back cover of the proforma RAP for teacher and student.

- The Action Project should be clearly based on one or more of the seven course concepts.
- The Action Project should be consistent with the human rights and social responsibility perspective of CSPE.
- The Action Project should have an action component. **Pure research, on its own, downloading information from the Internet, copying information from a book and sticking it in a scrap book or wall chart, is not an Action Project.**

- The Action Project should enable the students to engage/communicate with other people or communities about the subject of their action.
- The Action Project should enable the student to practice the skills associated with Civic, Social and Political Education.
- The Action Project should enable the student to develop her/his knowledge and understanding of the subject of the action.
- The Action Project should include a reflection and evaluation dimension.

Completing the RAP

As this is a very different mode of assessment, students need guidance and practice in report writing. The following suggestions may be useful:

- Provide opportunities for students to practice writing sections of the RAP. The official proforma booklet may be photocopied for this purpose.
- Over the three years of the Junior Certificate, students should undertake two Action Projects, thus ensuring they have two to choose from when it comes to reporting.
- Only *one* of the Action Projects must be reported on for the examination.
- Students are not required to fill in every line of every page.

The following pages will explore the layout of the RAP through actual examples and by means of a commentary. Please note that for each section of the RAP a different Action Project has been chosen (the title of each Action Project is underlined).

SECTION 1. MY ACTION PROJECT

Action Project: A survey on litter in our school

The Title of my Action Project

A Survey on Litter in our School.

*The title must clearly refer to the **Action** undertaken and the **Subject** of the Action Project.*

Please tick the type/s of action that was/were undertaken as part of the Action Project

Survey/Questionnaire	<input checked="" type="checkbox"/>	Interview	<input type="checkbox"/>	Publication	<input type="checkbox"/>
Awareness Raising	<input type="checkbox"/>	Campaign	<input type="checkbox"/>	Designated Day	<input type="checkbox"/>
Guest Speaker	<input type="checkbox"/>	Mock Election/ parliament	<input type="checkbox"/>	Fundraising	<input type="checkbox"/>
Investigation	<input type="checkbox"/>	Visit	<input type="checkbox"/>	Student Council activity	<input type="checkbox"/>

Other (Please describe the type of action undertaken):

*If no box suits their Action Project, they should fill in **Other**, e.g. Tree Planting.*

SECTION 2. INTRODUCTION

(a) Please tick the concept/s on which your Action Project was based:

Democracy	<input type="checkbox"/>	Rights and Responsibilities	<input type="checkbox"/>
Human Dignity	<input type="checkbox"/>	Interdependence	<input type="checkbox"/>
Development	<input type="checkbox"/>	Stewardship	<input checked="" type="checkbox"/>
Law	<input type="checkbox"/>		

*Students must know what **concept(s)** they were studying. They must tick at least **one** box.*

There must be a clear link between the concept ticked and the Action Project.

Explain how your Action Project was based on this/these concepts.

Litter is one way in which young people cause damage to the environment. We were learning about minding the environment (the concept of stewardship) and we wanted to find out the extent of the litter problem in our school.

(b) Give ONE reason why you chose to do this Action Project.

After the lunch break every day the school yard is full of litter. We wanted to find out what students in the school think about litter and to find out about ways that might help to sort out the litter problem.

A clearly stated reason is required here. Why did the students do this particular Action Project?

SECTION 3. ACTIVITIES UNDERTAKEN

Action Project: Fair Trade Awareness Day**(a) Please tick the people communicated with in the course of your Action Project:**

Students in my class	<input type="checkbox"/>	Other people in my school	<input checked="" type="checkbox"/>
Person/people in the community	<input type="checkbox"/>	Individuals/organisation involved in this issue	<input checked="" type="checkbox"/>
Family	<input type="checkbox"/>	Other (Please explain)	<input type="text"/>

Engagement

with people is an essential part of an Action Project.

*Students must tick at least **ONE** box.*

Explain why these people were communicated with and why they were involved in the Action Project.

We contacted Oxfam and Fair Trade Mark – two fair trade organisations to get information on Fair Trade. They sent us campaign cards, samples, posters and information.

We also contacted first year students in the school as the Fair Trade awareness day was organised for them.

It is important to explain how the people ticked were involved in the Action Project.

(b) Write a list and brief description of the main tasks/activities undertaken as part of the Action Project.**Action Project: Organising a visit to Limerick Prison**

To do our Action Project we talked about the jobs that we needed to do.

We then divided up into different groups.

- ✓ **The Co-ordinating Committee:** This committee made a list of students' names and pulled them out of a hat to make up the different groups. They also organised the class into two big groups for our visit to Limerick Prison as they could not take us in one big group.
- ✓ **The Contact Committee:** They organised the visit of a guest speaker and the dates our class would visit the prison, by making contact with the prison by telephone and fax machine.
- ✓ **The Finance Committee:** They organised the bus to and from the prison. The price also included the cost of the refreshments for the prison officer on his visit.
- ✓ **The Questions Committee:** With the help of all students in our class they put together a list of questions to ask the prison officers on our arrival at Limerick Prison. They then typed up the final set of questions.
- ✓ **The Research Committee:** They searched the Internet for information on Limerick Prison. They also found out about the Courts Service and the Irish legal system. They shared this information with the rest of the class.
- ✓ **The Publicity Committee:** They got permission from the Principal for our trip to go ahead. They also made posters which they hung up around the school to make all the students aware of our Action Project.
- ✓ **The Thank-You Committee:** They wrote a "Thank You" card to the people we met in Limerick Prison, to thank them for allowing us to visit the prison and for providing us with two excellent guides.

*There are **TWO** parts to be answered here – A **list** and a **brief description***

*Students may find the **committee system** useful for tackling an Action Project.*

*For the **list** each student may provide the same heading/title for each Committee (group/team).*

*The **brief description** should include a number of sentences which clearly explain what each Committee (group/team) actually did in each student's own words.*

*These pages are about what '**we**' did.*

Remember: It is not necessary to fill in every line of these two pages.

(c) Give a detailed account of ONE particular task/activity from the list in Section (b) that YOU undertook as part of the Action Project.

Action Project: Raising awareness about the dangers of landmines

It was my job to produce posters that would advertise our awareness day.

I decided that the best way to do this would be to produce some colourful posters. I asked the Art teacher for some art supplies and then I got to work. First I decided on the words I needed to put on the posters. This included the date and time of the awareness day. Then I worked on the graphics. I used some very dramatic colours, mainly black and red, because I thought this would capture attention. I had gathered some pictures of landmines so I copied them onto the posters.

When I was finished I found some good places to hang the posters where they could be easily noticed.

(d) Describe how YOU applied at least TWO SKILLS when undertaking the activity described in part (c) above.

Action Project: Raising awareness about the dangers of landmines

I used the following TWO skills in undertaking my particular task (making posters):

(1) Creative skills: I had to design the landmines posters that I was making and choose what colours I would use. I decided to use brightly coloured paper (yellow, lime green, pink and pale blue) and poster paints as these would catch peoples' attention. I thought A2 size paper would be the best size for advertising the awareness day.

(2) Decision-making skills: I had to decide on the slogans I would use. I wanted to use the most catchy ones to attract attention. I also had to decide on the shape of the posters. I decided to use irregular shapes as I thought these would attract interest. Then I decided on the best locations around the school for displaying the posters. As the campaign was aimed at first year students I decided that it was best if the posters were hung along the first year corridors so that they would find out about landmines on their way to and from class.

