

TORTHAÍ FOGHLAMA I BHFÓCAS

Ba chóir go mbeadh sé ar chumas an scoláire:

- 3.4** an téarmaíocht cheart a úsáid chun cur síos a dhéanamh ar institiúidí, struchtúir, páirtithe polaitiúla agus ról na hÉireann agus na hEorpa
- 3.5** láidreachtaí agus laigí an phróisis dhaonlathaigh a phlé.
- 3.12** cásanna staidéir ar úsáid meán digiteach nó eile a scrúdú i dtoghchán nó reifreann polaitiúil.
- 3.13** machnamh a dhéanamh ar an méid a foghlaimíodh sa snáithe seo.

AINM AN MHEASÚNAITHE RANGBH NAITHE

Ag ardú feasachta ar Bhreiteimeacht agus an tionchar féideartha a d'fhéadfadh a bheith aige ar ár saol.

AN COMHTHÉACS TEAGAISC AGUS FOGHLAMA

Thug an scoláire faoi cheacht inar leag sé amach (gach atá ar eolas aige, gach ar mhaith leis a fháil amach, agus gach a d'fhoghlaim sé) faoi Breiteimeacht. Bhí roinnt plé ann ar an Aontas Eorpach, ar an mbealach ina n-oibríonn sé, cad is brí le ballraíocht ann agus ról na reifreann i sochaí dhaonlathach.

Bhí díospóireacht ag na scoláirí ansin ar na buntáistí agus na míbhuntáistí a bhaineann le ballraíocht AE ó pheirspictíocht na hÉireann agus d'oibrigh na scoláirí i ngrúpaí chun na buntáistí a bhaineann Éire as ballraíocht AE a rangú.

Bhí na naisc seo a leanas úsáideach nuair a fiosraíodh na cúiseanna a bhí leis an gceist 'Cén fáth ar chinn an Bhreatain imeacht?':

[BBC Newsround on Brexit](#)

[Brexit Explained on RTE news2day](#)

Bhí tuilleadh díospóireachta ag na scoláirí ansin ar na hiarmhairtí féideartha a bheadh ann d'Éirinn dá mbeadh Breiteimeacht le 'margadh' nó Breiteimeacht 'gan mhargadh' ann, agus an tionchar a d'fhéadfadh a bheadh aige ar shaol gnáthdhaoine in Éirinn agus i dTuaisceart Éireann sa dá chás sin.

Ar deireadh, d'úsáid na scoláirí a ngléasanna digiteacha chun taighde a dhéanamh ar roinnt den 28 ballstát d'fhonn a n-eolas ar éagsúlacht san AE a mhéadú.

TAIFEAD AR GHNÍOMH SAORÁNACHTA AN SCOLÁIRE





RAISING AWARENESS ABOUT BREXIT – MY CITIZEN ACTION RECORD

A CSPE CBA

Why did I Choose this Topic for my CBA?

I chose the topic of 'Brexit' for three reasons;

- I think that Brexit is a historic event which is happening in my lifetime.
- I want to learn more about this complicated topic, to understand more about why the UK voted to leave.
- I recently visited the European Union Headquarters in Brussels. It inspired me to learn more about the EU and my rights as an EU Citizen.

What are my Aims for this CBA?

