



*Social Education*



## TOPICS IN COMMON

### SOCIAL EDUCATION

| Advertising | Agencies | Budgets | Children | Consumer Education | Cultural Diversity | Environment | European Union | Equality | Gender | Health | Human Rights | Interpersonal Skills | Lifestyles | Listening Skills | Local Community | Media | Nutrition | Worker Rights & Responsibilities |
|-------------|----------|---------|----------|--------------------|--------------------|-------------|----------------|----------|--------|--------|--------------|----------------------|------------|------------------|-----------------|-------|-----------|----------------------------------|
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| COURSE  | Advertising | Agencies | Budgets | Children | Consumer Education | Cultural Diversity | Environment | European Union | Equality | Gender | Health | Human Rights | Interpersonal Skills | Lifestyles | Listening Skills | Local Community | Media | Nutrition | Worker Rights & Responsibilities |
|---|-------------|----------|---------|----------|--------------------|--------------------|-------------|----------------|----------|--------|--------|--------------|----------------------|------------|------------------|-----------------|-------|-----------|----------------------------------|
| Vocational Preparation & Guidance                       | ■           | ■        | ■       |          | ■                  | ■                  | ■           |                | ■        | ■      | ■      | ■            | ■                    | ■          |                  | ■               |       |           | ■                                |
| English & Communications                                | ■           |          |         |          |                    |                    |             |                |          |        |        |              | ■                    |            | ■                |                 | ■     |           |                                  |
| Mathematical Applications                               |             |          | ■       |          | ■                  |                    |             | ■              |          |        |        |              |                      |            |                  |                 |       |           |                                  |
| Agriculture/Horticulture                                |             |          |         |          |                    |                    | ■           |                |          |        | ■      |              |                      |            |                  |                 |       | ■         |                                  |
| Active Leisure Studies                                  |             | ■        |         |          |                    |                    | ■           |                | ■        |        | ■      |              | ■                    | ■          |                  | ■               |       | ■         | ■                                |
| Childcare/Community Care                                |             | ■        |         | ■        | ■                  | ■                  |             |                | ■        | ■      | ■      | ■            | ■                    | ■          |                  | ■               |       | ■         |                                  |
| Graphics & Construction Studies                         |             |          |         |          | ■                  |                    | ■           |                |          |        |        |              |                      |            |                  |                 |       |           |                                  |
| Craft & Design  |             |          |         |          | ■                  |                    |             |                |          |        |        |              |                      |            |                  |                 |       |           |                                  |
| Engineering   |             |          |         |          | ■                  |                    |             |                |          |        |        |              |                      |            |                  |                 |       |           |                                  |
| Hair & Beauty   |             |          |         |          | ■                  |                    |             |                |          |        | ■      |              | ■                    | ■          |                  | ■               |       | ■         | ■                                |
| Hotel Catering & Tourism                                |             |          |         |          | ■                  | ■                  |             |                | ■        |        | ■      |              | ■                    |            |                  | ■               |       | ■         | ■                                |
| Information & Communication Technology                  |             |          |         |          | ■                  |                    |             |                |          |        |        |              |                      |            |                  |                 |       |           |                                  |
| Office Administration & Customer Care                   | ■           |          |         |          | ■                  |                    |             |                | ■        |        |        |              | ■                    |            |                  |                 |       |           | ■                                |
| Technology  |             |          |         |          | ■                  |                    | ■           |                |          |        | ■      |              |                      |            |                  |                 |       |           |                                  |
| Gaeilge   |             | ■        |         |          |                    | ■                  |             |                |          |        |        |              | ■                    |            | ■                | ■               | ■     |           |                                  |
| Arts - Visual-Drama-Music & Dance                       | ■           | ■        |         |          |                    | ■                  |             |                |          |        |        |              |                      |            |                  | ■               | ■     |           |                                  |
| Introduction to Information & Communications Technology |             |          |         |          | ■                  |                    |             |                |          |        |        |              |                      |            |                  |                 |       |           |                                  |
| Leisure & Recreation                                    |             | ■        |         |          |                    |                    | ■           |                |          |        | ■      |              | ■                    | ■          |                  | ■               |       | ■         | ■                                |
| Modern Language   |             |          |         |          |                    | ■                  |             | ■              |          |        |        |              | ■                    |            | ■                |                 | ■     |           |                                  |
| Religious Education                                     |             | ■        |         |          |                    | ■                  | ■           |                | ■        | ■      |        | ■            |                      |            |                  | ■               | ■     |           | ■                                |
| Science   |             |          |         | ■        | ■                  |                    | ■           |                |          |        | ■      |              |                      | ■          |                  |                 |       | ■         | ■                                |
| Sign Language   |             | ■        |         |          |                    |                    |             |                | ■        |        |        | ■            | ■                    |            |                  |                 | ■     |           | ■                                |

GENERAL EDUCATION

# SOCIAL EDUCATION

Human rights convention expected  
to be incorporated into Irish law



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## INTRODUCTION

### **RATIONALE**

The personal and social development of the students is the primary focus of this course. It provides opportunities for the students to examine and explore issues and topics related to self-awareness, interpersonal relationships, health care and contemporary social, economic, political and cultural issues. It also aims to prepare students for the transition from dependent to independent living.



## NUMBER AND SEQUENCE OF MODULES

There are six modules in this course. The modules should be covered in the following sequence.

|               | SESSION I                     | SESSION II            |
|---------------|-------------------------------|-----------------------|
| <b>Year 1</b> | SOCIAL AND HEALTH EDUCATION 1 |                       |
|               | My Community                  | Contemporary Issues 1 |
| <b>Year 2</b> | SOCIAL AND HEALTH EDUCATION 2 |                       |
|               | Contemporary Issues 2         | Taking Charge         |

Please note: each of the Social and Health Education modules are a full year's programme and should be time-tabled for the equivalent of two class periods. The other four modules should be completed, one in each Session, in the sequence indicated above.

- Module 1: Social and Health Education 1
- Module 2: My Community
- Module 3: Contemporary Issues 1
- Module 4: Social and Health Education 2
- Module 5: Contemporary Issues 2
- Module 6: Taking Charge

## DESCRIPTION OF MODULES

### **SOCIAL AND HEALTH EDUCATION 1**

The aim of this module is to enable the students to enhance their self-esteem and develop a greater understanding of other people. Topics such as assertive communication, taking care of your health, and interpersonal relationships, provide the students with opportunities to develop their self-understanding, their social skills and their ability to make positive choices in their lives.

**MY COMMUNITY**

This module promotes a sense of place and encourages students to examine different aspects of their own community. Primary research skills are developed and applied to investigating and reporting the landscape, history, amenities, resources and other features of the local community.

**CONTEMPORARY ISSUES 1**

This module aims to develop students' understanding of contemporary social, political, economic and cultural issues. A number of contemporary issues are investigated and the forces and interests involved in each issue are identified. Human Rights education is central to this module and students are encouraged to view issues from a human rights perspective.

**SOCIAL AND HEALTH 2**

This module aims to develop and extend the interpersonal and intrapersonal awareness and coping skills already introduced in Social and Health Education 1. The module focuses particularly on responsibilities in relation to parenting and support agencies that help people confronted with particular problems.

**CONTEMPORARY ISSUES 2**

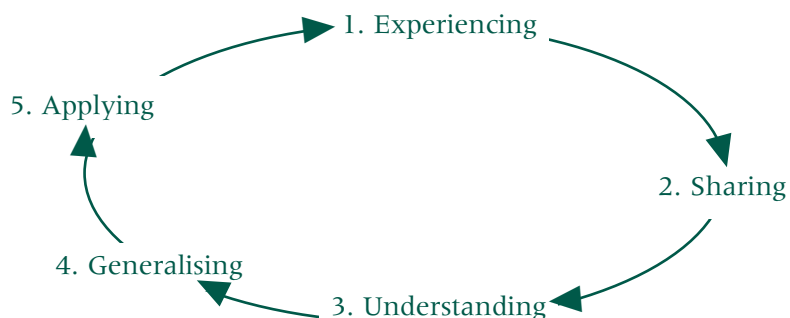
This module examines the influence of both the media and interest groups/lobby groups/pressure groups on contemporary issues. The students are also encouraged to become active citizens and contemporary issues relating to civil rights and responsibilities, the franchise and the national budget are also explored.

**TAKING CHARGE**

The purpose of this module is to prepare students for the transition from dependent to independent living. It investigates the cost and availability of different types of accommodation and provides the students with opportunities to explore and discuss how best to plan, manage and organise their personal financial income and expenditure.

## GENERAL RECOMMENDATIONS

While working in a person-centred way it is necessary to be as flexible as possible in order to meet the needs of the students and at the same time address the syllabus requirements. Experiential learning encourages the students to take charge of their own learning. The cycle of experiential learning involves a number of steps:



**STAGE 1.** This involves the student in some type of activity, e.g. quiz, role-play, game, simulation exercise, artwork etc.

**STAGE 2.** Allows the students to discuss and reflect on the experience.

**STAGE 3.** The teacher draws out the learning in a general way through questioning and class discussion.

**STAGES 4 AND 5.** The students are encouraged to explore ways in which the new learning may be applied in their everyday lives, both in the short and the long term.

In order for such work to be effective the climate in the classroom must be such that everyone's contribution is valued and students listen to one another and are sensitive and respectful towards the opinions and feelings of fellow students.

It is essential that teachers of this module have participated in in-service training provided specifically for the Leaving Certificate Applied Social Education course.



**SOCIAL EDUCATION**

**MODULE 1**

**SOCIAL AND HEALTH EDUCATION**

## MODULE 1:

# SOCIAL AND HEALTH EDUCATION

### PURPOSE

The goal of this module is to enable the students to develop a greater sense of self-awareness and a greater understanding of their own needs and the needs of others. This module will enable the students to develop their self-esteem, knowledge and skills so that they are better equipped to make positive life choices. This module is an essential part of Year 1 of the Social Education course. The topics will be addressed in more depth in Social and Health Education Module 2, in the second year of this course.

### PREREQUISITES

None.

**AIMS**

This Module aims:

- to enable the students to work collaboratively in groups
- to encourage good listening skills and support for others
- to develop the students' ability to communicate in different ways
- to enable the students to experience enhanced self-esteem and self-confidence
- to develop the students' ability to communicate more assertively
- to increase the students' awareness of what it means to be healthy
- to enable the students to develop health care strategies
- to increase the students' awareness of the affects of drug and alcohol misuse
- to increase students' understanding of how gender influences behaviour and to raise awareness of gender-stereotyping
- to explore the students attitudes to relationships and sexuality

- to improve the students' understanding of reproduction, contraception, pregnancy and childbirth
- to inform and raise awareness among the students of the different forms of sexually transmitted diseases, including AIDS
- to enable the students to conduct an investigation into a social or health related issue.