It is important to describe ONE task/activity/job in detail here.

If a student is a member of a committee and the committee does a number of associated jobs it is okay for the student to describe these associated tasks.

If a student has been involved in a number of very different tasks then she/he should select ONE and describe it in detail.

This page is about what 'I' did.

SECTION 4. SUMMARY OF INFORMATION

Give FIVE pieces of information or facts that you found out about the subject of the Action Project.

Action Project: Organising a mock General Election

Here are five important pieces of information I found out:

- 1) In Ireland we have a democracy. This means we have a government for the people by the people. It is led by the President.
- 2) Our government is called the Oireachtas. It is made up of two houses – the Dáil and the Senate.
- 3) At the moment there are six main political parties in Ireland: Fianna Fáil, Fine Gael, The Labour Party, The Progressive Democrats, The Green Party and Sinn Féin.
- 4) The system of voting used in Ireland is called ‘Proportional Representation’ or “PR” for short.
- 5) There were forty two constituencies in Ireland for the 2002 General Election, one more than in 1997, because of changes in the constituency boundaries based on the 1996 Census results.

SECTION 5. REFLECTIONS

Think back on the different experiences you had while doing your Action Project.

Give your OWN thoughts on these experiences and state the reasons why YOU think this way.

Action Project: Celebrating Europe Day

I had no idea there was such a thing as Europe Day. I think it is a great idea to have a special day set aside for people to think about what it means to be a member of the European Union. The reason why I think this way is because a lot of Irish people do not really consider themselves European and don't seem to be too bothered about Europe. Just look at how bad we are at speaking European languages! We're a disgrace compared to many of our European neighbours.

I really enjoyed organising the European lunch with the Home Economics class because it added a great flavour to our awareness display on the EU countries. I discovered that we are really influenced by Europe in terms of food and drink: pizza from Italy, baguettes from France, wine from Germany and Spain.

I was thrilled to get the chance with four of my friends to put together a display about Pat Cox, MEP, President of the European Parliament. We got on really well together and helped each other out and we were very pleased with our display. I think the reason why our display was so good was because of the teamwork.

*This is a **Summary** of information about the subject of the Action Project.*

*Students should provide **FIVE clearly developed facts** here.*

*Students should not confuse **Summary** and **Reflections**. They should not express any opinions here.*

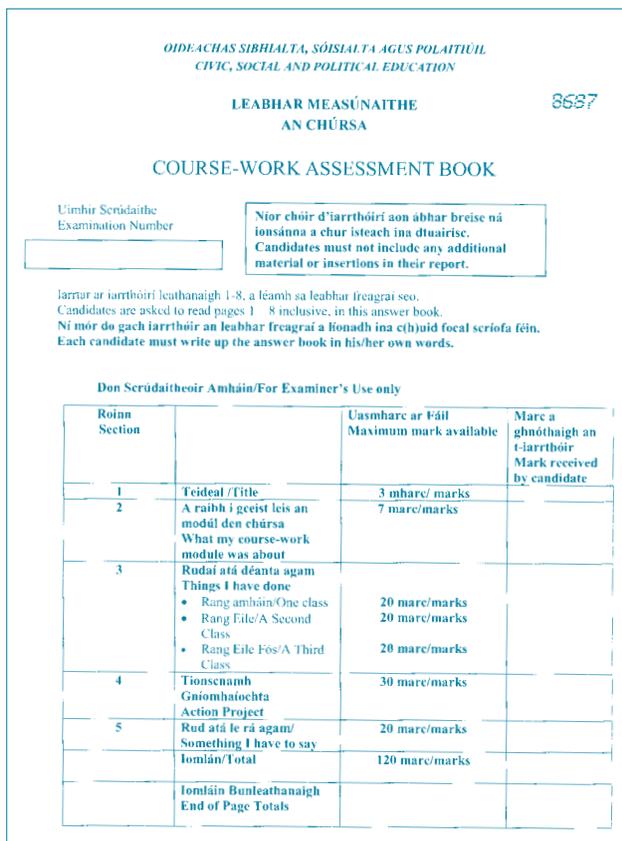
*In this Section students should explain their **Thoughts, Opinions, Feelings, Suggestions and Recommendations**.*

*Reflections can be about what a student learnt (**subject**), how s/he did the Action Project (**process**) or about the skills used.*

*Students should give three **Reflections**.*

*Students must give a **Reason** for each reflection given.*

*It is important to use the word **'I'** in this Section.*



5.2 THE COURSE-WORK ASSESSMENT BOOK (CWAB)

The CWAB is a proforma booklet issued by the State Examinations Commission.

The CWAB is a booklet in which a student keeps a record of a module of work, including a report on her/his Action Project.

Completing an Action Project is compulsory.

The account of the Action Project included in the CWAB must be specific to the module of work

Note: A module of work is 12-15 weeks of course-work including an Action Project. The entire module must be based on one of the seven concepts in CSPE. It may be the exploration of a concept, a unit of work or a theme.

Course Concepts

- Rights & Responsibilities
- Human Dignity
- Stewardship
- Development
- Democracy
- Law
- Interdependence

Course Units

- Unit 1:
The Individual & Citizenship
- Unit 2:
The Community
- Unit 3:
The State – Ireland
- Unit 4:
Ireland and the World

Course Themes (for example)

- The Environment
- Equality
- Conflict
- Racism
- Interculturalism
- Poverty
- Northern Ireland

Module Example: Human Rights

Presented here is an example of a CSPE module of work focusing on the concept of Rights and Responsibilities. This module of work consists of twelve classes. The last five classes are assigned to the Action Project which is also based on rights and responsibilities.

<p>Week1</p> <p>Needs and rights (picture sorting & discussion)</p>	<p>Week 2</p> <p>Human rights (Human rights squares activity and discussion)</p>	<p>Week 3</p> <p>Human rights story (lead in to UDHR and UNCRC)</p>	<p>Week 4</p> <p>‘Truth’ poem Discussing bullying, and group work</p>
<p>Week 5</p> <p>Denial of rights (Giant Steps Activity)</p>	<p>Week 6</p> <p>Human rights photographs (Gallery & group work)</p>	<p>Week 7</p> <p>World in 2050 (wish list) Group work</p>	<p>Week 8</p> <p>Preparation for Action Project to raise awareness on human rights</p>
<p>Week 9</p> <p>Human rights awareness posters and slogans</p>	<p>Week 10</p> <p>Organisation of group tasks</p>	<p>Week 11</p> <p>Organisation of group tasks</p>	<p>Week 12</p> <p>Human Rights Day – awareness day and sale of Amnesty friendship bracelets</p>

The CWAB is divided into five sections.

Below is a step-by-step guide to completing each section. Actual examples of different modules of work are given in order to explore each section of the CWAB.

In Sections 1 and 2 the *Concept: Rights and Responsibilities* is explored.

In Section 3 the *Unit: The State - Ireland* is explored

In Section 4 the *Concept: Law* is explored

In Section 5 the *Theme: Racism* is explored

Section 1. Title: **Human Rights**

Title should clearly state what the Course-Work module was about

A clear overview of the module should be given. Here the student should describe at least five different aspects (things you did). The student may refer to the Action Project undertaken.

Section 2. What my course-work module was about:

- We brought in daily newspapers to our class and cut out pictures showing the abuse of Human Rights.
- We found out about the Universal Declaration of Human Rights and the U.N. Convention on the Rights of the Child.
- We made posters and wrote slogans to highlight our human rights.
- We watched a 15-minute video about the work of Amnesty International and had a discussion on it.
- We read a story on bullying, written by a student in our school.
- We held an awareness-raising day on Human Rights. On the day we also sold friendship bracelets for Amnesty International.

