

LEARNING OUTCOMES IN FOCUS

Students should be able to:

- 3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles.
- 3.5 discuss strengths and weaknesses of the democratic process.
- 3.12 examine case studies of the use of digital or other media in a political election or referendum.
- 3.13 reflect on what has been learned in this strand.

NAME OF CBA

Raising awareness about Brexit and its potential impact on our lives.

TEACHING AND LEARNING CONTEXT

Students did a KWL exercise (what I know, want to know, learned) about Brexit. This led to discussion on the EU, how it works, what membership means and the role of referendums in a democracy.

Students then debated the advantages and disadvantages of EU membership from an Irish perspective and students worked in groups to rank the benefits of Ireland's membership of the EU.

In examining some of the reasons 'Why did Britain decide to leave?' the following links were useful:

[BBC Newsround on Brexit](#)

[Brexit Explained on RTE news2day](#)

This led to further debate on possible consequences for Ireland in a 'deal' or 'no deal' Brexit scenario and how it might affect the lives of ordinary citizens in Ireland and Northern Ireland.

Finally, students used their digital devices to research some of the 28 member states to broaden their knowledge of the diversity of the EU.

STUDENT CITIZENSHIP ACTION RECORD



RAISING AWARENESS ABOUT BREXIT – MY CITIZEN ACTION RECORD

A CSPE CBA

Why did I Choose this Topic for my CBA?

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

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

What are my Aims for this CBA?

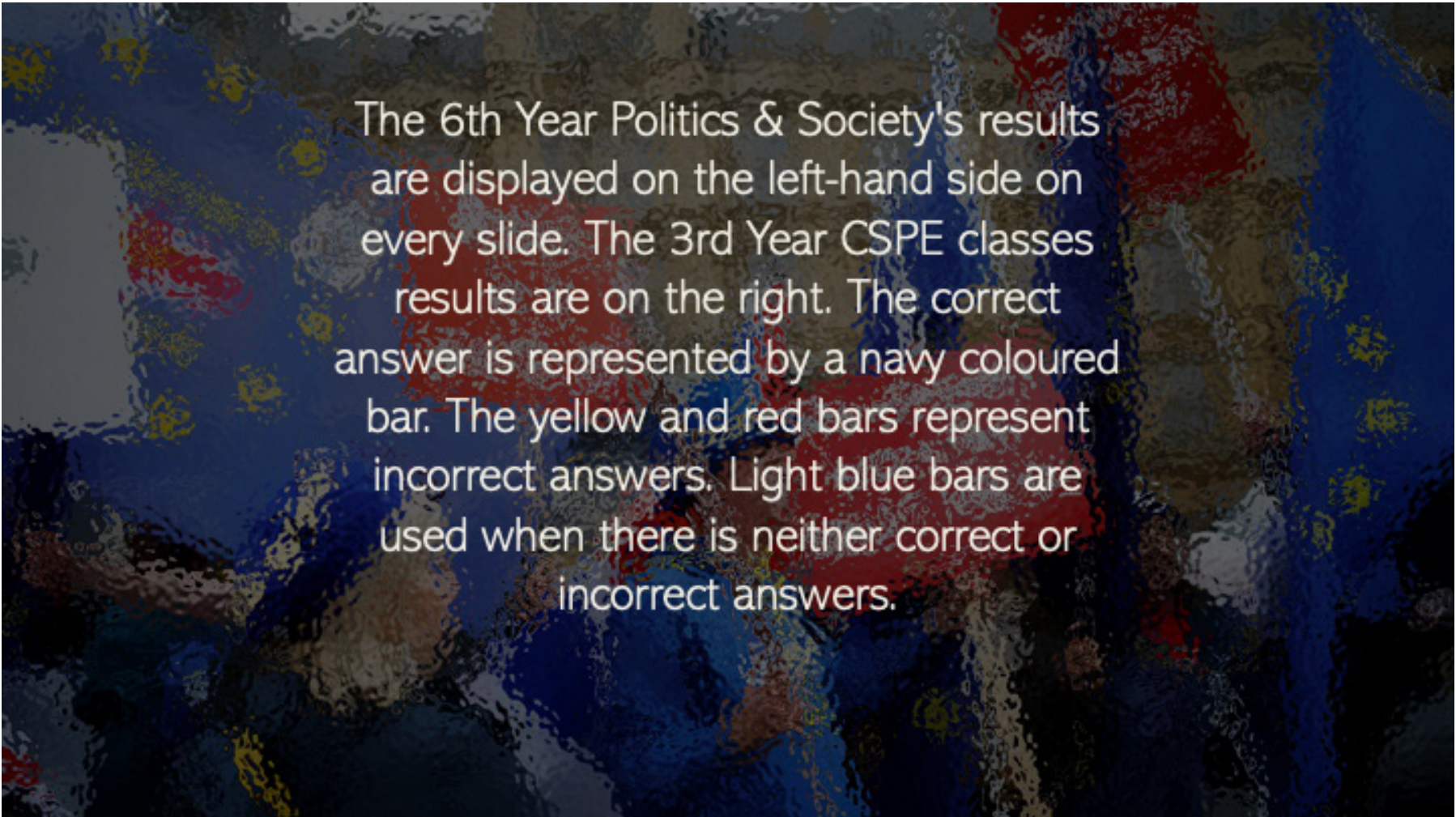
- ✓ Through this CBA, I hope to learn more about the EU. What does the EU mean to its member countries and its citizens? What are the advantages and disadvantages of the EU? What has the EU achieved?
- ✓ I hope to learn more about a part of Brexit no one speaks of. How did Brexit come around in the first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