## UNITS

Unit 1: Self and Others

Unit 2: Taking Care of Yourself

Unit 3: Relationships and Sexuality



## Unit 1: Self and Others

### LEARNING OUTCOMES

The student will be able to:

1. describe what is involved in effective communication and demonstrate effective listening skills
2. negotiate ground rules for their Social Education class
3. identify some personal qualities and strengths
4. identify the different ways in which people learn
5. reflect on ways in which they personally learn

### TEACHER GUIDELINES

- ▶ Through a process of brainstorming the students will identify what it is that helps and hinders effective communication. Following some brief listening exercises a list of guidelines for effective communication will be drawn up.
- ▶ In small groups the students are invited to negotiate and come to a consensus on some ground rules which would make working together easier and more fruitful. These rules may need to be revisited throughout the course.
- ▶ The students are invited to make a list of words: "things that describe me..." The teacher may give prompts if necessary, e.g. a good listener, fun to be with, kind etc. In pairs the students share what they most like about themselves and identify what they would most like to change and why. The importance of empathetic listening is stressed.
- ▶ the teacher introduces the idea of 'intelligence' as a way of learning and the notion of multiple intelligences is explained. Both interpersonal and intrapersonal intelligence are highlighted and the fact that Social Education will enable the students develop these particular intelligences is emphasised.

## Unit 1: Self and Others (Continued)

## LEARNING OUTCOMES

6. identify some short-term and long-term goals for the course
  
7. distinguish differences between assertive, aggressive and passive behaviour
  
8. identify ways in which they may become more assertive.

## TEACHER GUIDELINES

- ▶ Through a process of discussion and brainstorm the students come to an understanding of what is meant by the word 'goal' and are invited to identify personal short-term and long-term goals for the year ahead.
  
- ▶ The teacher illustrates the characteristics of passive, assertive and aggressive behaviour and communication styles. The students are presented with a short scenario, e.g. receiving a cold cup of coffee in a restaurant, and are invited in pairs to discuss or role-play possible responses. The responses are identified as being passive, aggressive or assertive.
  
- ▶ The students practise assertive communication skills through a process of role-play in a variety of situations e.g. refusing a request, making a complaint, dealing with criticism etc.

## Unit 2: Taking Care Of Yourself

### LEARNING OUTCOMES

The students will be able to:

1. explain what it means to be healthy and understand that being healthy involves aspects of physical, mental, social and physical health and not just the absence of disease
2. list the factors which contribute to a healthy lifestyle
3. list some signs of stress in everyday life and identify ways of coping with stress
4. identify ways of maintaining good health: good nutrition, regular exercise, adequate rest ,relaxation and sleep, meeting psychological need for belonging, self-esteem and fun

### TEACHER GUIDELINES

- ▶ The students are invited to complete, on an individual basis, the phrase 'A healthy person is....' Each statement is discussed and categorised as relating either to physical, mental, social or spiritual health. Emphasis is placed on the fact that health is '*a complete state of physical, mental and social well-being and not simply the absence of disease or infirmity*' (The World Health Organisation).
- ▶ In small groups the students list the factors which they feel contribute to and influence our health. Influences of a positive nature and a negative nature are identified and discussed.
- ▶ The students identify stressful situations in their lives and the causes of stress in these situations. Signs of stress are listed and useful ways of coping with stress are suggested. The class may conclude with a progressive relaxation exercise.
- ▶ Factors which promote good health are addressed in more detail:
  - (a) Diet and nutrition: The idea of the food pyramid is introduced. The importance of a balanced diet and what constitutes such a diet is emphasised. The students keep a diary of the food they eat during the following week and suggest possible improvements.

## Unit 2: Taking Care Of Yourself (Continued)

## LEARNING OUTCOMES

5. list the reasons why people use drugs

## TEACHER GUIDELINES

- (b) Exercise: Reasons why exercise is important are identified. Lists of possible physical activities are drawn up and the students identify a specific activity they will participate in during the coming week.
  - (c) Rest, relaxation and sleep: The notion of sleep as being important in the maintenance of good health is emphasised. Relaxation as a means of re-energising the body is illustrated by leading the students through a progressive relaxation exercise.
  - (d) Psychological well-being: The teacher emphasises the fact that our need to feel a sense of self-esteem, sense of belonging, sense of security, as well as having opportunities for fun and enjoyment all contribute to health. The students identify ways in which they meet these needs for themselves and for others (friends, family etc.)
- The students are invited to suggest reasons why young people become involved in drug taking. Reasons why some do not take drugs are also listed and discussed. Discussion might centre on ways in which the pressures on young people to take drugs might be alleviated.

## Unit 2: Taking Care Of Yourself (Continued)

## LEARNING OUTCOMES

6. outline the effects of smoking and the benefits of not smoking
  
7. recall basic information on drugs and their effects on the body

## TEACHER GUIDELINES

- ▶ The teacher informs the students of the effects of smoking on smokers, non-smokers, unborn, children etc. The students might examine a series of anti-smoking posters with regard to their effectiveness both in preventing people from smoking and in encouraging them to cease smoking if they have already started.
- ▶ An initial brainstorm of the word 'drug' using the letters of the alphabet as a guide may be used as a method of drawing out the students current information on drugs and related issues (h = heroin, hash, o = overdose etc.) The words listed may then be categorised into different groups, names of drugs, slang terms, effects of drug taking, symptoms of drug use etc. A drugs quiz, matching specific drugs with their effects will help to clarify students' knowledge and information about drugs. It will also clarify misinformation. Facts relating to specific drugs and their effects may be given by way of teacher input.

## Unit 2: Taking Care Of Yourself (Continued)

## LEARNING OUTCOMES

8. clarify their attitudes to smoking, alcohol and other drugs by investigating the various ways in which they are portrayed in the media
  
9. list the effects of alcohol on the body and know and understand the laws regarding alcohol use

## TEACHER GUIDELINES

- ▶ The students are invited to select, from a variety of magazines, advertisements relating to health issues. In groups the students present a collage illustrating advertisements which (a) damage health (b) claim to contribute positively to health (c) give responsible health-promoting material (d) advertise but give no explicit message with regard to health. Processing will enable the students to look critically at pictures, colour, words, slogans etc. and determine how they may or may not be influenced by these advertisements.
  
- ▶ While acknowledging that alcohol is a socially acceptable drug, the effects of its misuse on the user, their family and on relationships and on the community must be emphasised. The teacher will inform the students of the effects of alcohol on the body and of the effects and risks of alcohol abuse. The fact that alcohol is not necessary to have a good time will be discussed, and alternative ways of enjoyment suggested. Laws relating to alcohol sale and use are clarified.

**Unit 2: Taking Care Of Yourself (Continued)****LEARNING OUTCOMES**

10. outline some of the effects of addiction on the addict, their family and the community.

**TEACHER GUIDELINES**

- ▶ In small groups the students are invited to draw up a list of addictions. Each addiction will be examined and discussed with regard to possible reasons for beginning, continuing and then becoming addicted to the substance or activity. It should be emphasised that the potential for addiction is in many of us, and that addiction impacts on the individual, the family and the community. Sensitivity is required when addressing this topic as one or more students may be from families experiencing addiction-related problems. A speaker from Al-Anon or Alateen might be invited to speak to the students about addiction and the effects of addiction on families and the help available both to the addict and their family.





## Unit 3: Relationships and Sexuality (Continued)

## LEARNING OUTCOMES

3. recognise the changing nature of friendship and relationships and understand the needs which relationships meet in peoples lives
  
4. explain the consequences of sexual activity and the importance of sexual responsibility
  
5. explain the functions of the reproductive organs and the process of reproduction using appropriate vocabulary

## TEACHER GUIDELINES

- ▶ The students discuss the characteristics of a good friend and the importance of friendship in their lives. Ways in which friendship patterns in their lives have changed and developed over the years are highlighted. The students identify the qualities they look for in a friend of the opposite sex. Skills for developing and maintaining relationships are discussed.
  
- ▶ The students work in-groups of three or four to identify the range of attitudes and feelings that help to make a good relationship. The risks involved in casual relationships are identified and the need for honesty and openness and a sense of responsibility with regard to sexual activity is emphasised. The consequences of being sexually active are highlighted and discussed. Problem pages from a range of teenage magazines may be used, inviting the students to supply their own answers and look critically at the answers supplied by the author.
  
- ▶ The students' information about the physical changes occurring at puberty and the functions of the reproductive organs is clarified through the use of charts, video, worksheets etc. The process of reproduction is explained with emphasis on fertility awareness.

## Unit 3: Relationships and Sexuality (Continued)

## LEARNING OUTCOMES

6. list the different kinds of sexually transmitted diseases, including AIDS, and the ways in which they are transmitted
  
7. clarify their attitudes towards a person who is suffering from AIDS and understand their needs and difficulties.

## TEACHER GUIDELINES

- ▶ Information on sexually transmitted diseases (STDs) and the ways in which STDs are transmitted is presented. Ways to avoid contracting STDs are emphasised. The importance of informing one's partner of any possible risk is discussed. Information on sources of advice and help is made available to the students.
  
- ▶ Ways in which the HIV virus can be contracted are discussed. The students are informed about the nature of the AIDS illness and the ways in which the virus affects the body. Ways of avoiding contracting the virus are emphasised. The teacher might present a hypothetical situation e.g. a family member has contracted AIDS. The students discuss their fears for themselves and their relative, ways in which they could help, dealing with other people's reactions etc. Emphasis should be placed on the person's right to be treated with dignity and respect in a non-judgmental way.

## RESOURCES

*Healthy Choices*, by Brian McAuley, North Western Health Board, 1995

A Programme of Social Personal and Health Education for Third Year Students. Teacher's book and Students' Workbook available.

An indispensable resource.

*Developing Myself and Others*, by Brian McAuley, North Western Health Board, 1996

As above, but for Transition Year Students.

*Planning the Future*, by Brian McAuley, North Western Health Board, 1997

As above, but for Fifth and sixth year students.

*Learning for Life, Book 3*, North Tipperary V.E.C., Gill and Mc Millan Useful, Third Year Students' workbook and Teachers book available

*Exploring Sex Stereotyping*, by Dept. Education & Science, Psychological Service, Marlborough Street, Dublin 1

An animated video accompanies this programme.

*Sugar and Spice*, A Resource Book for Working With Girls and Young Women, by T. Szirom, S. Dyson, National Youth Council of Ireland

A range of practical exercises useful for addressing gender issues.

*A Picture of Health*, by G.Gray & H.Hyde, LDA, Duke St. Wisbech, Cambs. PE 13 2AE

A wide variety of very good exercises easily adapted to the Irish context.

*Skills For Life*, TACADE, 1, Hulme Place, The Crescent, Salford, M54 QA

A whole school approach to Social, Personal and Health Education, contains many useful exercises.

*Personal and Social Education*(Books 1-5-) by Mary Guerney, Stanley Thornes Pub. Ltd

An excellent resource for all aspects of the programme.

***Stairway to Health***, TACADE, 1, Hulme Place, The Crescent,  
Salford, M54 QA 1994

Photocopiable book of 25 lessons. Addresses many issues in  
Social Education course.