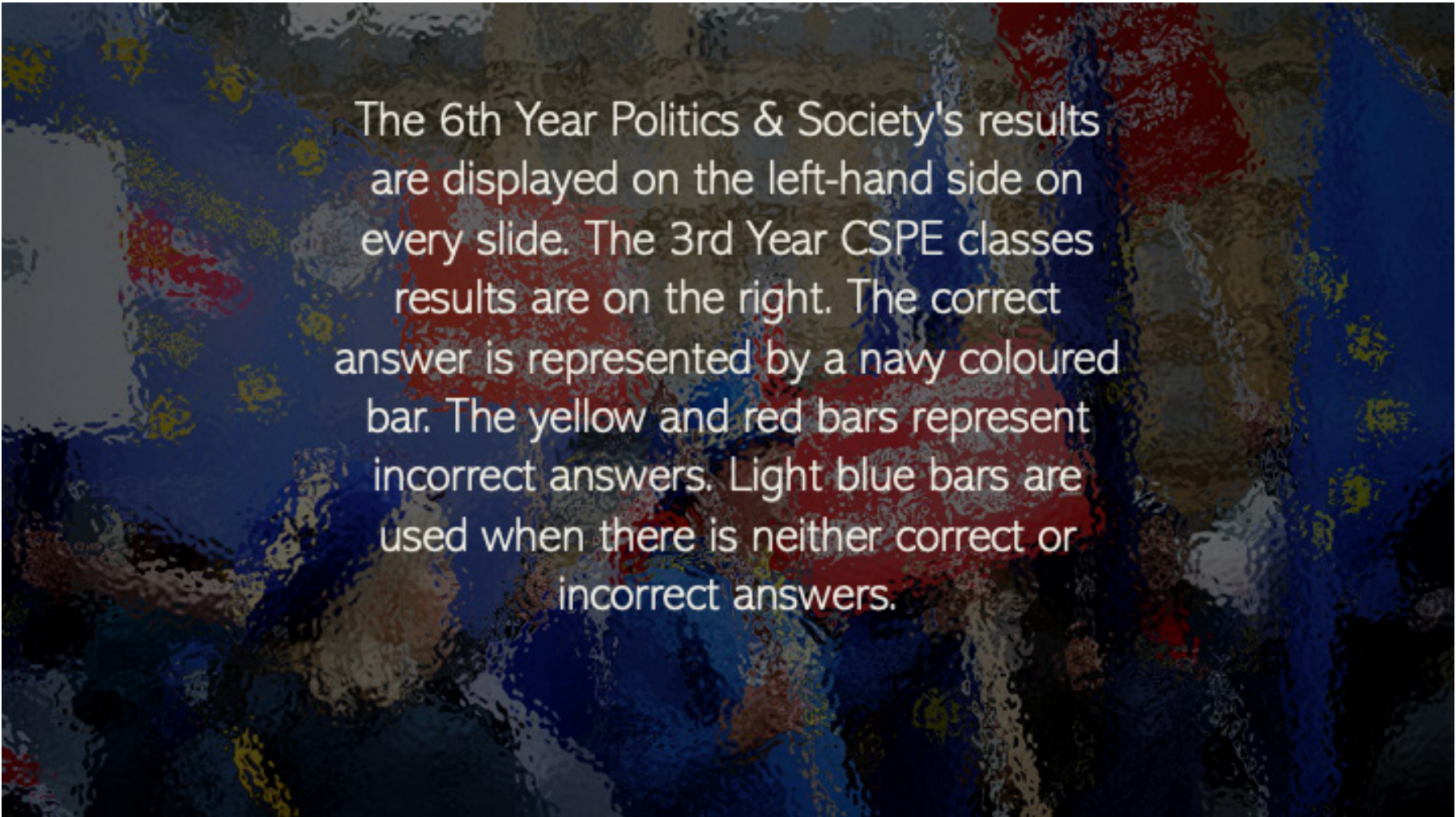
- ✓ Through this CBA, I hope to learn more about the EU. What does the EU mean to its member countries and its citizens? What are the advantages and disadvantages of the EU? What has the EU achieved?
- ✓ I hope to learn more about a part of Brexit no one speaks of. How did Brexit come around in the first place?
- ✓ I also hope to learn about Britain's past in the EU. I want to learn about why it joined, and why it now wants to leave.
- ✓ Lastly, through this CBA, I hope not only to educate myself on the topic of Brexit, but also people in my school. I want to compare the knowledge of students in my school on Brexit to see just how much people really know about this ever-changing topic.

My Action

As I mentioned at the beginning of my CBA, one of my aims was to not only inform myself on the topic of Brexit, but also students in my school. I decided to do this through a survey to test the knowledge of a 6th Year Politics and Society class and my 3rd Year CSPE class on Brexit. I wanted to compare their knowledge and gather their opinions on how we can raise awareness of Brexit.

I designed a survey on SurveyMonkey.com. I created 7 multiple choice questions. Each question had 3 possible options, with 1 correct answer. I also offered 1 open ended question. I sent this survey, via email, to my two chosen classes.

After the survey I created a presentation that would inform students about Brexit and be shown on the TV screens in school.