Section 3. Things I have done

An account of three classes I found particularly interesting from this course-work module:

For this Section of the Course-Work Assessment Book the module chosen is The State - Ireland

Remember the student must write about three distinct classes.

*Each **Topic, Description, Learning, Interesting opinion** must be different.*

The student must not repeat any information here.

*The classes should **not** describe the work of the Action Project.*

3.1 An account of ONE CLASS I found particularly interesting from this course-work module:

The description must include reference to the activity/methodology used. The student must relate the activity/methodology to the topic.

(a) The main TOPIC of this class was:

Identifying different politicians from newspaper cuttings and photographs.

(b) This is a short DESCRIPTION of what took place during this class:

We put up a selection of photographs on the class notice-board. We examined these photographs and we picked out those politicians we knew. Our teacher told us who the others were. Then we grouped them together according to their political parties.

(c) ONE important thing I LEARNED from this class is:

The student should clearly explain ONE important thing he/she learned from this class

There are seven main political parties in Ireland – Fianna Fáil; Fine Gael; the Labour Party; the Green Party; Sinn Féin; the Socialist Party and the Progressive Democrats.

(d) What made this class particularly INTERESTING for me was:

I liked looking at the selection of photographs. I was delighted that I was able to recognise four of the leaders of the main parties. I was raging that I could only identify one of the local politicians. We had great fun in doing this exercise.

The student should give his or her own opinion/reflection

Remember pages four and five of the CWAB follow the same format.

Each student should practice filling in these pages – it will make it easier for him or her to complete the CWAB for examination.

An account of two more classes on different aspects of the State–Ireland should then be included. The accounts of these classes should not refer to the Action Project

Section 4. Things I have done

An account of my Action Project for this course-work module.

Note:

Compulsory Section: It is compulsory for the student to complete this section of the CWAB. Failure to complete these two pages will result in a penalty being imposed.

Remember the Action Project described here must be relevant to the module of work.

The student cannot use the same material here as used in any of the accounts of class-work in pages three, four or five.

For this section of the CWAB the module chosen is The Law in Our Lives and the Action Project undertaken is A visit to the local Court House.

4.1 The TITLE of the Action Project I/we did as part of this course-work module was:

Organising a visit to the local Court House

Remember the title should have the Action and Subject of the action clearly stated in it.

4.2 ONE reason I/We did this particular Action Project was:

The student should clearly explain ONE reason for doing this particular Action Project.

We wanted to see a court in action. We wanted to find out what a Court House looked like inside and who the key people involved were.

4.3 ONE ACTIVITY I/WE took part in during this Action Project was:

The student should clearly describe ONE activity only.

I was a member of the questions group. We asked everyone in the class to come up with a question. We grouped these and we then picked ten questions to ask Mr. Brown, the Court Clerk. I used Microsoft Word on the school computer to type up the ten questions and then printed them off for everyone in the class.

4.4 TWO things I have learned from doing this Action Project are:

The student needs to give TWO different pieces of information. These should be clearly explained. The student must not use any material here that she/he has used in any other part of the CWAB

- (a) I learned that the Court Clerk prepares the list of cases for each week that the court is sitting.
- (b) I learned that there is no jury in the district court.

4.5 (a) ONE skill I used while doing this Action Project:

Word Processing

The student should name the skill explicitly.

4.5 (b) A description of how I used this skill in my Action Project:

The student should explain step by step how she/he used this skill.

I opened the Microsoft Word package on the computer. I opened a new file. I selected the Times Roman font. I set the point size at 12. I typed in my ten questions. I highlighted the text and used double spacing between each question. I checked the spelling using the spell checker. I then numbered each question, checked the size of the margin. I then saved the questions and clicked on the print button.

Section 5.

Something I have to say having completed this course-work module.

For this section of the CWAB the module chosen is Racism.

- 5.1** One issue I feel strongly about or found interesting from this course-work module is
Discrimination against refugees and asylum seekers.

This issue can arise from any part of the module, including the Action Project.

It is important that the student explains why he/she is interested in this **issue**.

- 5.2** I feel strongly about this issue because I heard about a refugee, Mr. Luyindula, from the Democratic Republic of Congo. He was the first Congolese refugee to arrive in Ireland. His experience in Ireland has not been a happy one. He was beaten up in Temple Bar in broad daylight. No passers-by stopped to help him. He has lost count the number of times that people have told him to go back to Africa.

- 5.3** What I CAN DO ABOUT IT or what I THINK CAN BE DONE ABOUT IT:

The student should state what s/he can do about this issue or what s/he thinks can be done.

I can raise awareness about the rights of others in my school and amongst my family and friends. I can invite in a refugee/asylum seeker to tell his/her story to the other students in my school. I think the Know Racism Campaign needs to continue over a much longer period. The government needs to spend more money on the Know Racism Campaign.

The student should clearly state **ONE** issue. This issue can arise from any part of the module, including the Action Project.

Important points to remember

- In the Course-Work Assessment Book the student will report on ONE course-work module which she/he has completed.
- The course-work module must include a Report on an Action Project within the module.
- It is important that the student reports on 3 distinct classes. Repetition will not score. Each topic, each description, each learning and each interesting opinion must be different.
- On pages six and seven the student reports on his/her Action Project. This section is compulsory.

Tip:

Page three of CWAB:

- *can be filled in after each class*
- *may be used to record each class*
- *helps students to develop the skill of report writing.*

- Each student must write up his/her own Course-Work Assessment Book in his/her own words.
- The CWAB report must have an account of the Action Project undertaken as part of the module.

5.3 THE CSPE EXAMINATION PAPER

The remaining 80 marks (40%) are awarded for the completion of the CSPE examination paper, which takes place as part of the Junior Certificate Examination in June.

It is normal for the CSPE examination paper to focus mainly (but not exclusively) on contemporary issues.

When answering questions on the paper the student is expected to answer from the human rights and social responsibilities perspective of CSPE.

The CSPE examination paper consists of three distinct sections

Section 1: Objective questions (18 marks)

This section consists of short-answer questions and students must attempt **ALL** questions here. Questions may take the following format:

True/false questions

Matching pairs questions

Multiple choice questions

Tick box questions

Identify the photographs questions

Fill in the blanks questions

Example: This question appeared in Section 1 of the 2004 Examination Paper.

Trócaire

Amnesty International

The Simon Community

Irish Society for the Prevention of Cruelty to Children (ISPCC)

Each of the descriptions given below describes the work of **ONE** of the organisations listed above.

Beside each description write the name of the organisation you think it describes.

You may write ONE name only beside each description.

Description of organisation's work	Name of organisation
Campaigns against cruelty to children	
Works mainly with people in the developing world	
Looks after the needs of the homeless in Ireland	
Draws attention to abuses of human rights in different countries	

Example: This question appeared in Section 1 of the 2003 Examination Paper.

Write a sentence to explain **EACH** of these CSPE course concepts:

Stewardship

Law

Interdependence

Human Dignity

Development

Section 2: Structured questions (42 marks)

This section consists of **FOUR** questions and students must attempt **THREE** questions here. Questions in this section begin with some kind of stimulus, for example:

- A photograph
- A cartoon
- An advertisement
- A table of statistics
- A leaflet/brochure
- A web page
- A written passage.