***Taught Not Caught***, Strategies for Health Education, by H.Myles,  
W.Gale, T.Szirom, D.Davidson, S. Dyson by LDA, Duke St. Wisbech,  
Cambs. PE13 2AE

A range of practical teaching strategies addressing issues of decision  
making and responsibility in relationships and sexuality education.

***Gamesters Handbook*** (books 1&2) by D.Brandes,  
Stanley Thornes Pub. Ltd.

An invaluable compendium of ice-breakers, energisers and games  
for developing confidence, self-awareness, trust and for fun.

***Lifelines*** (Book 5), by John Foster & Peter Stewart, Collins  
Educational London

A basic Programme in Social, Personal and Health Education.

*Lifelines* (Book 4) by John Foster, Collins Educational London  
Basic, but useful for some sections as an additional resource.

*On My Own Two Feet*, by Department of Education and Science  
and Department of Health and Children and the Mater Dei  
Counselling Centre.

Resource materials aimed at the development of personal and social  
skills for the prevention of substance misuse. Available through  
participation in specific inservice training.

*'Don't Turn Away'*, AIDS Education Pack and video. Health Promotion  
Unit, Department of Health and Children.

*Stories from the silence*, Putting a Face on HIV/AIDS, by Trish Brennan,  
Rachel Martin, Jon O'Brien, Frank Vaughan, Clare Watson,  
Irish Family Planning Association, Dublin.

*Taking Charge of Your Life*, Young Adult Assertiveness Programme,  
by Michael and Terry Quinn, Family Caring Trust, 44 Rathfriland Road,  
Newry, Co. Down BT34 1LD

*Aids Education: Resource Material* – Department of Education and  
Science/Department of Health and Children.

*Copping on Programme* – Centre for Adult Education, NUI Maynooth.  
Excellent programme available only through participation  
in training programme.

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 1: SOCIAL AND HEALTH EDUCATION

### CHECKLIST

I completed exercises and worksheets on assertive, aggressive and passive behaviour and different communication styles.

I collected information on healthy lifestyles and made a plan to improve one aspect of my own lifestyle.

As a member of a small group, I collected information from magazines and newspapers and used it to make a collage illustrating ways in which the media promote sex-role stereotyping.

I presented a report on a drug in which I described five things that I learned about the drug, its effects and the risks involved in taking it.

SOCIAL EDUCATION

MODULE 2

## MY COMMUNITY



## MODULE 2:

# MY COMMUNITY

### PURPOSE

This module seeks to develop the students' sense of identity and pride in their own local area, and a positive attitude towards what it has to offer. It also provides the students with an opportunity to acquire and develop some of the research skills that they will be expected to use throughout the two years of this programme.

### PREREQUISITES

None.



## AIMS

This module aims:

- to develop the students' research skills by examining the historical and present day development of their local area
- to develop the students' sense of identity and pride in their local area, and a positive attitude to what it has to offer
- to use the local community as a base for learning
- to develop the students' map reading skills
- to develop the students' awareness of the various factors that influenced the planning and development of the local area
- to make the students aware of the resources, amenities and voluntary organisations that exist in their locality.

## UNITS

Unit 1: Research Skills

Unit 2: My Own Place

Unit 3: My Family in the Local Area

Unit 4: My Own Place in the Past

Unit 5: Community Amenities/Resources

Unit 6: Planning in My Own Place

## Unit 1: Introduction to Research Skills

### LEARNING OUTCOMES

The student will be able to:

1. conduct a simple survey
2. design a questionnaire
3. conduct/record an interview
4. create charts
5. find information in a library
6. search the internet for information.

### TEACHER GUIDELINES

- ▶ Conduct a simple survey by asking the students to interview other students in their class on the distance they travel to school etc.
- ▶ Topics for a questionnaire could include e.g. shopping habits and expenditure. Make sure that the questions are unambiguous and that the answers are easy to collate.
- ▶ The students should prepare a set of questions for an interview or use the questions they have already prepared. It is important to allow them to practise their interviewing techniques and to record the interviews on tape for review.
- ▶ Illustrate the findings from the interviews/questionnaires/surveys on pie/bar charts.
- ▶ Arrange a tour of the school/county library with the school/county librarian. Set a simple task while there e.g. *"how will I find information on my local area?"*
- ▶ Conduct a search on the Internet for information on their local area. County sites are the best source for such information.

## Unit 2: My Own Place

### LEARNING OUTCOMES

The student will be able to:

1. locate on a map the county they live in, the county boundary and their own local area
2. locate major geographical features (rivers, mountains, lakes, rocks, etc.) on the map
3. identify different access routes e.g. road, rail, sea and air to their county/local area
4. identify towns and cities close to their local area
5. prepare a population and age profile for their local area both now and in the past
6. use a 1:1000 Ordnance Survey map.

### TEACHER GUIDELINES

- ▶ A set of atlases and a wall map of Ireland would be useful.
- ▶ On a blank map ask the students to mark in a number of major geographical features in relation to their own area.
- ▶ Choose a journey from abroad or from a distant city.
- ▶ Examine census figures in the county library.
- ▶ Using a 1:1000 map (on which the school appears) ask the students to identify prominent local features e.g. the school, their own home, central business district, local road network, local churches, schools, waterworks, rivers, wooded areas, shopping centres etc.

The Ordnance Survey will produce a map with the school in the centre to this scale if requested (cost circa. £30). See also: "Beginning Map Reading" by Ian Murphy, Geographical Viewpoint 1999.

### Unit 3: My Family in the Local Area

#### LEARNING OUTCOMES

##### REMINDER:

*Teachers need to be sensitive to the different types of families that exist today e.g. single parent family, divorced parent and children etc. Some students may find it difficult or indeed impossible to gather information on their family or particular branches of their family. The Learning Outcomes will have to be adjusted to suit these different circumstances.*

The student will be able to:

1. research her/his own family in so far as it is possible
2. identify family members living in the local area and outside the local area
3. investigate how long his/her family has lived in the local area and elsewhere if applicable
4. interview a senior family member about their life experiences

#### TEACHER GUIDELINES

- ▶ Students should investigate their own family including those living in and outside the local area.

- ▶ Possible topics might include:  
Parents'/grandparents' courtship, religious ceremonies, churches where we have worshiped, special memories, our family's homes, schools attended, organisations joined, trades, crafts, occupations and professions, military service, best friends, pets, cars/motor bikes, special possessions, sports, customs at Christmas, (card-playing etc.) hobbies, memorable outings, family gatherings, disasters, autographs of family members, letters. Memories of particular events; Popes visit to Ireland, Omagh bombing, Kennedy assassination, Good Friday Agreement.

## Unit 3: My Family in the Local Area (Continued)

## LEARNING OUTCOMES

5. Present her/his family story.

## TEACHER GUIDELINES

- ▶ The student could present this in a booklet/poster, scanning in family photographs, primary sources etc.
- ▶ The students should also identify factors/reasons which encouraged their family to stay in the local area or re-locate (if applicable)

(Note: If a student knows the address where her/his family was living in 1901 (or in any other census year), it may be possible for him/her to acquire a copy of the Census sheet for that house from the National Archive. The 1901 Census was particularly detailed. It recorded everyone in the house on the night the census was taken along with interesting personal details. It also includes the signature of the householder (someone's great-great grandparent perhaps?).



## Unit 4: My Own Place in the Past (Continued)

## LEARNING OUTCOMES

3. locate and research different historical sites that are still visible in the local area
  
4. investigate important/interesting personalities and family names from the local area. Select one and prepare a report on their particular contribution to the local area
  
5. examine past images related to the local area and the local community and present these images to show 'My Local Area:Now and Then'

## TEACHER GUIDELINES

- ▶ On a large scale map or hand drawn map of the county/city mark in all relevant historical sites e.g. ancient monuments, sites of noteworthy events, houses, ruins, architecture, graveyards, agricultural/domestic settlements, commercial/retail/industrial premises etc. Large scale maps can sometimes be obtained from the local planning authority.
  
  - ▶ Students interview local people or examine a list of important/interesting local personalities e.g. writers, sporting heroes, artists, politicians, musicians etc.
  
  - ▶ The students should look for old images (photographs, postcards, archives, news clippings, microfilms, sketches, etc.) of their local area. An important source for old photographs is The Lawrence Collection which can be viewed in the National Library. Other sources include calendars, centenary editions of local papers, sports/club annuals. These can be displayed with present day images from newspapers or photographs taken by the students themselves. If the students are doing photography, black and white photographs are particularly suitable!
- The students could be encouraged to use their observation skills to list the difference between then and now.

### Unit 4: My Own Place in the Past (Continued)

#### LEARNING OUTCOMES

6. Listen to a talk from a senior community member on 'Life in my Local Area in the Past'.

#### TEACHER GUIDELINES

- Topics might include work, travel, social contacts and outlets, community spirit, traditions and customs, memories, memorable experiences, important local/national events. The students should write up a report on this talk.



## Unit 5: Community Amenities/Resources

### LEARNING OUTCOMES

The student will be able to:

1. identify the various clubs, organisations and centres servicing the community in his/her own place
2. identify the natural resources in his/her local area
3. examine the local area and report on what his/her local area has to offer in terms of facilities/amenities/industries
4. prepare a tourism guide to her/his local area.

### TEACHER GUIDELINES

- ▶ Students identify local clubs, organisations and community centres. A questionnaire could be a useful way of finding out this information.
- ▶ Survey local area in terms of amenities/resources/industries.
- ▶ Students prepare a tourism guide (leaflet) to their local area to include:
  - Tourist attractions
  - Accommodation
  - Dining options (restaurant, fast food etc.)
  - Shopping
  - Transport
  - Cultural activities – they should also survey the class about their own cultural/social activities: attending a play, film, concert, music sessions, and other entertainment.
  - Special interest activities e.g. walking, golf, equestrian, canoeing, sailing, language and cookery schools, craft and art courses. (Is the local area noted for any annual event e.g. pilgrimage, parade, pattern, race, summer-school, game? Is it on one of the national walking trails such as the Wicklow/Slieve Bloom/Leitrim/Leinster Way?)

## Unit 6: Planning in My Own Place

### LEARNING OUTCOMES

Students will be able to:

1. give the name and address of the agency responsible for planning in his/her own area
2. read a road map
3. suggest possible future development in their local area
4. compare it with the Area/Town/County Development Plan
5. examine her/his town/local area in terms of planning
6. categorise the different types of houses found in his/her local area and explain the process and conditions attached to obtaining planning permission to construct a house.
7. discover the catchment area of the local or nearest Shopping Centre and produce a map to display this.

### TEACHER GUIDELINES

- ▶ Local authority phone numbers are in the State Services Directory at the beginning of the telephone directory (Green Pages).
- ▶ Using a national/local road map students understand scale and distance by plotting a journey to or from their local area.
- ▶ Base this on the population and age profiles they have already researched. Is it an area in decline or developing?
- ▶ Acquire a copy of the local plan or bring the students to the local planning authority to have it explained. The question of zoning and re-zoning might be worth exploring here.
- ▶ Identify the key development areas. Describe what is found in these areas already and the types of developments proposed (e.g. mast installations, new roads, new housing)
- ▶ List various housing options and explain when planning permission is required and the procedure required to obtain it.
- ▶ Carry out a survey in the local or nearest shopping centre to discover this information and plot the distance travelled and the number of people who fall within concentric circles drawn around the centre at intervals of 1 kilometre or greater.