The 6th Year Politics & Society's results are displayed on the left-hand side on every slide. The 3rd Year CSPE classes results are on the right. The correct answer is represented by a navy coloured bar. The yellow and red bars represent incorrect answers. Light blue bars are used when there is neither correct or incorrect answers.

What is 'Brexit' ?

Answered: 5 Skipped: 0



What is 'Brexit' ?

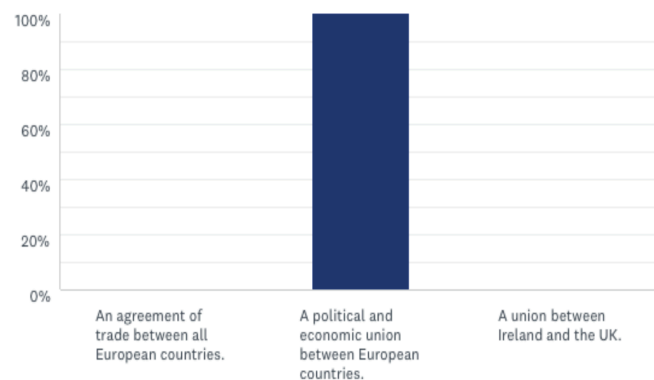
Answered: 19 Skipped: 0



The results from both classes were identical for the first question. All chose the correct answer.

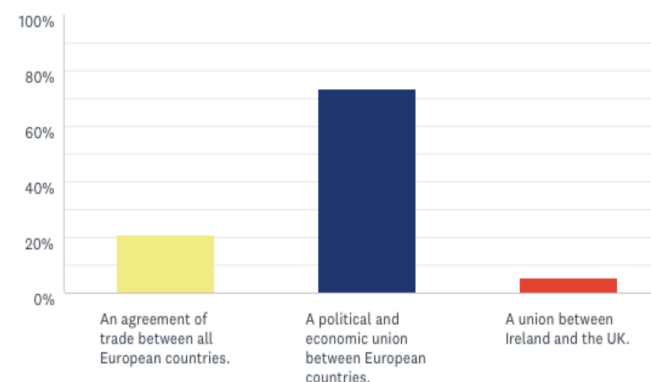
What is the 'European Union'?

Answered: 5 Skipped: 0



What is the 'European Union'?

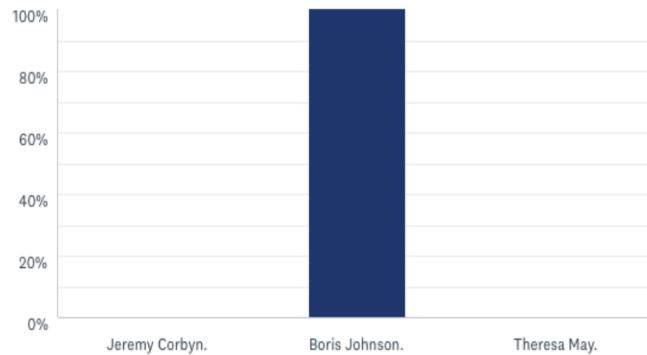
Answered: 19 Skipped: 0



The results for question 2 varied quite a bit. All students from the 6th year class answered correctly. The majority of the 3rd years answered correctly, but several students answered incorrectly. Some thought that the European union was an agreement of trade between all European countries and others thought that it was a union between Ireland and the UK.

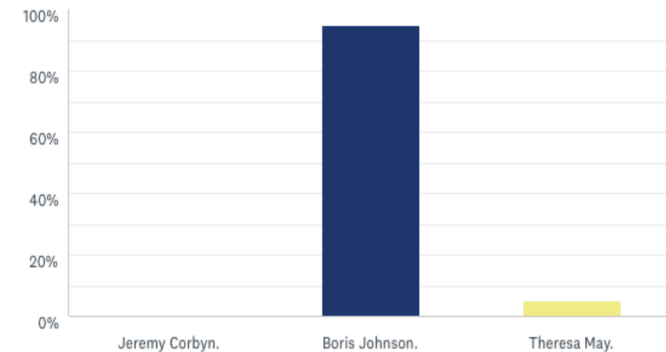
Who is the current British Prime Minister?

Answered: 5 Skipped: 0



Who is the current British Prime Minister?