Students are asked some direct questions about the stimulus, the answers to which are included in the stimulus. Then students are asked a number of other questions about the issue(s) raised in the stimulus. These questions focus on students' understanding of the seven course concepts.

Example: This question appeared in Section 2 of the 2002 Examination Paper

Interdependence

The following information on trainers (running shoes) is adapted from the Trócaire CSPE web site. Study the information carefully and answer the questions that follow.

Trainers (running shoes)

Made up of dozens of different man-made materials, my trainers were assembled in a Korean owned factory in Indonesia. The leather for the upper came from Texan cows whose hides were sent for tanning in South Korea, where wages are not high. Tanning is the process in which the hides are turned into leather and can involve very strong chemicals.

The Indonesian woman who made my €64 shoes earned €2 a day and worked in temperatures nearing 40 degrees Celsius.

Tiger Woods, the golfer, is sponsored by trainer manufacturer Nike. They pay him nearly €38 million a year to wear their emblem on his cap and jumper.

The price of a trainer is divided up between the main groups involved in its production and distribution in the following way:

<u>Groups involved</u>	<u>Percentage take</u>
Nike	33%
Shops	50%
Factories (owners/managers)	11.5%
Factories (workers)	0.5%

(a) Of the groups involved in the production and distribution of trainers, which one of these is getting:

the highest percentage take

(2 marks)

the lowest percentage take.....

(2 marks)

(b) Why do you think Nike are prepared to pay Tiger Woods nearly €38 million a year to wear its emblem on his cap and jumper?

.....
.....
.....

(2 marks)

(c) The production of trainers is an example of global interdependence.
Using information **ONLY** from the passage, explain what this means.

.....
.....
.....

(4 marks)

(d) Nike is an example of a multinational company. What does this mean?

A multinational company is

(2 marks)

(e) Give an example of **TWO** different multinational industries working in Ireland, and give an example of what each produces.

Examples of multinational industries in Ireland.

Example 1.

This industry produces

(2 marks)

Example 2.

This industry produces

.....

(2 marks)

- (f) Multinational companies can be both good and bad for the development of a country. Describe **ONE** way in which these companies can be good for, **and, ONE** way that they can be bad for, the development of a country.

One way that multinationals are good for the development of a country is:

.....

.....

(2 marks)

One way that multinationals are bad for the development of a country is:

.....

.....

(2 marks)

Section 3: Open-ended questions (20 marks)

This section consists of **FOUR** questions and students must attempt **ONE** question here. Each question has a number of sub-parts based on a given scenario. The scenario focuses on some issue/topic on which students are required to take action. The focus here is on the student's understanding of organising Action Projects (the skills needed and the tasks involved). In each sub-part an indication is normally given as to how many pieces of information/points a student needs to include in his/her answer.

Example: This question appeared in Section 3 of the 2003 Examination Paper.

Special Olympics 2003 World Summer Games

Your town has been selected as one of the host towns for the Special Olympics 2003 World Summer Games. You have been chosen as a youth representative on the local organising committee.

- (a) Name **THREE** local organisations, other than your school, that you, as the youth representative, would contact to help the committee organise events for the visiting athletes. In the case of **ONE** of these organisations explain how it would be of particular help.
- (6 marks)
- (b) Write a short article for your school magazine explaining the Special Olympics 2003 World Summer Games, and how your town has been selected as a host town. In your answer you should mention at least **THREE** different points about the Special Olympics World Summer Games.
- (6 marks)
- (c) Describe **TWO** ways in which your school could become actively involved in helping to host the visiting athletes.
- (8 marks)

Example: This question appeared in Section 3 of the 2002 Examination Paper.

Voting

You have discovered from a recent survey that many of the senior students in your school, who are eligible to vote, do not intend to vote in the next general election.

- (a) Write a short speech that your CSPE class will give to the senior students at a lunchtime meeting outlining at least **THREE** reasons why they should vote in the general election.
- (b) Draw a sketch of a poster that you would design to encourage them to attend this meeting. You should include an appropriate slogan in your sketch as well as an outline drawing or graphic.
- (c)
 - (i) Suggest **TWO** reasons why some young people are not interested in voting.
 - (ii) Suggest **ONE** way that they could be encouraged to vote.

Example: This question appeared in Section 3 of the 2001 Examination Paper.

Community Development

Imagine that a busy railway line passes through your area, but there is no station. You are a member of a newly formed campaign group set up to get a railway station for your community.

- (a) Write a speech (to a community meeting) **OR** a letter (to your local TD) giving at least **THREE** reasons why you think a station would be of benefit to your community.
- (b) Describe **THREE** different actions that could be included in the campaign to get a local railway station for your community.
- (c) Draw an outline of a poster that would encourage local people to become involved in the campaign. Include a slogan on the poster.

5.4 PREPARING STUDENTS FOR THE EXAMINATION PAPER

The following strategies are useful in familiarising students with what is happening in contemporary society around them:

- **‘Politics Gallery’**

Students can bring in photographs from newspapers and magazines of some of the key politicians (President, Taoiseach, Tánaiste, Ministers, EU politicians, etc.) and put them up on the noticeboard.

- **News stories from TV news, radio news and newspapers**

Students should be provided with opportunities to look at, listen to and read about news stories.

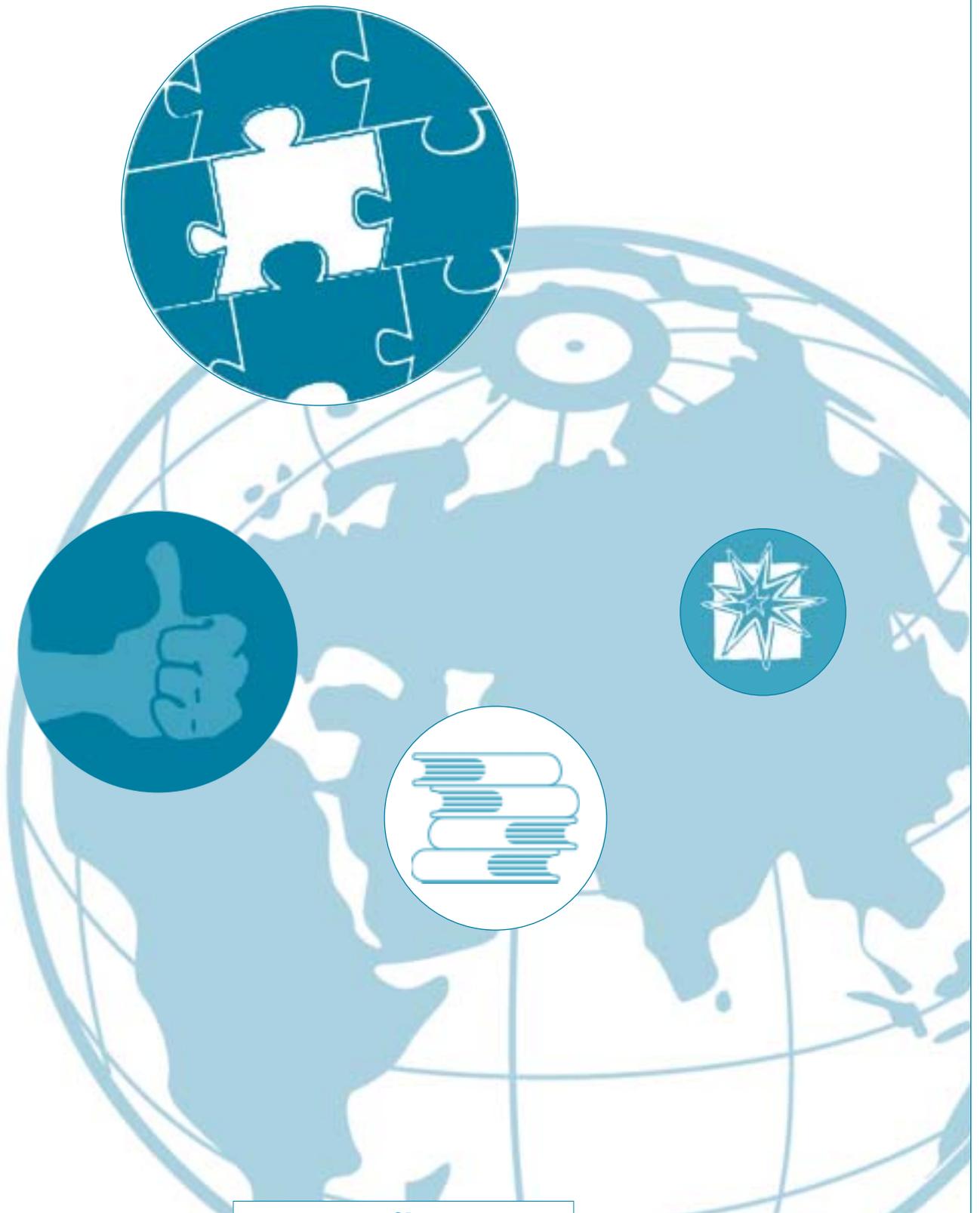
- **Clear understanding of possible actions**