## RESOURCES

*Skills Handbook for the Student* by Curriculum Development Centre, Shannon, 1985 – Very useful for research skills: includes worksheets for gallery/museum visits etc.

*Information Studies* by Patricia Wroe Transition Year Support Team and Dun Laoghaire Information Centre, 1998

-Useful and practical on research skills – includes exercises for accessing information via the Internet, newspapers, Aertel etc.

*Oxford Guide to Writing and Speaking* by John Seely, O.U.P., Oxford 1998 – guidelines for report writing, cv's, interviews, e-mails etc.; an excellent handbook

*Ulster Folklife and Traditions* (Schools Edition) issued by the Committee on Ulster Folklife and Traditions, Bryson House, 28 Bedford Street, Belfast, 1957(pamphlet available from the Ulster Folk and Transport Museum) Every question a student might want to ask about life in the past: IDEAL for questionnaires

*Bianconi's Car and Coach Lists*: reprint of the 5th Edition(1842) from the City of Dublin Press, 1982

– shows the fares, starting times etc. of all the Bianconi routes throughout Munster, Leinster and Connaught in 1842; an absolute gem!

*Field Studies in History* by History Teacher's Association, Blackrock Education Centre, Dublin – excellent worksheets on a variety of places all over the country

*Trails*: Senior Certificate, Shannon Curriculum Development Centre: – how to design a tourist trail for your area.

*National Monuments of Ireland* by Peter Harbison

*Thom's Directory* – in production since the last century, at least one turn-of-the-century edition is usually available in the Reference Section of the local library. Contains information about the businesses, personnel, industries, inhabitants, trades etc. of all the counties of Ireland and is particularly good for the Inner City of Dublin – has to be seen to be appreciated!

*National Library* – has 19th Century photographs of nearly every town and village in Ireland; copies may be ordered; see their website

*Placenames of Ireland* by O'Kelly

*Families in Ireland* by Mc Lysaght – various editions of this standard work – Some have coloured family coats-of-arms

*National Archive (Public Record Office)*, Bride Street, Dublin-copious materials, in particular the hugely detailed 1901 Census

*Local Newspapers* – many centenary editions have been published and are an excellent source of photographs

*Ironing the Land* – RTE series and book on the railways, 1999

*Essential Stone* – by Domnall Fleming, CRH, 1997, (video and booklet) which came to schools; the video would be a simple introduction to the built environment

*Tourism Awareness Study Pack*, CERT, Dublin  
– might be available in the school already; useful for topics in our cultural, historical, social, etc. life

*Old Days, Old Ways* by Olive Sharkey, The O'Brien Press, Dublin, 1985  
– most useful as a source of information and illustration for life in Ireland long ago

*Modern Irish Lives* edited by Louis Mc Redmond, Gill and Macmillan, Dublin, 1996 – a dictionary of 20th Century Irish lives

*Families and Friends* – Town life in story poem and picture, by Curriculum Development Unit, O'Brien Educational, Dublin, 1978  
– as it says "Town life in story....."

*Families and Friends* – Studying People and their Local Area,  
(Activity Book) – Ditto "Beg borrow or steal it"ie essential

*My Own Place* by the LCVP Action Group, Dublin, 1998 full of ideas,  
worksheet, checklists etc. for the study of My Own Place

*Shaping Space* – a Transition Year Support material,  
Blackrock Education Centre  
– came to schools already; useful on the built environment

*Irish Field Monuments* by C. Manning, pamphlet issued by the  
Commissioners of Public Works, Dublin 1985 and sent to schools  
– well illustrated, quick introduction to all kinds of field monuments

*Guides* (in pamphlet form) to most National Heritage Sites – visitor  
information – available from the Department of the Arts, Heritage,  
Gaeltacht and the Islands in booklet form – has details of every park,  
monument, inland waterway, and national cultural institution that is  
open in Ireland, with opening times and admission charges

*Directory of National Voluntary Organisations, Societies etc.* by the  
N.S.S.B. 7th Floor, Hume House, Dublin 4 has information on every  
voluntary organisation you might want.

*County Histories* published by Geography Publications,  
Kennington Road, Templeogue, Dublin 6W  
– Many counties (e.g. Kilkenny, Offaly etc.) have now been covered by  
this excellent, in depth, academic resource. For the school library.

#### **OTHER MEDIA:**

*Best of Ireland* @ iol.ie would be a good place to start exploring the  
Internet. There is endless tourist information about Ireland on the web.

*Local Ireland* a website has an entry for every county in Ireland-useful  
for posting queries on a particular county.

*Discovering Ireland* – a board game from Gosling Games through  
which students learn the map of Ireland

*Auto Route* – a cd-rom programme for planning journeys all over  
Ireland and Europe

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 2: MY COMMUNITY

### CHECKLIST

Four Key Assignments are to be undertaken.  
One of these must be a group activity and one must be an out-of-school activity.

I contributed several images/newspaper cuttings to a class collage about our local area.

I took part in a class discussion about Our Local Area in the Past. I contributed to three different topics on this issue during the discussion.

I interviewed a senior citizen from my local community about life in the past.

I designed and presented a simple leaflet about five different organisations providing a service for young people in my area.

I plotted a long distance journey by road on a map from my home to another point more than one hundred kilometres away. On this map I marked in the major towns, the distances to them and the distance between them. I also showed an alternative route to this point using a different mode of transport.

I went to my local library and got the names of at least five useful resources/books on the local history of my area.

I took part in a class survey to plot on a map the litter bins provided by the local authority/authorities on my route to school.

SOCIAL EDUCATION

MODULE 3

## CONTEMPORARY ISSUES 1



## MODULE 3:

# CONTEMPORARY ISSUES 1

### PURPOSE

This module will help students to analyse and to develop an understanding of contemporary issues at a local, national and global level. Students will be encouraged to become reflective, active and critically aware citizens. The students' study of Contemporary Issues will be informed at all times by tolerance of diversity and a commitment to human rights and social justice.

### PREREQUISITES

Module 2: My Community



## AIMS

This module aims:

- to develop students' understanding of contemporary society
- to help students recognise the broader global dimension behind many contemporary issues
- to enable students to make links between local, national and international issues
- to develop an understanding and appreciation of the diversity and complexity of contemporary issues
- to recognise the different underlying principles and values which can be attached to contemporary issues
- to highlight the social, cultural, political and economic nature of contemporary issues
- to develop the students' confidence and communication skills when discussing contemporary issues.

## UNITS

Unit 1: Social Context of Contemporary Issues

Unit 2: Forces/Interests

Unit 3: Making Links

Unit 4: Contemporary Issues and Human Rights

Unit 5: Making Connections

Unit 6: Understanding Concepts



## Unit 2: Forces/Interests

### LEARNING OUTCOMES

The student will be able to:

1. select and prioritise issues relevant to themselves including issues from their local area
  
2. identify forces/interests which have an effect on particular issues.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource highly recommended.*

- ▶ Straight ranking, diamond ranking, or a moving debate could be used to select and prioritise issues. It is advisable to include an issue with a local focus, one with a global focus and one other that incorporates both. An Issue Chart could be developed to provide a visual, dynamic aid to learning.
  
- ▶ Use some of the following to identify forces/interests:
  - show a video/documentary/feature film
  - devise a quiz/crossword
  - case studies (might include refugees, Travellers, unemployment, planning)
  - simulation exercise
  - board games
  - role play
  - out of school activity
  - the Development Compass Rose (a discussion tool created by the Development Education Centre, Birmingham)
  - an imaging exercise.

## Unit 3: Making Links

### LEARNING OUTCOMES

The student will be able to:

1. make local and global links
2. relate the importance of issues and current affairs to their daily lives.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

- ▶ Use stimulus materials such as newspapers, television news bulletins, 'In.Tuition' from the Irish Independent etc.
- ▶ A simple drawing (e.g. shock wave drawing) could be used to illustrate the relevance of these issues to the students' lives perhaps after some role play activities.

## Unit 4: Contemporary Issues and Human Rights

### LEARNING OUTCOMES

Students will be able to:

1. explain the origins and background of the Universal Declaration of Human Rights

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

N.B. Teachers should check how much the students remember about the Universal Declaration of Human Rights from their Junior Certificate CSPE course in order to avoid repetition.

- ▶ Lead students into the origins and background of the Universal Declaration of Human Rights (UDHR) through an activity which simulates injustice or unfairness such as:
  - The Exclusion Game
  - Unfair Noughts and Crosses
  - Peas Power.
- ▶ Following one of these activities hold a discussion to explore students' feelings of exclusion, fairness and power. Use this to help them with the language and origins of the UDHR.

## Unit 4: Contemporary Issues and Human Rights (Continued)

## LEARNING OUTCOMES

2. recognise the fundamental principles which inform the Universal Declaration of Human Rights
  
3. distinguish between the different kinds of rights, civil/political/social/economic/cultural.

## TEACHER GUIDELINES

- ▶ Triggers such as films, books, photographs and programmes on CD-Roms would probably help students to be more receptive to the basic information they need to acquire –
  - The key dates
  - The immediate background
  - Brief description.
- ▶ In an Imaginative Exercise students could prepare a list of basic human rights and then compare them with the UDHR. A simplified text of rights could be distributed.
- ▶ Students need to become familiar with the thirty Rights and make them their own as a prelude to distinguishing between different kinds of rights. A Human Rights Card Game or something similar would be helpful here.
- ▶ An exercise based on
  - the Human Rights House
  - the Human Rights Tree
  - Cassin's Model could help students understand the different kinds of rights.

## Unit 5: Making Connections

### LEARNING OUTCOMES

Students will be able to:

1. make connections between human rights and contemporary issues
2. give examples of contemporary issues, both local and global, where human rights are under threat.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

- ▶ Teachers might return to the Issue Charts already created, or carry out a Student Interaction exercise to link human rights and contemporary issues
- ▶ A quick review of the media for a class or two might identify issues where human rights are under threat.

## Unit 6: Understanding Concepts

### LEARNING OUTCOMES

Students will be able to:

1. understand some of the key concepts relevant to the study of human rights – in particular the concept of rights and responsibilities and relate these to contemporary issues
  
2. understand the idea of conflicts of rights in relation to contemporary issues.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

- ▶ The seven concepts (democracy, rights and responsibilities, human dignity, interdependence, development, law and stewardship) which were studied in the Junior Cycle (CSPE) could be a springboard to understanding other concepts and issues such as identity, ageism, health, participation, justice, equality, and peace.
- ▶ Worksheets could be given to check students' knowledge of these and to assist them in analysing their rights and responsibilities in relation to the issue(s) being studied.
- ▶ Two suggested methods for examining conflict of rights might be:
  - A simulation exercise i.e. organising a public meeting to address a relevant but controversial issue.
  - Debates on controversial motions that might have arisen as they studied Contemporary Issues.