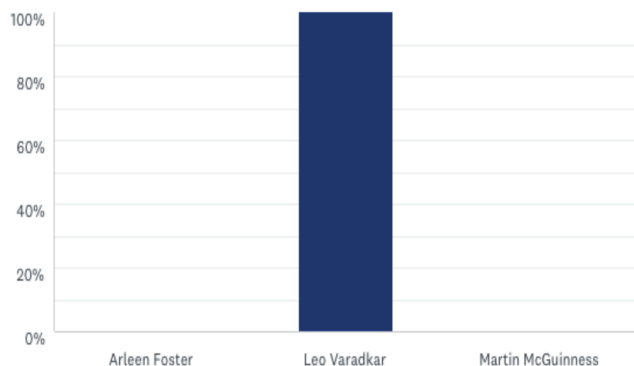
Answered: 19 Skipped: 0



In question 3, there was little difference between both classes. All students from the 6th Year class answered correctly. Most students from 3rd year also answered correctly. However, one student answered Theresa May in response to "Who is the current British Prime Minister?".

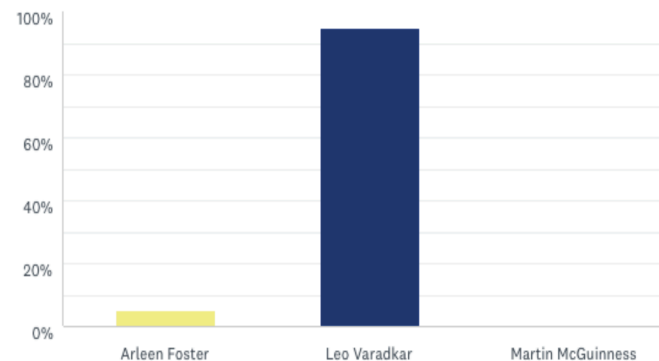
Who is the current Taoiseach?

Answered: 5 Skipped: 0



Who is the current Taoiseach?

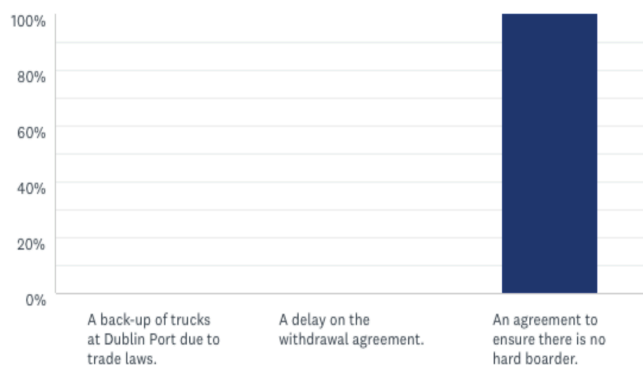
Answered: 19 Skipped: 0



Again, there was little difference between both classes in question 4. All students in the 6th year class answered correctly. Most students from 3rd year also answered correctly. However, one student answered Arleen Foster in response to the question, "Who is the current Taoiseach?".

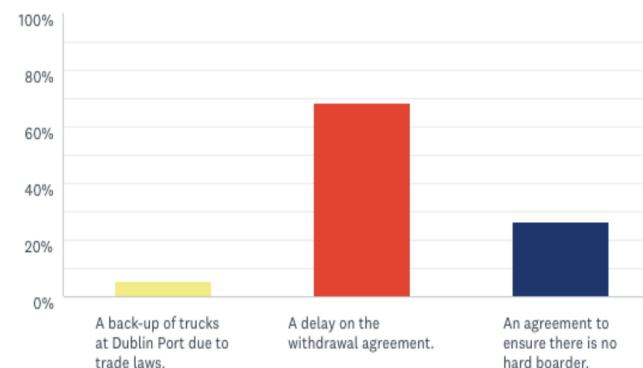
What is the 'Backstop'?

Answered: 5 Skipped: 0



What is the 'Backstop'?