Students should be familiar with the many possible actions which can be taken in order to progress an issue. It would be useful for students to familiarise themselves with a list of actions, for example:

- poster campaign
- public meeting
- protest march
- write a letter
- lobby Councillor/TD/MEP/Minister
- sign a petition
- write to a newspaper
- fundraise
- invite in a guest speaker
- carry out a survey

Section six

managing CSPE in schools



MANAGING CSPE IN SCHOOLS

BEST PRACTICE IN SCHOOLS

Research carried out by the National Council for Curriculum and Assessment (NCCA) in consultation with principals and teachers indicates that the implementation of CSPE benefits when it is possible for school managements to:

- ✓ include teachers' interested in CSPE as one of the main criteria used when selecting teachers to teach the subject
- ✓ allocate teachers of CSPE to those class groups to whom they also teach another subject.
- ✓ ensure, as far as possible, that each class group is assigned the same teacher of CSPE, particularly in the second and third year, so as to allow continuity in programme planning and to facilitate the organisation of Action Projects
- ✓ avoid placing the one CSPE period per week on the timetable at a time/on a day when that period may be lost on a regular basis due to interruptions in the school calendar
- ✓ support the co-ordination of CSPE by, for example, providing opportunities for team planning in line with that provided for other subjects
- ✓ promote awareness of CSPE by informing parents of incoming First Year students about it and by celebrating the work done in CSPE, e.g. the Action Projects undertaken
- ✓ ensure that CSPE features in in-house school examinations and Parent-Teacher meetings, that it appears on the school prospectus, student timetables and student report forms alongside other subjects
- ✓ encourage the establishment of a Student Council within the school.

THE ROLE OF SCHOOL MANAGEMENT

The successful delivery of CSPE is greatly enhanced when the following areas are attended to:

The CSPE Curriculum

It is important that all CSPE teachers have

- a copy of the CSPE Starter Pack
- a catalogue of useful CSPE resources
- access to active learning methodologies
- a clear understanding of Action Projects.

The Assessment of CSPE

It is important that all CSPE teachers have access to

- copies of the current blank proforma Report on an Action Project (RAP) or Course-Work Assessment Book (CWAB) booklets issued by the State Examinations Commission
- latest Circular Letters from the Department of Education and Science and from the State Examinations Commission
- examination forms and transmission envelopes issued by State Examinations Commission.

Supporting CSPE in the school

School Management is encouraged to

- appoint a CSPE Convenor
- provide opportunities for CSPE teachers to meet
- profile the work of students and teachers of CSPE in the school.

THE ROLE OF A CSPE CONVENOR

To ensure that students and teachers experience CSPE successfully and effectively many schools have someone in place who takes responsibility for the day-to-day management of the subject. Possible areas of responsibility for the Convenor may include:

Providing support

- Provide support/encouragement/resources for CSPE colleagues
- Brief the staff on the work of CSPE in the school
- Provide regular updates for the Principal
- Represent the views/concerns of the CSPE Team to school management
- Attend/organise appropriate in-service training
- Encourage CSPE colleagues to join the subject association (ACT: The Association of CSPE Teachers).

Facilitating meetings

- Organise CSPE Team planning meetings, at least once a term
- Facilitate the sharing amongst colleagues of new information and new ideas from in-service
- Update CSPE colleagues as new resources become available

Administration

- Be a contact person for outside agencies
- Provide colleagues with current copies of proforma RAPs and CWABs
- Ensure that all completed RAPs and CWABs for assessment are collected from CSPE colleagues and stored appropriately, and that all relevant documentation has been completed

Organising resources

- Provide copies of essential resources to CSPE team (see Starter Pack)
- Catalogue all resources appropriate to CSPE in the school
- Organise a CSPE resource area
- Compile/maintain a list of useful contacts/organisations (telephone numbers, addresses, emails, etc.).

Profiling CSPE

- Encourage activities/Action Projects/cross-curricular events which raise the profile of CSPE in the school and community
- Inform incoming 1st year parents about the CSPE course
- Organise end of year CSPE examinations for all Junior Cycle students
- Ensure that CSPE appears on the Student Report forms

- Ensure that CSPE teachers meet parents at parent-teacher meetings.

“We take 5-10 min off each class one day in the month to facilitate subject meetings. This gives the CSPE team a chance to plan”.

Tracy, CSPE teacher, Co. Monaghan.

“In our school a 40 min. meeting time is allocated to CSPE at the end of term.

Tom, CSPE teacher, Co. Carlow

“CSPE has always been afforded a high profile on our school curriculum. It has never been regarded as a ‘filler’ on a teacher’s timetable.

Nollaig, CSPE teacher, Co. Kerry.

“Whatever success we have experienced owes much to the co-ordinator and our policy of supporting initiatives and consulting with staff willing to teach the subject without imposition.”

A principal’s view on managing CSPE

TIMETABLING GUIDELINES

As CSPE is allocated the equivalent of one 40-minute class period per week, it is particularly important that poor time-slots, where the teacher may experience difficulty maintaining interest and continuity, should be avoided, for example last class of the day/week.

CSPE as a stand-alone subject experiences many difficulties and it is not a good option. CSPE linked to another school subject is the preferred model of timetabling. Link this short course with a long course.

A number of possible timetabling arrangements are shown below.

Example (1): This arrangement allows for more flexible and effective use of the time allocated to CSPE on the timetable.

	English/Irish/Maths	CSPE
Week 1	5	0
Week 2	4	1
Week 3	3	2
Week 4	3	2
Week 5	4	1
Week 6	5	0

An active teaching methodology, which may be difficult to undertake in one-class period per week, could be easily accommodated within this alternative timetable arrangement.

Linking subjects in this way also creates potential for the transfer of skills. For example, the skills required to prepare and write a report on an action project can be taught in other subjects and used in CSPE.