## RESOURCES

*Exploring Contemporary Issues* by Barbara Gill and Catherine Loughman, published by the Combat Poverty Agency, NCDE and the LCA Support Service, Dublin, 1998  
Specifically written for this course, it has information and worksheets on how to teach any contemporary issue that might come up; resource list included.

*Why Don't We?* By the National Youth Council of Ireland, Dublin  
– useful for case-studies

*Issues 1, 2, 3, 4, 5*, by John Foster, Collins Educational, London, 1996  
– cross-curricular textbooks dealing very successfully with a wide range of contemporary issues in a student friendly manner; links personal experience with global issues; teacher's resource has photocopyable questionnaires etc.

*Homelessness as a Contemporary Issue* by Barbara Gill published by Focus Ireland, Dublin, 1999 – written specially for this course, it is an excellent, short, relevant resource

*In.Tuition*, the Irish Independent, Dublin, 1999  
– useful, relevant supplement 'bringing the world into the classroom'

*Human Rights* in the 'Citizenship in Focus' series from Collins Educational – full of student friendly information

Trócaire and the Irish Commission for Justice and Peace have published many very informative, accessible pamphlets and booklets on contemporary issues e.g. *the Sudan, Teaching About Disasters, Latin America, Burma, War in Europe, Human Rights and Refugees*  
– look up their website: <http://www.trócaire.org> or e-mail them

*Contemporary Social Issues* by Independence Educational Publishers, Cambridge – at least 40 titles ranging from Genetic Engineering, Poverty, Single and Lone Parents, Child Abuse to Young Offenders and many other relevant titles

*Poverty Pack*, from Combat Poverty Agency, Bridgewater Centre, Conyngham Road, Islandbridge, Dublin 8 – up to date figures for Ireland

*Human Rights Education/Information Pack*, Comhlamh, 1997  
– very useful for many H.R. topics

#### **OTHER MEDIA:**

*Rafiki* – a cd-rom from Trócaire 1999 – games, stories etc.

*Saving Private Ryan* – film, 1998 – the first 20minutes are a powerful statement about courage and war.

*On the Road Again* – a board game from the Limerick Education Centre – raises some Travellers' issues

*Fair Shares* by Combat Poverty Agency, Bridgewater House, Conyngham Road, Islandbridge, Dublin 8 – a classic, newly updated; has a photopack

*The Rights Stuff* by Pdraig Quigley and Kevin Kelly, DEFY, Dublin, 1998 – very useful for teaching the UN Convention on the Rights of the Child

*Ceartha Daonna* – a thrice yearly newsletter from Trócaire – excellent on Human Rights issues

*Voices of the Traveller* – a magazine produced by the N.A.T.C. at 11 Main Street, Finglas, Dublin 11 – authentic voices

*Exploring Sex Stereotyping*, Department of Education, 1994  
– came to schools; useful

*Schools and Clubs against Racism Educational Pack*, EYAR/NYCI, 1997,  
– came to schools; useful for activities

#### **Amnesty International**

e-mail them:

info@amnesty.iol

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 3: CONTEMPORARY ISSUES 1

### CHECKLIST

Four Key Assignments are to be undertaken.  
One of these must be a group activity, one must be an out-of-school activity.

I took part in a role-play (either as a participant or observer) and recorded my observations about a situation where the denial of a human right was at issue.

I informed the class about a human rights issue/campaign I found in the newspaper or elsewhere.

I created an A1 sized promotional poster upholding one of the Rights in the Universal Declaration of Human Rights.

I explained to my class three things I considered right and three things I considered wrong with regard to a particular contemporary issue.

I contacted an organisation/centre outside school that had information about a contemporary issue and gave a report to my class about what I had found out.

With other members of my class I organised a survey on attitudes in our local area to a particular contemporary issue



**SOCIAL EDUCATION**

**MODULE 4**

**SOCIAL AND HEALTH EDUCATION 2**



## MODULE 4:

# SOCIAL AND HEALTH EDUCATION 2

### PURPOSE

This module aims to develop the students' interpersonal and intrapersonal awareness and coping skills. Throughout the module students, while reflecting on their own situation, will have many opportunities to develop basic helping skills.

### PREREQUISITES

Social and Health Education 1.

**AIMS**

This Module aims:

- to develop responsible and respectful attitudes and behaviour towards oneself and others
- to develop students' awareness and understanding of, and vocabulary for expressing emotions
- to enable students to develop and practise skills for managing feelings constructively
- to improve students' communication skills, thus enabling them to develop strategies for dealing with criticism and managing conflict more effectively
- to develop students' decision-making skills and enable them to learn a model for decision-making
- to develop students' awareness of the responsibilities involved in relationships
- to promote understanding of the responsibilities of parents and the needs of children
- to develop an understanding of some of the crises and difficulties which students and their families may encounter in life
- to inform students of a range of helping agencies and of how to avail of their services
- to introduce students to some basic interpersonal helping skills.

## UNITS

Unit 1: Communication

Unit 2: Relationships

Unit 3: Coping with problems

## GENERAL RECOMMENDATIONS

Emphasis should be placed on the importance of the following:

- Listening skills, through the developing of active listening techniques – checking, clarifying, using open-ended questions and summarising techniques.
- Introducing the ideas of empathy and acceptance – trying to see things from the other person’s viewpoint.

Sensitivity on the part of the teacher is necessary when addressing these topics as one or more students may have recently experienced the death of someone close or may indeed be the victim of sexual abuse or assault. In the event of a student disclosing a history of sexual abuse to a teacher, it is important for the teacher to be aware of the Department of Education and Science circular, M41/92 ‘Procedures for dealing with allegations or suspicions of child abuse’, which has been distributed to all schools. Alcohol is the most common drug addiction and it is possible that one or more students are living with an alcoholic family member. Particular sensitivity in this regard is required.

The danger of giving advice or suggesting solutions should be avoided. Teachers need to be aware of the various lines of referral within the school and feel free to refer a student for help if and when this is necessary.



## Unit 1: Communication

### LEARNING OUTCOMES

The student will be able to:

1. identify a range of feelings experienced by themselves and others and learn how to express and talk about their feelings
  
2. recognise that they have choices when dealing with feelings and in dealing with the physical response that these feelings evoke

### TEACHER GUIDELINES

- ▶ Through a brainstorm activity the students name as many feelings as possible. The feelings listed are categorised into groups under headings e.g. mad, sad, glad, jealous, scared. Students select one feeling from each group and write an 'I' statement using that feeling. Students share their statement in small groups. Sensitive processing is necessary to draw out the learning, e.g. What did you learn about yourself? About others? Did you feel listened to? How did you know? The ability to be able to name and express feelings is emphasised.
  
- ▶ Students are invited to mime a particular feeling as they move around the room. Become aware of facial expression, body posture, hunched-up shoulders etc. Teacher input describes possible choices in deciding how to handle feelings. Students identify a recent time when they experienced a particularly strong emotion and describe how they reacted at that time. They then describe what they might do differently if the same situation occurred now.

## Unit 1: Communication (Continued)

## LEARNING OUTCOMES

3. acquire and practise skills for dealing with anger in a constructive and appropriate manner
4. deal constructively with criticism
5. develop skills of conflict resolution

## TEACHER GUIDELINES

- ▶ The difference between experiencing a feeling, e.g. being angry, and acting it out by hitting someone, is emphasised, as is the need to let the person know that you are angry. The class is presented with a hypothetical situation in which anger is the key emotion experienced. Students suggest appropriate ways of dealing with this.
- ▶ In groups of four or five students list some personal criticisms they recently received, and the feelings that these criticisms evoked. Identify ways of dealing with criticism and what to do in such a situation e.g. note whether the criticism is valid or invalid, agree or disagree, listen and say nothing for the moment, stay calm. Students might practise dealing with criticism by participating in short role-play exercises in groups of three, giving feedback to one another as necessary.
- ▶ In small groups students outline the reasons for conflict in families and among friends. The reasons for conflict are identified e.g. conflict of interest or opinions, differences in understanding or a conflict to do with competing rights. Students identify a particular conflict situation in which they were involved and say how they handled it. The teacher gives guidelines on ways of dealing with conflict in a constructive manner. Students are invited to identify new and more appropriate ways of dealing with conflict.

## Unit 1: Communication (Continued)

## LEARNING OUTCOMES

6. develop and practise decision-making skills and learn a model for good decision making.

## TEACHER GUIDELINES

- ▶ Students, individually, make a list of decisions they make in a particular day, and identify various influences on how they made the decision. e.g. peer pressure, acting on impulse, careful consideration etc. Teacher introduces the notion of a 'pros and cons' approach to decision-making (costs/benefits, advantages/disadvantages). In small groups students apply this model to such decisions as whether to smoke or not, to complete homework or not, to leave school early or not etc. If a number of alternatives are possible in making a decision it is important to consider the "pros and cons" of each alternative and the consequences of each choice.

## Unit 2: Relationships

### LEARNING OUTCOMES

The student will be able to:

1. identify the range and level of relationships in which they are involved and list the factors which help or hinder a good relationship
  
2. understand and describe the many forms that family life can take and identify the needs that families meet for each of the individuals involved
  
3. assess their own readiness for parenthood and family life and understand the factors influencing decisions about having children

### TEACHER GUIDELINES

- ▶ Students list a range of people with whom they have a relationship and identify the level of the relationship e.g. close friend, other friend, family, acquaintance, etc. The skills of respect, genuineness and empathy are explained and ways in which each skill is evident in a relationship are discussed. From this a list of helpful hints for making, maintaining and ending a relationship is drawn up.
  
- ▶ Students are invited to brainstorm their ideas of different types of family structure. e.g. nuclear family, single parent family, extended family, mixed race family etc. The needs which families meet for each of the members are identified e.g. security, belonging, safety, shelter etc. Difficulties experienced by young people without a family are highlighted, and helping agencies identified.
  
- ▶ In groups students research and present a project on the responsibilities of parents and the needs of children at various stages. Information may be obtained from libraries, health centres, health promotion unit etc. Each group might examine a different life stage and present their project to the whole class when completed.

## Unit 2: Relationships (Continued)

## LEARNING OUTCOMES

4. describe the responsibilities of parents and the needs that children have at various stages e.g. pregnancy, infancy, early childhood, school-going etc.
  
5. identify some of the problems which might occur in family life and the effects such problems have on family members

## TEACHER GUIDELINES

- ▶ A young parent, willing to speak to the class about their experiences, could be invited as a guest speaker. The visitor will need to be fully briefed about the purpose of the visit. Students should be encouraged to work in groups to formulate appropriate questions. The focus is on finding out what is involved in becoming a parent and being responsible for a baby or child at a young age. Follow-up work will examine the students' own readiness to undertake such a role, giving due consideration to the change in lifestyle and extra responsibilities involved.
  