My Action

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

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

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



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

What is 'Brexit' ?

Answered: 5 Skipped: 0



What is 'Brexit' ?

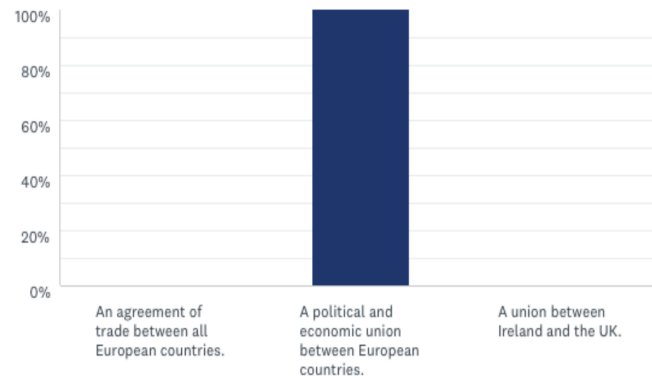
Answered: 19 Skipped: 0



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

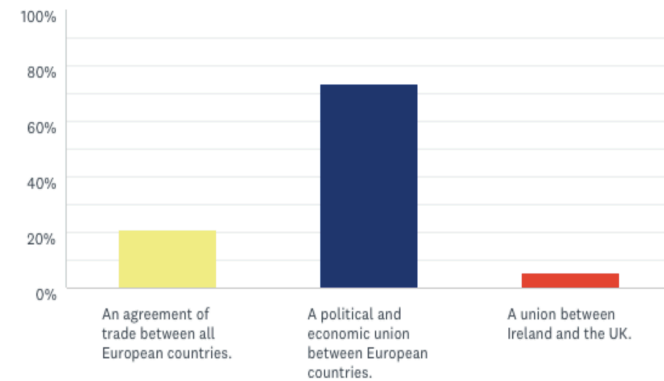
What is the 'European Union'?

Answered: 5 Skipped: 0



What is the 'European Union'?