It allows regular contact to occur between the teacher and the class, thereby facilitating the development of a good working relationship. This is particularly important for less able students. Teachers who have experienced a situation where they only meet a particular class once a week remark that it is very difficult to work effectively with these students. Even getting to know their names can be difficult.

Another advantage of this approach is that it allows the

problem of lost time, which single period subjects may regularly experience from disruption by other school events, to be addressed.

Example (2): CSPE is allocated one class period per week for the year. However, without adjusting the existing timetable, arrangements can be made with other subject areas to run a cross-curricular theme for a limited period of 1-2 weeks.

A theme like ‘Our local community’ could be taught through different subject areas over this limited period of time. A possible approach is outlined below.

Our local community

English	Examine the type of community issues which are dealt with in the local newspaper. This could be followed up by a visit to the newspaper office.
Religious Education	Explore the meaning of the word community and the types of communities of which the students are members.
Languages	Build up the students’ vocabulary by looking at the types of services that are offered in the community or by looking at and interpreting photographs of the local community.
History	Study the development of the community in a particular period of time or through the passage of time.
Geography	Address a local development issue and the roles that different members of the community play in it.
Civic, Social and Political Education	Undertake an Action Project by inviting a local community person to discuss a local issue of importance.

This approach allows the study of a key concept or theme to be undertaken with little or no disruption to the timetable.

Explicit links between subjects, often neither recognised nor addressed, are made for both the students and teachers.

It allows teachers to share both methodologies and resources and greater staff integration can result.

It develops a whole school awareness of the CSPE course.

The running of this 1-2 week theme can become an important event in the school year.

PROFILING CSPE IN SCHOOL

As CSPE involves students and teachers in a wide variety of activities and Action Projects it is important that the following supports are in place:

- Allocate a budget to CSPE – to provide for resources, arts and crafts materials, funding for speakers, visits, etc.
- Allocate time for team planning meetings.
- Encourage links with outside agencies, for example, Citizen Information Centres, local community organisations, national organisations and international organisations.
- Profile the subject at parent evenings for incoming 1st years.
- Ensure that CSPE is on the Student Reports issued at Christmas and at the end of the year
- Celebrate the Action Project undertaken by the class publicly in the school newsletter, local radio or local newspaper.

A WHOLE-SCHOOL APPROACH TO CITIZENSHIP EDUCATION

“...it is a narrow and inappropriate view of civic, social and political education to perceive it as a single subject discipline. This area of education embodies a core content as well as inter-disciplinary or cross-curricular dimensions. It impacts upon and is impacted upon by the whole school, its organisation, operation and ethos.”

(NCCA Discussion Paper: Civic, Social and Political Education at Post-Primary level, Dublin, 1993, p.15).

The success of Civic, Social and Political Education will be greatly enhanced where CSPE is regarded not as a marginal concern of one corner of the curriculum but as central to the whole life of the school.

The values which underpin CSPE are learnt and cultivated in a variety of ways: at home, at school and through the media. The ethos and culture of a school conveys important messages and values in both explicit and implicit ways. One starting point might be to reflect on the values which your school or classroom upholds and the messages which are more often ‘caught’ than taught.

- Is there a good atmosphere or spirit within the school community which celebrates individual and collective success?
- Are there shared aims and values which are explicitly named and promoted in the school culture?
- Is there an attractive environment conducive to learning?
- Are there high and consistent expectations, at both academic and pastoral levels?

- Is there participation by students in the life of the school through formal and informal structures?
- Is there an emphasis on learning and positive staff attitudes to students?
- Are there extra-curricular activities which broaden students’ interests and experiences?
- Is responsibility being shared by students and is there a positive student attitude to teachers?
- Is there a recognition of individual and collective responsibility?
- Is there a collaborative approach to teaching and learning?
- Is there a respect for the rights of students with a just system of rewards and sanctions?
- Is there a holistic view of education?
- Are links with the wider community fostered and are visitors given a warm welcome to the school?
- Is there a strong sense of school as a community and a good pastoral system which helps students feel that they belong?
- Are there democratic forms of school governance in which staff and students are involved in the decision-making?

Whole school events such as the celebration of International Human Rights Day (10th December), mock elections, the establishment of Student Councils, international/cross-border exchange programmes, visits to community facilities and charity work are all part of building a healthy school ethos.

CROSS-CURRICULAR POSSIBILITIES IN CSPE

A whole-school approach will also include the permeation of CSPE into all subjects. Opportunities for cross-curricular collaboration abound.

The Department of Education and Science recommends that teachers of CSPE should have their CSPE class for another subject. The subjects **History, Geography** and **Religious Education** have obvious links with CSPE, making it possible to link the learning between subjects. However, with a bit of thought there are many other subjects that create cross-curricular possibilities.

Gaeilge, English, French, German, Italian, Spanish provide poems, drama and stories which feature many of the issues which occur in CSPE. The writing of a formal letter is a skill that many students of CSPE may find necessary and should be familiar with in their quest for information, requesting appointments and thanking people for their help.

All official documents in Ireland, for example Passport Form and Census Form are available *as Gaeilge* and this provides teachers of this subject with an opportunity to examine these in class.

Mathematics can be very useful to students when trying to visually represent information from surveys and questionnaires in the form of pie charts and bar graphs. Working out quotas for elections could also be done in a mathematics class.

Art teachers could use the opportunity to show students how to design posters that attract attention but also contain necessary information about a meeting or debate.

Computer Studies classes could be used to teach students how to conduct research, how to access information on the Internet, how to type/word-process using a specific programme and how to represent information on a spreadsheet/brochure.

Science deals with the concept of stewardship of the environment. Recycling and waste management feature as part of the science syllabus and are an important link with the concept of Stewardship in CSPE.

Using the cross-curricular potential reinforces the notion that CSPE is happening all around us and is not confined or

restricted to one class per week. The links provided by other subjects help students to develop their awareness of this.

Another way of highlighting the omnipresence of CSPE is to put a chart on the wall with the seven concepts as headings. At the start of each CSPE class ask the students if they have come across any issue or topic in another subject which could be relevant to the concepts and CSPE. Note this on the chart. After a while the students will become more aware of the day-to-day relevance and occurrence of citizenship issues all around them.

Section seven

resources



RESOURCES

RIGHTS AND RESPONSIBILITIES

My Rights – Part 3: 13-18 year olds. A booklet about the UN Convention on the Rights of the Child.
ISPCC – 20 Molesworth Street, Dublin 2.

Basic Human Rights and Responsibilities – A Human Rights Module for Civic, Social and Political Education (1998)

This module was produced for 1st year CSPE. It includes a core unit which covers: Needs and Rights, UN Declaration of Human Rights and Why a Declaration? This is followed by three optional pathways: Children and Human Rights, Specific Groups and their Rights and Gender and Human Rights. It includes information, activities, case studies and ideas for Action Projects. Available from the Curriculum Development Unit, Sundrive Rd., Crumlin, Dublin 12. Tel: 01- 4535487 or email: info@cdu.cdvec.ie

Making Human Rights Work-A Handbook of Human Rights Education Methodologies and Activities for 2nd and 3rd Year CSPE Teachers.

CDVEC Curriculum Development Unit. Available from the Curriculum Development Unit, Sundrive Rd., Crumlin, Dublin 12. Tel: 01- 4535487 or email: info@cdu.cdvec.ie

A Human Rights Action Project – A Module for 2nd Year (1999)

A human rights education module for 2nd year CSPE. This resource includes a four step process for doing a class action project on human rights, responsibilities and community. Within it there are ideas and methodologies for the teacher and worksheets for the student. Available from the Curriculum Development Unit, Sundrive Rd., Crumlin, Dublin 12.