- ▶ As a class students brainstorm the range of problems that occur in families, including bereavement, substance-misuse, violence, bullying, illness, lack of finance, unemployment, disability etc. Given a variety of newspapers students identify and discuss a news item depicting a family problem, with specific emphasis on ways in which other family members are affected. A list of agencies offering help and advice in times of difficulty should be made available to students, and ways of accessing help highlighted.



## Unit 3: Coping With Problems

### LEARNING OUTCOMES

The student will be able to:

1. recognise that death is a natural part of life and identify grief as an emotion associated with death and loss which is essential to the process of 'letting go'
  
2. explain the nature and meaning of sexual harassment and learn skills to deal effectively with this problem

### TEACHER GUIDELINES

#### **LOSS AND BEREAVEMENT**

- ▶ Students are invited to work in pairs to recall a specific situation and the feelings they experienced when they suffered the loss of somebody or something they cherished. A list of things which might help a bereaved friend, and a list of things which might be unhelpful are drawn up. Each student will identify ways in which they might help someone cope with loss e.g. listening, just being there, allowing them to talk if they so wish etc.

#### **SEXUAL HARASSMENT**

- ▶ Through a process of brainstorm a definition of what constitutes sexual harassment is drawn up. Examples of what students understand to be sexual harassment are listed and clarification given where necessary. Students' attitudes to such harassment are explored, and a list of steps which someone should take in the event of their being sexually harassed is drawn up.

## Unit 3: Coping With Problems (Continued)

## LEARNING OUTCOMES

3. recognise that addiction can occur as a result of physical and emotional dependence on a substance or activity
  
4. understand and explain the difference between mental handicap and mental illness. Clarifying their attitudes to mental illness and handicap and develop sensitivity towards people in the community suffering from these conditions

## TEACHER GUIDELINES

**ADDICTION**

- ▶ Teacher input will clarify the meaning of dependence and addiction, and emphasise that dependence can be both emotional and physical. Students identify things that they do, drink or take regularly and on which they might become dependent. From this a list of addictions is drawn up. For each addiction students suggest reasons why a person might begin, continue with and become addicted to the substance or activity. A guest speaker from an organisation such as Al-anon or Alateen might be invited to discuss their experiences with the class.

**MENTAL ILLNESS**

- ▶ Through discussion in small groups students arrive at a definition for terms 'healthy', 'physically ill' 'mentally ill', 'mentally handicapped', and come to an understanding of what it means to be mentally ill. Reasons why the mentally ill evoke stereotypical reactions are discussed and appropriate ways of responding to the mentally ill in the community are established. A guest speaker from the Mental Health Association would be a suitable visitor who would clarify many of the myths surrounding issues of mental illness.



## Unit 3: Coping With Problems (Continued)

## LEARNING OUTCOMES

5. understand the nature of rape, sexual abuse and sexual assault, the effects of such assaults on the victim, and where help can be sought in the case of such an event occurring
  
6. identify and list the agencies that exist to provide support and advice in crisis situations, and practise ways of accessing such help.

## TEACHER GUIDELINES

**RAPE, SEXUAL ABUSE AND SEXUAL ASSAULT**

- ▶ Students' understanding of what constitutes rape, sexual abuse or sexual assault is established through discussion and clarification given where necessary. Students are invited to list the steps they would take in the event of they or a friend being a victim of rape, sexual abuse or sexual assault, e.g. confide in a trusted friend, report the incident to the Gardai, seek medical help, seek help through counselling. Students should be made aware of the Law and their rights as a victim in the event of rape and sexual assault.

**HELPING AGENCIES**

- ▶ Teacher and students together draw up a list of all helping agencies of which they are aware. Reasons as to why a person might seek help from each of the agencies are identified and discussed. In pairs, through a process of role-play, students practise asking for help from an agency of their choice. The difficulties in seeking such help are discussed.

## RESOURCES

*Lifelines Book 4*, by J. Foster, Collins Educational, London.

*Lifelines Book 5*, by J. Foster & P. Stewart, Collins Educational, London.

*Exploring Sex Stereotyping*, by Dept. Education and Science, Psychological Service, Marlborough St. Dublin 1. An animated video accompanies this programme.

*AIDS Education*: Resource material, by Dept. Education and Science and Dept. Health and Children.

*Healthy Choices*, by B. McAuley, North Western Health Board 1995  
A Programme of Personal and Social Development for Third Year Students. Teacher's book and Students' workbook available.

*Developing Myself and Others*, by B. McAuley, North Western Health Board 1996 A Personal, Social and Health Education Programme for Pre-Leaving Certificate Classes. Teacher's book and Students' workbook available. An invaluable resource.

*Planning Your Future*, B. McAuley, North Western Health Board 1997  
Social, Personal and Health Education for Leaving Certificate Classes. An excellent resource.

*Taking Charge of Your Life*: The Young Adult Assertiveness Programme, by Michael & Terry Quinn, Family Caring Trust, 44 Rathfriland Road, Newry, Co. Down BT34 1LD 1994 An Excellent Resource For Assertiveness Training.

*Sugar and Spice*, A Resource Book for Working with Girls and Young Women, by P. Prendeville, S. Von Mohlmann, National Youth Council of Ireland.

*Taught not Caught*, Strategies for Health Education, by H.Myles, W. Gale, T.Szirom, D.Davidson LDA, Duke St. Wisbech, Cambs. PE13 2AE 1983.

*He's in Letterkenny*, by Brian McAuley, Janet Gaynor, Maura McNally, North Western Health Board. Notes on Mental Health for Senior Classes with an accompanying video. A good resource.

*Greater Expectations*, A Source Book For Working with Girls and Young Women, by T. Szirom & S.Dyson, LDA Wisbech.

*Good Grief*, Exploring Feelings, Loss and Death with Over 11's and Adults, by Barbara Ward, published by Jessica Kingsley.

*Stories from the Silence*, Putting a Face on HIV/AIDS, by T. Brennan, R. Martin, J. O'Brien, F. Vaughan, C. Watson, by Irish Family Planning Association.

*A Picture of Health*, G.Gray & H.Hyde, LDA, Duke St. Wisbech, Cambs. PE13 2AE. 1992 A wide Variety of useful Exercises.

*Personal and Social Education* (books 1-5), by Mary Guernev, Stanley Thornes Pub. Ltd. A very useful resource.

*Games for Social and Life Skills*, by Tim Bond, Stanley Thornes Pub. Ltd.

*Pastoral Care and Personal – Social Education, Entitlement and Provision*, edited by Ron Best, Peter Lang, Caroline Lodge and Chris Watkins, Cassell Pub. 1995. An excellent resource supporting the teaching of Personal and Health Education.

*On My Own Two Feet*, by Dept. of Education and Science, and Health and Children and the Mater Dei Counselling centre. Resource materials aimed at the development of Personal and Social skills for the prevention of substance misuse. Available through participation in specific inservice training.

*Guidelines on Sexual Harassment*, published by ICTU,  
19 Raglan Road, Dublin 4.

*Sexual Harassment*, published by Employment Equality Agency,  
36 Upper Mount Street, Dublin 2.

*Holding the Baby*, Video Pack, by Georgie McCormick & Audrey Simpson, Family Planning Association, London. Supplied by Family Planning Association, Dublin.

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 4: SOCIAL AND HEALTH EDUCATION 2

### CHECKLIST

As a member of a group I have made a list/chart/collage or picture of appropriate ways of dealing with feelings of anger.

I have described a method that I have used, either in real-life or in role-play, in trying to solve a conflict situation or in dealing with criticism.

I have listed the main tasks and responsibilities involved each day in taking care of:

- (a) A three month old baby or
- (b) A three year old child or
- (c) A ten year old child

I have listed the agencies that help with a particular health or addiction problem and identified the sort of help they provide. I have described ways of contacting these agencies and accessing help and advice.



SOCIAL EDUCATION

MODULE 5

## CONTEMPORARY ISSUES 2



## MODULE 5:

# CONTEMPORARY ISSUES 2

### PURPOSE

This module examines the influence of both the media and interest groups/lobby groups/pressure groups on contemporary issues. It also investigates how the students themselves can have an impact on contemporary issues and in doing so aims to develop their level of participation in the world in which they live. Finally it explores the workings and nature of democracy and law at local, national and international levels.

### PREREQUISITES

Module 3: Contemporary Issues 1.



## AIMS

This Module aims:

- to develop the students' understanding of the social context within which particular issues arise
- to examine the process through which events and happenings become major contemporary issues
- to broaden students' understanding of the processes involved in reporting, highlighting and responding to issues
- to analyse and study the role of the media and other relevant interest/lobby/campaign groups in contemporary issues
- to encourage students to use the media and the internet
- to present students with an insight into the nature of local, national and European politics
- to encourage students to have a responsible attitude to their civil rights and responsibilities
- to prepare students for active participatory citizenship in Ireland, the European Union and the wider world.

## UNITS

- Unit 1: Influences on Contemporary Issues: Media
- Unit 2: Influences on Contemporary Issues: Interest Groups
- Unit 3: Democratic Institutions
- Unit 4 a: Active Citizenship: Voting  
*Or*  
b: Active Citizenship: The Budget
- Unit 5: Civil Rights and Responsibilities
- Unit 6: The Wider Picture

## Unit 1: Influences on Contemporary Issues: the Media

### LEARNING OUTCOMES

Students will be able to:

1. identify different types of media
2. to examine newspaper coverage given to issues that either concern or are of interest to young people

### TEACHER GUIDELINES

- ▶ Students will be aware of the different types of print and electronic media from their English and Communications course. A simple brainstorm/media survey is probably all that is needed here.
- ▶ A series of trigger questions could be drawn up to initiate a discussion about issues that are of concern or interest to young people. Then examine the newspapers to see how many of these issues are reported on. Ask the students to note:
  - Where these issues were reported?
  - How many/at what length?
  - With photos/captions?
  - Location in paper?
  - Tone/attitude?
  - How were young people portrayed?



## Unit 2: Influences on Contemporary Issues: Interest Groups

### LEARNING OUTCOMES

Students will be able to:

1. recognise and identify different interest groups that influence particular contemporary issues
2. analyse the role of interest groups in highlighting and affecting issues
3. understand lobbying and campaigning in relation to certain contemporary issues

### TEACHER GUIDELINES

- ▶ Students should return to work they did earlier on forces and interests and develop them further. For example, how do interest groups aim to bring about change and thus influence issues?
- ▶ The students could look at interest groups and their particular approach to an issue e.g. a charity approach, an approach using public meetings, a civil disobedience campaign, public debates or combinations of these. Students could role play different approaches.
- ▶ Examine how people or organisations can influence issues once they become organised and form a campaign. Examine campaigns run by organisations such as Amnesty International, Trócaire, ICTU etc.

Ask the students to discuss how effective they think the following campaign approaches are. Provide them with examples.

- Changing people's spending habits
- Writing a letter
- Speaking on local radio
- Joining an organisation
- Organising a public meeting
- Inviting speakers or organising a solidarity day in school.