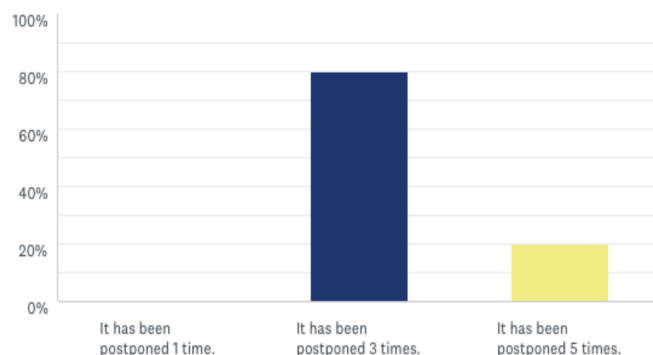
Answered: 19 Skipped: 0



There was great variation in the answers for question 5. All students from the 6th year class answered correctly. In the 3rd year class, however, the majority chose the incorrect answer. The majority answered, "A delay on the withdrawal agreement" in response to "What is the 'Backstop? ". A minority chose the correct answer, and one student chose the second incorrect answer.

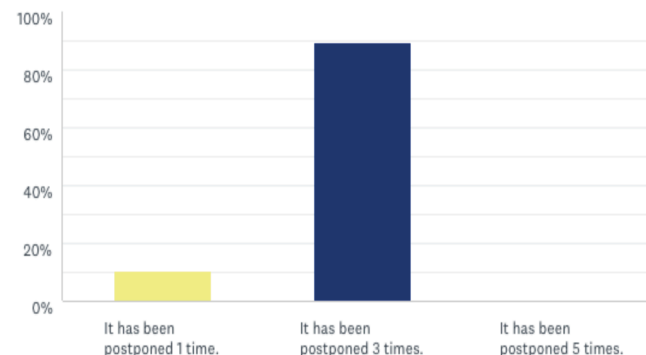
How many times has Brexit been postponed?

Answered: 5 Skipped: 0



How many times has Brexit been postponed?

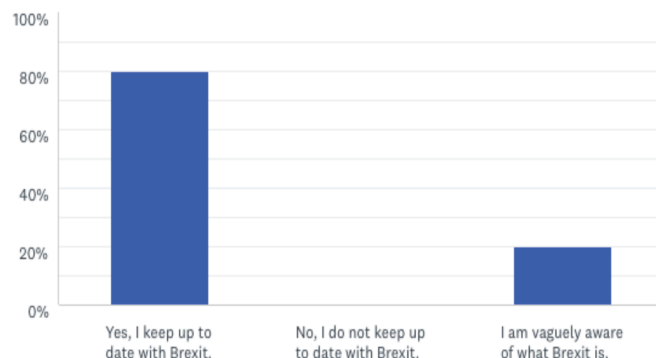
Answered: 19 Skipped: 0



The results for question 6 surprised me. The 3rd year class had a higher percentage of correct answers than the 6th year class. In both classes, the majority answered correctly, but there was a 10% difference.

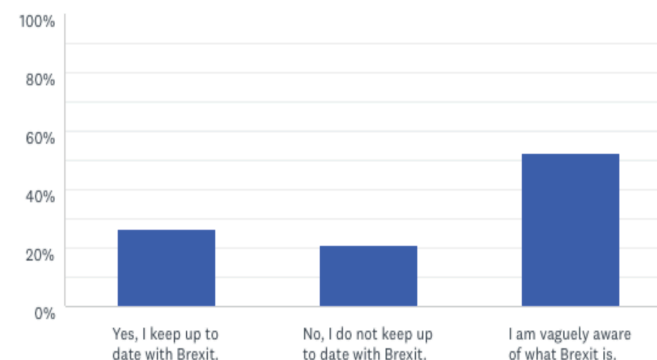
Do you regularly keep up to date with Brexit?

Answered: 5 Skipped: 0



Do you regularly keep up to date with Brexit?