Know Racism – The National Anti-Racism Awareness Programme
The Equality Authority – www.equality.ie.

What? Me A Racist? A humourously written cartoon book for young people which helps them to explore the issues of racism and prejudice. It also includes useful information on the issues.

European Commission, Publications Unit, Rue de la Loi 200, B-1049 Brussels.

People on the Margins, No Place, No Power – Trócaire's Lenten Campaign 2003. Examines the key issues which affect indigenous peoples.

See also www.rainforestfoundationuk.org for information about indigenous populations of the rainforest.

Child Poverty in Ireland - Combat Poverty Agency, Bridgewater Centre, Conyngham Rd. Islandbridge, Dublin.

Counted Out – Challenging Poverty and Social Exclusion (2002)

A resource pack that explores poverty and social exclusion. The activities are designed to help students to develop their understanding of poverty in Ireland today. It explores ways in which students might get involved in a process of change by engaging with anti-poverty/community development initiatives. Many ideas for action projects are included throughout. Available from the Curriculum Development Unit, Sundrive Rd., Crumlin, Dublin 12. Tel: 01- 4535487 or email: info@cdu.cdvec.ie

Rafiki – CD ROM, Trocaire 1999. This interactive CD-ROM introduces children to new friends around the world. It invites children to explore aspects of people's lives in 5 different countries and to discover our links with the wider world.

Our World Our Rights (1996). This book is designed to introduce children to the Universal Declaration of Human Rights and helps them to understand the concepts of rights and responsibilities. The handbook includes photocopyable resources, guidelines for teachers, games and activities. Available from Trocaire, 12 Cathedral Street, Dublin 1. Tel: 01-8743875 or email: info@cs.trocaire.org

It's only Right – A Practical Guide to Learning About the Convention on the Rights of the Child. This guide for leaders and teachers working with young people offers a range of activities which help them to understand the convention and consider its relevance to their own lives and the lives of other children and young people. Available from UNICEF.

Yes, You Do Count – A Teaching Programme on Human Rights
Irish Commission for Justice and Peace, 1995. Available from Trócaire.

All Work and No Play – Child Labour in the 21st Century
This theme pack for One World Week 2001 contains activities to raise awareness with young people about child labour in the world today. Through simulation games, drama and role play, artwork and ranking exercises students

can investigate the causes and incidence of child labour, its consequences.

DEFY, 2001, available from the National Youth Council of Ireland (NYCI). Tel: 01-4784122

Child Labour – A Global Concern
www.schoolisthebestplacetowork.org

Slavery – A resource on Slavery and Human Rights.
Trócaire Education pack, 2000.

To Feel at Home – An educational pack designed for pupils aged 14-18 years. The pack consists of a 45 minute video entitled “To Feel at Home”. The film, produced in three fifteen minute segments, (“Flight and Arrival”, “Making a New Life”, and “Looking to the Future”) is designed for classroom use. www.unchr.ch

SVP Education Pack

This pack offers educators a practical way to enable and support students in creating a more just and participative society for all. It consists for a 6-week programme which aims to avoid stereotypical misrepresentation of ‘poor’ people, by naming in some small way the complex reality of poverty. SVP, 8 New Cabra Road, Dublin 7. 01-8389896 Fax 01-8389950 svdep@iol.ie

New Releases

This pack has been produced to promote awareness of the United Nations Decade for the Culture of Peace and Nonviolence for the Children of the World (2001-2010) The Education Team, New Releases Schools Project, 224 Lisburn Road, Belfast, Northern Ireland BT9 6GE – Tel: 04890 663465
info@peacepeople.com, www.newreleases.tv

HUMAN DIGNITY

Counted Out – Challenging Poverty and Social Exclusion (2002)

A resource pack which explores poverty and social exclusion. The activities are designed to help students to develop their understanding of Poverty in Ireland today. It explores ways in which students might get involved in a process of change by engaging with anti-poverty/community development initiatives. Many ideas for action projects are included throughout.

CDU, Sundrive Rd., Crumlin, Dublin 12. 01- 4535487
info@cdu.cdvec.ie.

Special Olympics World Summer Games – School Enrichment Programme CSPE

Specifically produced for CSPE teachers and students. The programme includes a range of lesson plans and a video designed to explain learning disability.

01 – 8691662 brownpl@eircom.net www.2003specialolympics.com.

Seeing Sense – Challenging Prejudices

This pack challenges the participants to examine their perceptions, to realise that things are not always as they seem and to discover that false perceptions can lead to prejudice and discrimination.

Derry City Council and Holywell Trust, 2001, Geraldine O’ Kane, 048-71361046 seeingsense@btconnect.com.

It’s Not Fair – A Handbook on World Development for Youth Groups.

A collection of activities and simulation games exploring world development issues. Issues include: trade, food, debt, conflict, refugees, human rights. health care, the environment, faith and politics.

Trócaire – www.trocaire.org.

Why Care?

A resource pack that challenges teachers and students to address some of the problems of older people living alone through a range of student centred classroom activities.

ALONE 1, Willie Bermingham Place, Kilmainham Lane, Dublin 8. 01-6791032.

STEWARDSHIP

www.trocaire.ie – fact sheets, stories from around the world, activities and ideas for taking action on the environment.

Good for Farm Animals, Good for Us – The future for farm animal welfare in Ireland

This animal welfare pack is suitable for all secondary school age students.

Compassion in World Farming, Salmon Weir, Hanover Street, Cork. 021-4272441, ciwf@indigo.ie

A better place to live – Your home and the environment.
ENFO Information on the Environment, 17 St. Andrew Street, Dublin 2

1890200191(lo-call) or 01 8882001 Fax – 01 8883946
info@enfo.ie www.enfo.ie

A shopping and investment guide to sustainable living.
ENFO Information on the Environment, 17 St. Andrew
Street, Dublin 2
Tel: 01 8882001 or email: info@enfo.ie
www.enfo.ie

Green Schools
An Taisce
email: greenschools@antaisce.org

DEVELOPMENT

Wananchi – Human Development, Interdependence and Ireland Aid.
A resource pack which explores the concepts of Interdependence and Development. The pack focuses on the work of Ireland Aid, the aid programme of the Irish Government. The pack contains a variety of teaching ideas and activities and includes student worksheets. There is an entire section on Action Projects.

School Census Week 2002. This module has been written to enable students and teachers to explore the use of a Census. It focuses on how census information enables local and central government to plan future developments.
Government of Ireland, 2002, www.cso.ie

Fala Favela – Photographs and activities on shantytown life in Brazil. Fala Favela introduces the life of the community of Vila Prudente in Sao Paulo, Brazil. The testimonies, case studies, photographs and activities in the pack raise questions about poverty, wealth, development, struggle, equality and solidarity.
Trócaire.

www.Keepourword.org – a campaign web site set up by Trócaire to lobby world leaders to deliver on their promises to the developing world.

DEMOCRACY

Vote: Exploring Democracy, Equality, Participation and Elections – This pack was produced to coincide with the local and European elections of 2004 and explores the various issues mentioned in the title. Available from the Curriculum Development Unit, Sundrive Rd., Crumlin, Dublin 12. 01- 4535487 info@cdu.cdvec.ie

Youth, Participation, Citizenship, Democracy – Learning the Skills of Active Democratic Participation.