Unit 2: Influences on Contemporary Issues: Interest Groups (Continued)

LEARNING OUTCOMES

- 4. access the news media using the internet.

TEACHER GUIDELINES

- ▶ The mass media have a very strong presence on the internet as have pressure groups, political parties, government departments etc.

Apart from the obvious ones, one site in particular is worth mentioning here, i.e. **www.about.com** Free updates on international stories arrive daily via e-mail if requested. Local servers have newsgroups (e.g. Indigo) where contemporary issues can be accessed.

### Unit 3: Democratic Institutions

#### LEARNING OUTCOMES

Students will be able to:

1. understand the main function of the following Institutions:
  - The relevant local authority (Corporation, County Council, Urban District Council or Town Commissioners)
  - Dáil
  - Seanad
  - Cabinet
  - European Parliament
  - European Union
2. understand the principal role and functions of:
  - The President
  - The Taoiseach
  - The Tánaiste
  - Government Ministers
  - T.D's
  - M.E.P's

#### TEACHER GUIDELINES

Students are expected to have a general rather than an in-depth understanding of these institutions. The most successful way to learn about these institutions is to interact in some way with them. Any opportunity to do so should be availed of.

- ▶ Many of the students will have covered these institutions already during their CSPE Junior Certificate course. Indeed, many of the resources produced for the CSPE course are useful for this unit. A Table Quiz could be a lively way to revise the institutions etc.
- ▶ A role play involving the members of the Cabinet or local T.D's or Councillors debating a contemporary issue could be useful. (e.g. the closure or opening of a factory). A satirical programme such as 'Bull Island' could also be used.

There is a wealth of free materials for students available on CD-ROM and video that explain the role of MEP's and the various institutions of the European Union. This material is available from the European Parliament Information Service.

**Unit 3: Democratic Institutions (Continued)****LEARNING OUTCOMES**

3. the different kinds of elections:
- Local
  - Bye-election
  - General
  - Presidential
  - European.

**TEACHER GUIDELINES**

- ▶ A simple definitions exercise, similar to the Balloons Worksheet in 'Exploring Contemporary Issues' (S17) could elicit the students' level of knowledge and understanding about elections and allow for discussion.

## Unit 4a: Active Citizenship: Voting

### LEARNING OUTCOMES

Students will be able to:

1. understand how the Proportional Representation system of voting works
  
2. understand how an election is used to address a variety of contemporary issues
  
3. understand the function of a politician's clinic

### TEACHER GUIDELINES

- ▶ Running a class election for Prefect, Student Council Representative, or a simulation of a General/Bye/Local/Presidential election could be a way of addressing voting and the PR system.
- ▶ If an election is happening the different party policies on issues (local, national, European and global) could be examined, election promises recorded (and checked up on afterwards), fliers and ballot papers collected and the PR system observed.
- ▶ If an election is not happening it may be possible for the students to role play and produce these different elements.
- ▶ Local politicians could be invited in and interviewed.
- ▶ Check out the local clinics (days and times are usually found in the local newspapers). The students could compose a simple questionnaire on a local issue. They should then bring this to the different clinics of the local politicians to find out their views on the issue and to observe how a clinic operates.



## Unit 4a: Active Citizenship: Voting (Continued)

## LEARNING OUTCOMES

4. register to vote
  
5. understand the purpose of a referendum
  
6. understand how a bill becomes law.

## TEACHER GUIDELINES

- ▶ Collect registration forms from the post office or County Council/Corporation. Fill this in. Put a chart on the wall, requesting the students to insert the date of their eighteenth birthday. When appropriate, ask them to leave their registration forms into the school office or nearest post-box. No stamp is required.
  
- ▶ Organise a referendum in the class or school on an emotive issue. The Irish Council for Civil Liberties ([www.iol.ie/~iccl/](http://www.iol.ie/~iccl/)) is a good source for a wide variety of interesting topics.  
*Or*  
If appropriate organise a referendum in school during an actual referendum. This could be taken in conjunction with Unit 2, Interest Groups.
  
- ▶ A new law (which is of some interest to the class e.g. Employment Equality, Maternity Protection, Refugees, Misuse of Drugs, etc.) could be traced from the moment it is debated in the Oireachtas to the time it is written into the Statute Book. The students should also research why this law was introduced in the first place. This may tie into an examination of 'How events become issues' from Unit 1 of this module.

## Unit 4 b: Active Citizenship: The Budget

### LEARNING OUTCOMES

Students will be able to:

1. examine and analyse the submission presented by one interest/lobby group to the Minister of Finance before the Book of Estimates is published
  
2. examine the National Budget in December
  
3. analyse how this is used to address contemporary issues.

### TEACHER GUIDELINES

- ▶ Since submissions to the Minister of Finance, publication of the Book of Estimates and the introduction of the Budget are contemporaneous with this part of the course, it is an opportunity for the students to examine how the government works.
  
- ▶ The submission of one interest group such as the I.C.T.U., I.B.E.C., C.O.R.I., I.F.A., INOU, etc. could be summarised through a simple worksheet.
  
- ▶ The main evening news and relevant current affairs programmes could be recorded on Budget Day. Students would then compare the provisions with the submissions made beforehand.
  
- ▶ Issues that the government deemed important (or unimportant) could be extrapolated from the Budget.
  
- ▶ This would tie in well with Conflict of Rights in Contemporary Issues 1.

## Unit 5: Civil Rights and Responsibilities

### LEARNING OUTCOMES

Students will be able to:

1. demonstrate an understanding of their civil rights and responsibilities

### TEACHER GUIDELINES

- ▶ Role play scenarios could be devised around aspects of law enforcement (e.g. committing a crime, placed under arrest, dealing drugs, sexual harassment, joyriding) to examine rights and responsibilities in given situations.

*Or*

Hold a group discussion around some of the following questions.

- When may the Gardai enter and search your home?
- What are your rights if you are arrested and brought to the Garda Station?
- May a bouncer remove you by force from a disco?
- Do you have to do Jury Service, if called?
- What right have you to play loud music in your home?
- What is the right to silence?

A visit from the Junior Liaison Officer/probation officer/ex-prisoner/solicitor might be appropriate here.

A visit to the District Court or Circuit Court should also be considered. Contact the Clerk of the Court in advance.

**Unit 5: Civil Rights and Responsibilities (Continued)****LEARNING OUTCOMES**

2. have a general understanding of how the Irish legal system works
  
3. compare the working of our legal system with that of other countries.

**TEACHER GUIDELINES**

- ▶ Again a simple question and answer session or research using some of the CSPE resources, the Dictionary of Irish Law, the Irish Almanac and Yearbook of Facts, Know Your Rights (ICCL), would elicit the brief facts required here: e.g. the function of the different courts.
  
- ▶ Reference to other countries could prove interesting here. Topics that could be examined might include: the Death Penalty, Trial and Sentencing, the Appeal system.

## Unit 6: The Wider Picture

### LEARNING OUTCOMES

Students will be able to :

1. describe in general terms the rights and responsibilities of Irish Citizens within the European Union
2. examine and conduct an investigation into an issue of importance to them in the context of the European Union and/or the wider world.

### TEACHER GUIDELINES

- ▶ Students could use some of the large array of materials produced by the European Union etc. to hold a walking debate on a series of statements about our rights and responsibilities as European citizens.
- ▶ Students should be encouraged to investigate a contemporary social issue that is of interest to them. The investigation should allow the student to integrate the skills, competencies, knowledge and understanding that s/he has developed and acquired from this course.

## RESOURCES

*A Guide to Irish Politics* by Ellen Hazelcorn and Tony Murray,  
Educational Company of Ireland, Dublin 1995

*Houses of the Oireachtas*, from the PRO, Leinster House, Dublin 2  
– a pack of 12 pamphlets dealing with government-very useful for class  
work – where you'll find out about all the government  
departments/parties or e-mail.

*Media World* by P. Conboy and M. Mollaghan, DESC, Dublin 1995  
– useful for media analysis.

***The Formation and Change of Public Opinion:***

***Interest Groups, Pressure Groups***, articles in Encyclopedia  
Britannica - bound volumes or cd-rom 1998 – worth reading.

*Know Your Rights* by Irish Council for Civil Liberties, Dublin, 1999  
(new edition) – invaluable for Unit 3 useful as a source of topics –  
a very helpful organisation which produces an interesting newsletter.

***Common Cause:*** It is a long standing lobbying organisation in the  
United States whose site is worth visiting as it shows the power  
of the people to change policies etc.

*The Irish Legal System* by Raymond Byrne and Paul McCutcheon.

*The Rough Guide to the Internet* Angus J. Kennedy, London, 1998  
– you'll never be short of information again! – endless lists of sites.

*The Guardian Guide to the Internet* by Jim McClellan,  
Fourth Estate, London, 1998.

*Champions of Change* Maura Farrell and Karen Gray,  
The Celtic Press, 1997 – written for Transition Years mainly it has  
profiles of 20th Century historical figures and deals with many issues  
and concepts raised in this course.

*Copping On* by Marian Quinn, National Youthreach Crime Awareness Initiative, Centre for Adult and Community Education, N.U.I., Maynooth, 1997 – an excellent resource for Unit 5: Responsible Citizenship. Is available only in the context of training.

*Skills Work and Youth* – a six module resource developed for Transition Years which deals with many topics relevant to the Leaving Certificate Applied course, in particular Bullying at Work and Unions.

*Contemporary Social Issues* from Independence Educational Publishers, Cambridge, is a series of c. forty titles dealing comprehensively with social issues of every hue.

'*Now*' magazine from IPC Magazines Ltd, King's Reach Towers, Stamford Street, London SE 1 9LS (Phone 0044171 261 7336 for back copies) contains a two page spread in every issue on an up-to-the minute topic of interest.

*Irish Almanac and Yearbook* published by Artcam Ireland Ltd, Inishowen, Donegal is a treasure trove of facts, addresses, information and statistics about the Republic of Ireland and Northern Ireland.

*Discovering Citizenship through Active Learning in the Community* by Francine Britton and Joan Liptrot, CSV Education for Citizenship, 1999 (Teacher's Manual and Student's Workbook) – an excellent resource for practical ideas.

*Human Rights and Refugees* from Trócaire, 1999

**FILM/VIDEO:**

- '*Philadelphia*' with Tom Hanks – AIDS
- '*Thin Red Line*' – War
- '*Roommates*' – HIV
- '*Midnight Express*' – Prison
- '*The Accused*' – Rape

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 5: CONTEMPORARY ISSUES 2

### CHECKLIST

Four Key Assignments are to be undertaken.  
One of these must be a group activity and one must be an out of school activity.

I took part in a debate on a contemporary issue.

I examined a contemporary issue with a group of students in my class. Then each one of us presented this issue in a different format: as a short report/press release/news broadcast/image/article for a school magazine/collage

I presented an illustrated Fact Sheet about a contemporary issue.

*or*

I wrote to my local paper/representative about a local issue that concerns me.

I tracked an issue (local, national or international) in a newspaper or on television for three days and gave a brief report to my class about it.