Answered: 19 Skipped: 0



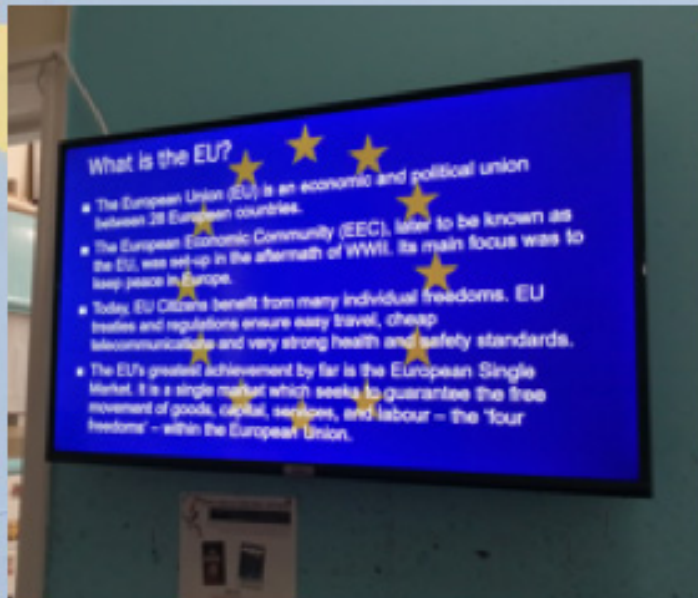
There was no incorrect answers in question 7. The results turned out as expected. The majority in the 6th year class answered "Yes, I keep up to date with Brexit" to the question, "Do you regularly keep up to date with Brexit?". The majority of the 3rd year class answered, "I am vaguely aware of what Brexit is."

Survey: Open Question

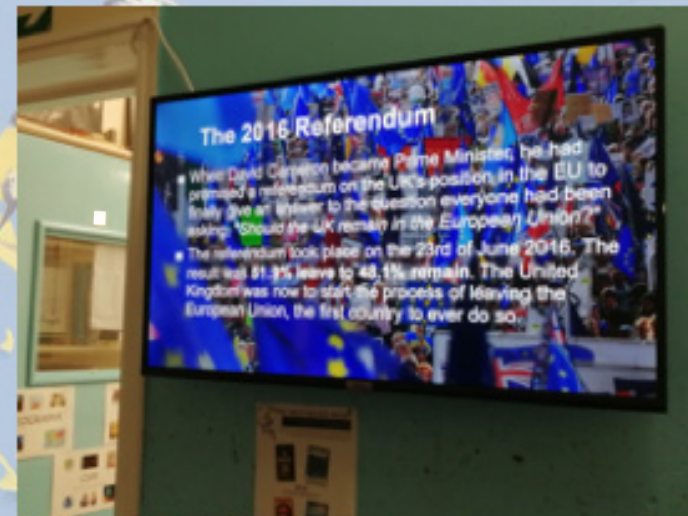
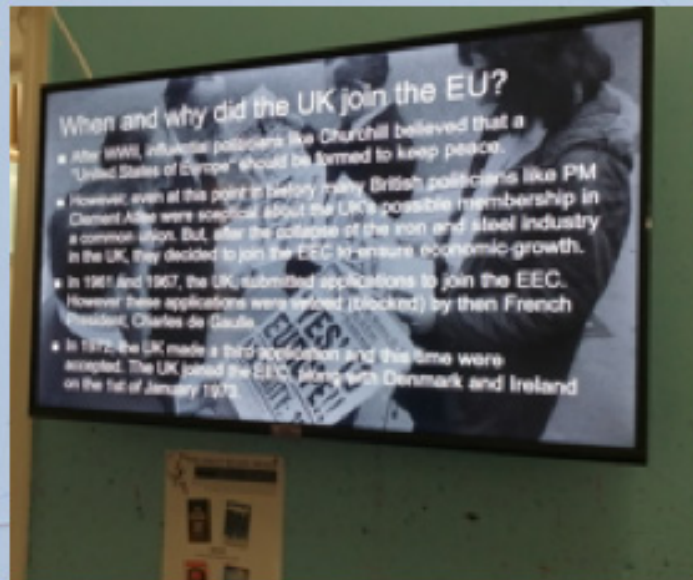
The final question I asked in my survey was an open-ended question. I asked both classes, "How do you think we can better inform students in this school on Brexit and its effects?". I wanted to get the students opinions on how we could possibly raise awareness and give information on such a complicated topic.

I got some great answers. Such as, "Put the most up-to-date info on the TV beside reception or have a weekly conversation about it in class." This idea was very simple, but very effective. Having discussions in class will allow students to openly ask questions they may not be able to find the answer to elsewhere. One student answered, "We should discuss more topical issues today". I strongly agree with this answer and would be very disappointed and surprised if Brexit isn't discussed in future Politics & Society books. I also believe that Brexit should be mentioned in future Junior Cert/Cycle History books and should feature as a case study in future Leaving Cert History.