This pack has been produced to offer helpful advice, and to support the development of school-based Student Councils National Youth Council (NYCI), 2001 NYCI 01-4784122 info@nyci.ie

Politics in Progress – A programme of civic education for second level schools provided by Fianna Fail for students of CSPE. It outlines information about the structures of the Irish political system, it also suggests activities, which may be used by teachers of CSPE and Transition year politics, to encourage students to learn more about politics and participate in the civic society.

Fianna Fail Headquarters, 65-66 Lower Mount Street, Dublin 2. 01-6761551 Fax 016785690 ogra@fiannafail.ie
www.fiannafail.ie

Student Councils – A voice for students.

Guidelines for schools in how to set up and manage effective Student Councils.

Department of Education and Science – 01-8734700 or www.education.gov.ie

The Raspberry Ice Cream War

A comic for young people on a peaceful Europe without frontiers. This book uses a comic story to get across an understanding of the European Union and democracy to young readers. The issues of conflict prevention, the environment and international relations are all featured.
European Commission, Publications Unit, Rue do la Loi 200, B-1049 Brussels.

The European Union – Your Passport to Europe – A fun introduction to the European Union.

The European Parliament Office, 43 Molesworth Street, Dublin 2. www.eurioarl.ie

LAW

Explaining the Courts.

This information booklet is intended to give general information and guidance to the public about the courts system.

The Courts Service, the Law Society of Ireland and the Bar Council of Ireland, 2003.

Exploring Humanitarian Law – A worldwide education resource produced by the International Committee of the Red Cross. This pack is aimed at helping young people to explore the world of humanitarian law and actions and the humanitarian responses to conflicts of war and humanitarian crises.

Irish Red Cross – 16 Merrion Square, Dublin 2. Tel: 01 6765135 or email: red.cross@iol.ie www.redcross.ie

INTERDEPENDENCE

Exploring Interdependence – A Development Education Module for 3rd Year Civic, Social and Political Education (1998)

This module, which includes three individual activities, an action project and ongoing activity, explores the links that exist across communities and borders, and the effects that actions taken in one place can have on another. Available from the Curriculum Development Unit, Sundrive Rd., Crumlin, Dublin 12. 01- 4535487 info@cdu.cdvec.ie

Changing Perspectives – Cultural Values, Diversity and Equality in Ireland and the Wider World (2001) A resource pack which explores interculturalism. These activities explore cultural diversity and equality in relation to the values and structures of Irish society and Ireland's relationship with the wider world.

Curriculum Development Unit, Sundrive Rd. Crumlin, Dublin 12. Email: info@cdu.cdvec.ie

Exploring Cultural Values in the Community – A Module on Community and Culture for CSPE. This module enables students to begin the process of understanding Irish culture through exploring cultural values within their own communities. The module is designed to highlight for students the realities of cultural values within their communities. It allows them to compare the images they have of being Irish with the reality as experienced at community level.

Curriculum Development Unit, Sundrive Rd. Crumlin, Dublin 12. Email: info@cdu.cdvec.ie

Big World, Small World – An Education Pack for One World Week 2002.

Activities, information and action ideas for young people on the theme of globalisation.

National Youth Council of Ireland – 01 – 478122, www.youth.ie

Exploring Our World – Investigating issues of Interdependence and Social Justice in the 21st Century

An activity-based learning geography resource which is equally useful in CPSE. Topics include: inequality, sustainable development, resources, trade, child labour, debt, aid, women at work, and refugees and asylum seekers.

One World Centre, Northern Ireland, Belfast, 048 – 90241879 ccuthbert@belfastdec.org

The Chocolate Game – An activity about the cocoa trade. This activity has been developed to enable students to gain an understanding of the way in which international trade in a crop grown for export affects families in four countries: Belize, Brazil, Britain and Ghana. Issues explored include: interdependence, power, international trade, injustice and Fair Trade. Leeds Development Education Centre, Revised 2001.

Available from Trócaire, 01 – 2883577 info@trocaire.ie

Take Action for Goal – Action Projects for CSPE

This pack introduces young people to the problems faced by their counterparts in the poorest parts of the world. The pack encourages the students put things in perspective and take an active part in shaping a better tomorrow.

GOAL, PO Box 19, Dun Laoghaire, 01 – 2809779 info@goal.ie

No Logo Day - This pack encourages the student to ask questions about who decides what is cool, to develop their own creative style and to discourage bullying of those who don't wear all the right logos.

www.nologoday.com

Winners All – Co-operative games for all ages. A useful booklet of co-operative and trust-building games for all ages. Trocaire, 01 – 2883577 info@trocaire.ie

One World Week Theme Pack- Each year for One World Week, The National Youth Council of Ireland, (NYCI) produces a themepack for youth leaders and teachers which contains a range of activities and information on the relevant theme.

Tel: 01-4784122 www.youth.ie

Global Express – A quarterly publication for teachers and students that covers topical global issues and events. It aims to enable young people to gain a greater understanding of the context in which news stories from the developing world happen and to build links between their experience of life in Ireland and their understanding of development issues.

Curriculum Development Unit, Mary Immaculate College, South Circular Road, Limerick. Tel: 061 204550 Fax: 061 204960. www.cdu.mic.ul.ie

OTHER USEFUL RESOURCES

Guide to Development Education Resources 2004-2005

A comprehensive list of all resources for use in justice and human rights education. A specific section deals with CSPE resources and points to where they are available.

Published by Trócaire and Development Cooperation Ireland.

Developing Facilitation Skills – A handbook for group facilitators. This book is aimed at facilitators who wish to develop their skills in this area. It provides a programme of skills development and advises on creating realistic goals in terms of group development.

Adult and Community Education, Combat Poverty Agency.
Tel: 01 6706746

Training for Transformation – Handbook for community workers. A set of four books, which provides a training and organisational programme for groups based on the original ideas of Paulo Freire. The programme seeks to enable groups to build trust, reflect on relevant problems and issues in their lives and to plan effective and responsible action for change. Adult and Community Education, Mambo Press, 1999, Available from Trócaire.

Partners, Companion to Training for Transformation

A community education handbook with ideas and active learning methodologies useful for CSPE.

Published by Partners, Training for Transformation, 2001.

Guidelines on Traveller Education in Second-Level Schools

– A booklet that provides guidelines for schools on Traveller Education.

Directory of National Voluntary Organisations, Societies.

Information on every voluntary organisation.

N.S.S.B. 7th Floor Hume House, Dublin 4.

In.Tuition, The Irish Independent, Dublin, since 1999. A supplement produced specifically for Civic, Social and Political Education that ‘brings the world into the classroom’.

WEBSITES

www.sls.ie Click on CSPE Support. This is the website of the Support Service and contains the original Exemplar materials and other important documentation.

www.cspeteachers.ie This is the website of the Association of CSPE Teachers (ACT). Lots of useful information is provided here.

www.trocaire.org

www.developmenteducation.ie

www.antislavery.org

www.oneworld.net/guides/child_rights/index

www.us.ilo/ilokidsnew/index

www.child-soldiers.org

www.rugmark.org

www.labourbehindthelable.org

www.savethechildren.org.uk

www.unicef.org/crc

www.crin.org

www.amnesty.ie

www.bbc.co.uk/education/human_rights/

www.pdhre.org

www.mightymedia.com/act/

www.unhchr.ch/

www.enfo.ie

www.biodiversity.org

www.friendsoftheirishenvironment.net

www.un.org

www.europa.eu.int

www.europeanmovement.ie

www.european-studies.org

www.irlgov.ie

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www.examinations.ie.



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