*or*

I created a two minute slot for a radio programme in support of a local cause.

I gave a brief report to my class about crime in my local area.

I took part with others in a role-play about my civil rights.

I collected a Registration Form, filled it in and posted it off to register my name on the List of Electors.



SOCIAL EDUCATION

MODULE 6

## TAKING CHARGE



## MODULE 6:

# TAKING CHARGE

### PURPOSE

The purpose of this module is to prepare students for the transition from dependent to independent living. It provides students with an opportunity to acquire new skills and knowledge and to develop the self-confidence required for such a transition. Its primary focus is on planning, managing and organising personal financial income and expenditure.

### PREREQUISITES

None.

## AIMS

This module aims to enable the student to:

- examine some of the real and immediate issues involved in living independently
- analyse the decisions involved in moving away from home, by taking into account his/her personal needs and the costs of such a move
- practise and apply their skills of active investigation in the local community
- acquire knowledge of the various ways of organising and managing one's own finances and expenditure
- develop skills of budgeting, saving and borrowing
- perform simulated activities linked to this module.

## UNITS

Unit 1: A Place of my Own

Unit 2: Making Ends Meet

Unit 3: Account Options

Unit 4: Saving and Borrowing

Unit 5: Buying my Own Home

Unit 6: Understanding Insurance

## Unit 1: A Place of my Own

### LEARNING OUTCOMES

The student should be able to:

1. examine the reasons why a young person might wish to move away from home
2. examine the accommodation options available to young people and list the factors he/she would consider when making a choice of where to live
3. research the accommodation options available in the local area and report on the cost and conditions which apply to each
4. list the steps to be taken when finding a place to rent for the first time
5. explain what is meant by a lease and list the points that should be clarified between the tenant and the landlord before signing a lease
6. list the rights and responsibilities of tenants

### TEACHER GUIDELINES

- ▶ Carry out a vox pop on the reasons for leaving home including the attitudes of others to this decision.
- ▶ Brainstorm the factors to consider and the advantages and disadvantages of different accommodation options.
- ▶ Visit a local auctioneer, landlord, local council office or citizen's advice centre. Use newspapers, local directories, shop notices etc.
- ▶ Chart the steps involved in finding a place to rent. List the checks to be carried out when viewing rented accommodation.
- ▶ Use lease forms and worksheets.
- ▶ This is best researched by asking a young person who has been through the process to discuss this with the class. The students should then prepare a poster/learning centre on rights and responsibilities. They should include environmental obligations regarding rubbish, noise etc.

## Unit 1: A Place of my Own (Continued)

| LEARNING OUTCOMES   | TEACHER GUIDELINES  |
|---|---|
| <ol style="list-style-type: none"> <li>7. list the people/agencies who can provide support and advice if difficulties arise in relation to the landlord/accommodation</li> <li>8. discuss the duties involved in running a home and prepare a daily, weekly and monthly schedule of tasks based on two people sharing</li> <li>9. discuss issues that can cause conflict when living with other people</li> <li>10. interview a young person living away from home and report on <ul style="list-style-type: none"> <li>• the costs involved</li> <li>• the advantages and disadvantages</li> <li>• the daily routine</li> <li>• use of free time</li> <li>• social outlets</li> <li>• coping with independence</li> </ul> </li> <li>11. understand the issues which confront single parents when seeking accommodation</li> <li>12. identify relevant safety practices.</li> </ol> | <ul style="list-style-type: none"> <li>▶ Research support and advice agencies e.g. tenants association, Threshold etc.</li> <li>▶ Draw up a list of duties and daily, weekly, monthly schedule of tasks based on two people sharing.</li> <li>▶ Use case studies to explore issues of conflict and ask the students to suggest possible solutions.</li> <li>▶ The students should prepare a set of questions and conduct personal interviews with young people living away from home.</li> <li>▶ Invite a single parent to discuss these issues with the class.</li> <li>▶ Compile a list of safety regulations.</li> </ul> |

## Unit 2: Making Ends Meet

### LEARNING OUTCOMES

The student will be able to:

1. list the essential food items required for a balanced diet and calculate the cost per week
2. investigate other items apart from food which must be purchased when living independently and calculate the cost per week
3. list additional financial commitments that occur at irregular intervals
4. investigate the financial systems available for helping people plan their expenditure e.g. Easi-Pay, budget accounts etc.
5. plan a comprehensive and realistic annual expenditure budget for a young person living away from home based on actual costs and current starting pay scales
6. draw up a list of leisure activities that they could participate in given limited financial resources.

### TEACHER GUIDELINES

- ▶ A visit from the Home Economics teacher or out of school person to advise on diet should be arranged. Visit a supermarket to price these items.
- ▶ Carry out a survey to investigate extra costs and make calculations on the cost per week based on the findings.
- ▶ Brainstorm irregular financial commitments and explore strategies to meet these.
- ▶ Arrange a visit from the business teacher or other adviser to explore how to plan a budget.
- ▶ The students should select their choice of career and research the relevant pay scales. They should then compile a comprehensive and realistic annual budget.
- ▶ Carry out vox pop or survey on low cost leisure activities. Conduct visit or invite visitor from relevant bodies e.g. Library, Youth Officer, Clubs etc.

## Unit 3: Account Options

### LEARNING OUTCOMES

The student will be able to:

1. identify the reasons for opening an account in a financial institution
2. investigate his/her local Credit Union and report on findings
3. complete the necessary forms for:
  - joining the Credit Union
  - lodging money in the Credit Union
  - withdrawing money from the Credit Union
4. list the services provided by banking institutions

### TEACHER GUIDELINES

- ▶ Brainstorm and discuss the advantages of opening an account and identify the pitfalls involved in operating on a cash only basis.
- ▶ Invite a visitor from the local Credit Union to the class and prepare a report on:
  - the type of service provided
  - the advantages of using the Credit Union
  - the steps involved in becoming a Credit Union member
  - the procedure for getting a loan and the basis on which loans are given.
- ▶ Visit the Credit Union and complete the relevant forms.
- ▶ Invite a visitor or visit the school/local bank. Compile list of services provided.

## Unit 3: Account Options (Continued)

## LEARNING OUTCOMES

5. complete the procedures for the following banking transactions
  - opening a current account and obtaining a cheque book;
  - opening a deposit account and obtaining a deposit book;
  - lodging money into a bank account;
  - withdrawing money from a bank account;
  - changing money from one currency to another;
  - writing cheques and using cash dispensers.
6. investigate the financial service provided by the Post Office and the advantages of using the Post Office
7. investigate the financial service provided by Building Societies
8. explore the various options for an investment of £100.00.

## TEACHER GUIDELINES

- ▶ The school bank personnel can assist here. Simulate the required procedures using authentic forms and role playing the necessary procedures. For foreign currency apply procedures to forthcoming or past trips abroad i.e. planning the amount of money that would be required for a specific trip and converting punts to relevant currency.
- ▶ The students should visit a Post Office and report on the services available. They should also complete or simulate completing the documentation required for opening a Post Office account.
- ▶ The students should visit a building society and report on the services available. They should also complete the documentation required for opening an account.
- ▶ As a group the students explore investing £100 with the various financial institutions and decide on the best investment option.



## Unit 4: Saving and borrowing

### LEARNING OUTCOMES

The student will be able to

1. explore the reasons for saving
2. investigate saving for a specific item
3. prepare a savings scheme taking into account other financial commitments
4. investigate the possibility of taking out a loan
5. explain what is meant by a hire purchase agreement including the advantages and disadvantages of this scheme.

### TEACHER GUIDELINES

- ▶ Brainstorm and discuss the importance of saving.
- ▶ Select a specific item e.g. C.D. player, motor bike, computer etc and visit agencies to explore:
  - saving options available
  - rates of interest paid
  - length of time required to accumulate desired figure.
- ▶ Based on the weekly budget drawn up in Unit 2, chart a realistic savings scheme.
- ▶ Invite a visitor to describe the procedure (e.g. past student) or role play asking for a loan. The students should then Report on:
  - loan options available (terms, conditions etc.)
  - rates of interest
  - liabilities
- ▶ The teacher explains what is meant by hire purchase. The students should then visit a hire purchase supplier and discuss the advantages and disadvantages of this system.

## Unit 5: Buying my own home

### LEARNING OUTCOMES

The student will be able to:

1. investigate the lending agencies providing finance for house buyers
2. explore and report on options, procedures, and conditions attached to house loans from building societies, banks, local authority etc.
3. research the local house market for new and second hand houses
4. explain what is meant by:
  - bridging finance,
  - mortgage tax relief,
  - home improvement grants
5. describe the main steps and costs involved in buying a house, both new and second hand.

### TEACHER GUIDELINES

- ▶ Brainstorm where one can get finance to buy a house. Compile relevant list of financial institutions.
- ▶ Visit or visitor from each of the agencies. Report on findings.
- ▶ Visit to auctioneers. Property pages of local and national newspapers.
- ▶ Teacher/out-of-school input to explain terms.
- ▶ Brainstorm the services needed (solicitor, estate agent etc.) Prepare a step by step guide.

## Unit 6: Understanding insurance

### LEARNING OUTCOMES

The student will be able to:

1. list the general types of insurance available
2. explain the following terms – premium, insurance policy, insurance broker, certificate of insurance
3. outline one type of insurance transaction and explain:
  - choice of transaction
  - what the transaction involves
  - details regarding the value of the item to be insured, the value of the cover provided, premium costs
  - completed documentation (forms)
  - expected benefits
  - claim procedure.

### TEACHER GUIDELINES

- ▶ Brainstorm types of insurance policy e.g. car, life, holiday, house etc.
- ▶ Input from teacher or out of school person.
- ▶ As a group the students investigate and report on insurance options, holiday, bike, car, home, life, valuables, etc.

**RESOURCES**

*A Place of My Own-for the Taking Charge Module, Leaving Certificate Applied*

by B. Gill, Focus Ireland, 1 Lord Edward Court, Dublin 8

*A Young Person's Guide to Money* by U. Mc Morrow Clarke, PAUL Partnership, Limerick.  
Student's book and Teacher's Manual

*Totally Consumed* by Cláir Ní Aonghusa, Curriculum Development Unit, Sundrive Road, Dublin 12. Consumer education study pack which includes a CD-ROM and Teacher's manual.

*Over Here*, Emigrant Advice Centre, 1A Cathedral St. Dublin 1. Video and pack.

*Youth Information Guide*

*Paymaster – You're in Control* (video) Irish Bank's Information Service.

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 6: TALKING CHARGE

### CHECKLIST

I prepared a step by step guide to leaving home and finding a place to live. I included the different considerations that need to be taken into account.

I conducted and recorded (audio, written etc.) an interview with a young person living away from home on their own.

I prepared a weekly budget for a young person living on his or her own. I based this budget on the current weekly wage of a young person who has just started working.

As part of a group, I participated in a discussion with a visitor representing a Bank, Credit Union or Building Society, and reported on what I learned from the discussion.



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