Here are some of the slides from my presentation to the school



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Reflection on my Survey Results.

- My survey results came as expected, with a few unexpected turns along the way. In general, the 6th Year Politics & Society class surpassed the 3rd Year CSPE class with their knowledge. However question 6, surprised me. The 3rd Years narrowly outperformed the 6th Years, which I really wasn't expecting.
- Through my results, I can see that there is a need to educate the Junior level students in our school on the topic of Brexit. Brexit is a very historic event happening in all our life-times. It's very important that the people of today know about it, especially younger generations.
- There are many, simple and fun ways to do this. Like weekly discussions in class. Things like even giving the topic of Brexit as an option for a CBA Project raises awareness.

How did I Contribute to the Action?

I did not collaborate with another student in this CBA. Therefore I conducted all desk and field research independently.

I decided to do my CBA independently because I personally perform better by myself and wanted to present my best work possible in this CBA. Working alone on this CBA was, for me, the best way to do this.

What have I learned about Brexit?

Throughout this CBA, I have learned and researched so much information on Brexit. Before this CBA, I had limited knowledge on Brexit. I found it very confusing and twisting, and always wondered where the idea of Britain leaving the EU came from in the first place. I never seemed to have my many questions answered.

But, through this CBA, I have had many questions of mine answered. I now know a lot more about the history of the EU and the UK in the EU. Brexit now, to me, seems much clearer.

In fact, I have grown an interest in the topic and intent to keep more up to date with Brexit than what I had been doing so before.

What skills have I developed in this CBA?

In this CBA, I developed quite a few skills. I used SurveyMonkey.com to conduct my survey, which I hadn't done before. I now know how to conduct an online survey for future CBA's and projects.

I have also developed my researching skills. I have found new information sites online, which I can use to find reliable information for future CBA's and projects.

Finally, I have developed my organisation skills. I had planned out my slide topics before researching, I drew out my survey before creating it online, and I also slowly worked away at my CBA both at home and in class, making sure it was completed for the deadline.

How have my opinions or attitudes been changed, challenged or confirmed?

Again, before this CBA, I had limited information on Brexit, but I believed that there was no point to Brexit. I hadn't understood why the British people voted to leave, when Brexit is inevitably going to damage their economy.

But, having researched and investigated it more, I now understand why the British wanted to leave. There had always been a question lingering of the UK's position in the EU, and even their membership in the first place. Having understood the reason why, doesn't necessarily mean I agree with it, but their vote is seemingly justified. I understand the UK's decision better, and now, have more in-depth opinions on Brexit and on the EU generally.

What are my Overall Reflections on my Learning and What Does This Mean for me Now and Into the Future?

Overall, I think this CBA has been a real eye-opener to me. I know more about my identity as an Irish EU Citizen. I understand more about historical politics. I believe that I displayed my learning to the best of my ability and conducted meaningful research in my school.

I truly believe that this CBA will benefit me now and in the future. Having a better understanding and a newfound interest in politics will aid me when I am of voting age. I will find it easier to decide my vote, and I'll be able to construct my own options and views. Having these types of interests at a younger age, I hope, will benefit me in the future.

For now, being more politically aware on topical events such as Brexit, will enable me to be more present in class discussions concerning politics and will allow me to understand more about the political world we all live in.

NA GNÉITHE CÁILÍOCHTA

Thar barr ar fad

- Léirítear sa taifead ar ghníomh mar a thug an scoláire go hiomlán agus go héifeachtach faoi ghníomh fóna.
- Tá caighdeán den scoth i machnamh pearsanta an scoláire ar a chuid foghlama.
- Cuirtear an taifead i láthair ar bhealach cuimsitheach, cruthaitheach atá thar a bheith éifeachtach.

Os cionn na n-ionchas

- Léirítear sa taifead ar ghníomh fianaise ar an mbealach ar thug an scoláire faoi ghníomh fóna.
- Tá caighdeán maith i machnamh pearsanta an scoláire ar a chuid foghlama.
- Cuirtear an taifead i láthair ar bhealach eagraithe, cruthaitheach agus éifeachtach.

Ag teacht leis na hionchais

- Léirítear sa taifead ar ghníomh fianaise ar an mbealach ar thug an scoláire faoin ngníomh.
- Tá roinnt fianaise ann ar mhachnamh pearsanta ar a chuid foghlama.
- Cuirtear an taifead ar ghníomh i láthair ar bhealach eagraithe ina bhfuil roinnt cruthaitheachta.

Níor chomhlíon na hionchais go fóill

- Tá fianaise theoranta ann ar rannpháirtíocht phearsanta sa ghníomh a rinneadh.
- Tá fianaise an-teoranta ann ar mhachnamh an scoláire ar a chuid foghlama.
- Tá achoimre an-bhunúsach ar fhaisnéis sa taifead ar ghníomh cé gur beag soiléireacht nó cruthaitheacht atá ann

Tugtar tuairimí mhúinteoir an scoláire bunaithe ar na Gnéithe Cáilíochta sna nótaí, ag féachaint leis an leibhéal gnóthachtála atá i gceist sa saothar seo a dhéanamh amach. Dheimhnigh Grúpa um Dhearbhú Cáilíochta, ina raibh múinteoirí atá istigh sa rang agus ionadaithe as Cigireacht na Roinne Oideachais agus Scileanna, Coimisiún na Scrúduithe Stáit agus Seirbhís Tacaíochta na Sraithe Sóisearaí do Mhúinteoirí na nótaí agus na breithiúnais.

NÓTAÍ AN MHÚINTEORA AG ÚSÁID NA GCRITÉAR RATHÚLACHTA

I measc phobal na scoile. Cuireann an scoláire réasúnaíocht shoiléir ar fáil maidir leis an bhfáth ar tugadh faoin ngníomh agus tá fianaise ann ar gach ceann de na céimeanna a tógadh, tá na céimeanna sin uile fiúntach agus cruthaítear gníomh agus taifead ciallmhar leo. Cuirtear torthaí suirbhé a rinneadh ar shampla ionadaíoch de scoláirí an Teastais Shóisearaigh agus na hArdteistiméireachta ar fáil sa taifead agus is fiú é sin agus an machnamh agus an anailís a dhéantar ar na sonraí a bailíodh a mholadh. Neartaítear éifeachtacht an ghnímh leis an gcinneadh a rinneadh torthaí an tsuirbhé a úsáid ar scáileáin teilifíse ar fud na scoile d'fhonn feasacht a ardú.

Tá fianaise ar mhachnamh pearsanta den scoth le fáil ar fud an taifid. Rinne an scoláire machnamh ar an bhfáth a bhfuil an Breatimeacht tábhachtach, agus ar bhealaí ina mbeidh sé in ann feasacht ar an ábhar seo a ardú i measc a chomhscoláirí. Léirítear sna machnaimh sin inniúlacht an scoláire machnamh a dhéanamh ar gach a foghlaimíodh le linn an ghnímh agus cumas machnamh a dhéanamh ar cad a chiallaíonn sé seo don scoláire féin agus don domhan trí chéile. Tá fianaise ar léargais phearsanta shaibhre ar fud an taifid, cuir i gcás an tábhacht a bhaineann le luach a chur ar d'aitheantas mar shaoránach Éireannach de chuid an Aontais Eorpaigh, agus meas ar an luach a bhaineann leis an gceart vóta a chaitheamh agus an vóta sin a úsáid.

Tá leibhéal na sonraí sa taifead cuimsitheach. Tá an taifead eagraithe ar bhealach an-éifeachtach agus é roinnte i ranna éagsúla a léiríonn céimeanna éagsúla an eispéiris fhoghlama, idir chuspóirí a leagan amach, taighde a dhéanamh ar struchtúr an Aontais Eorpaigh agus na cúiseanna a bhí ag an Ríocht Aontaithe vótáil le hIhmeacht ón Aontas, sonraí a bhailiú faoi mheon daoine óga ar scoil i leith an Bhreatimeachta agus feasacht a ardú. Tá fianaise ann gur baineadh úsáid chruthaitheach as íomhánna físiúla, cairteacha agus grianghraif agus go raibh an úsáid sin éifeachtach agus cuireann siad léargais ghairide ar ghnéithe tábhachtacha an ghnímh ar fáil.

AN LEIBHÉAL GNÓTHACHTÁLA

An measúnú is fearr maidir le breithiúnas ar an iomlán =

Thar barr ar fad



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