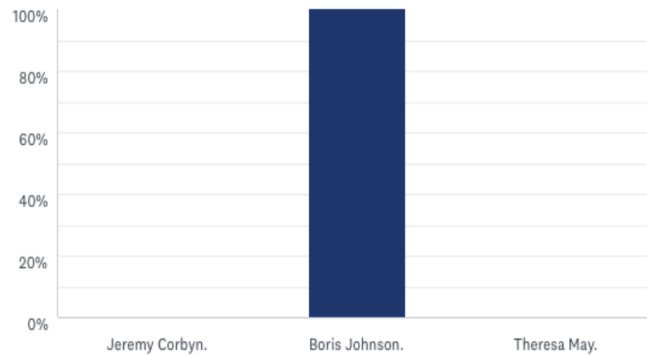
Answered: 19 Skipped: 0



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

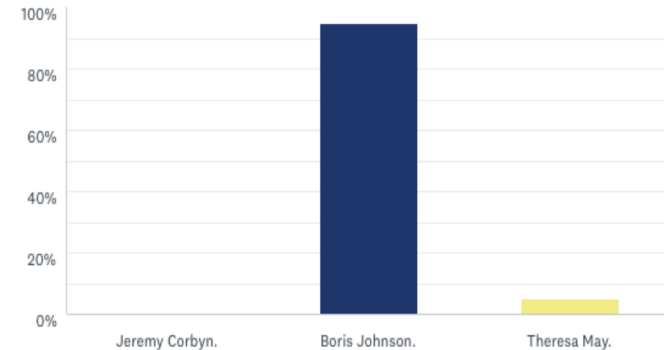
Who is the current British Prime Minister?

Answered: 5 Skipped: 0



Who is the current British Prime Minister?

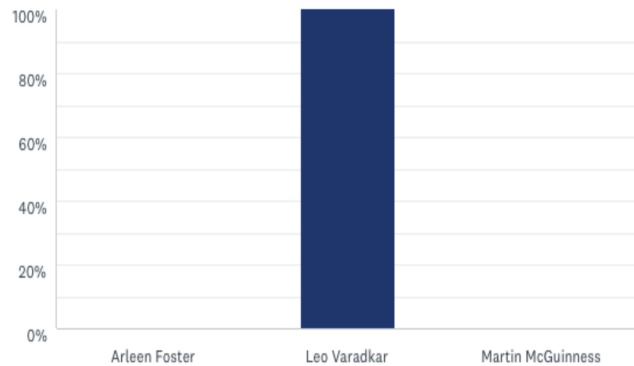
Answered: 19 Skipped: 0



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

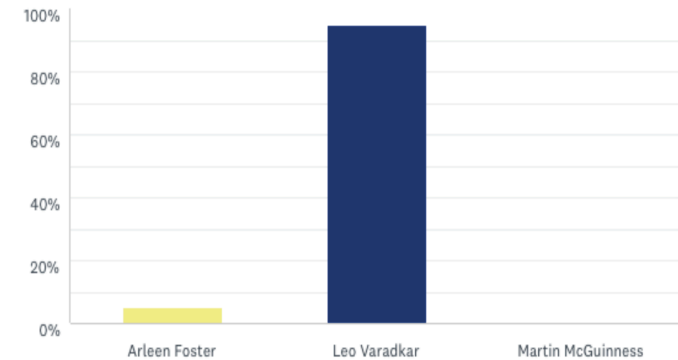
Who is the current Taoiseach?

Answered: 5 Skipped: 0



Who is the current Taoiseach?

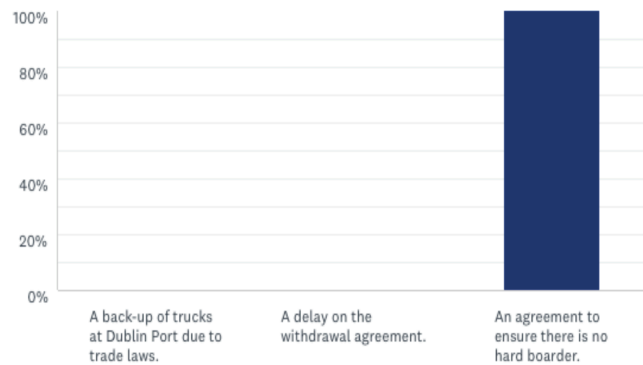
Answered: 19 Skipped: 0



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

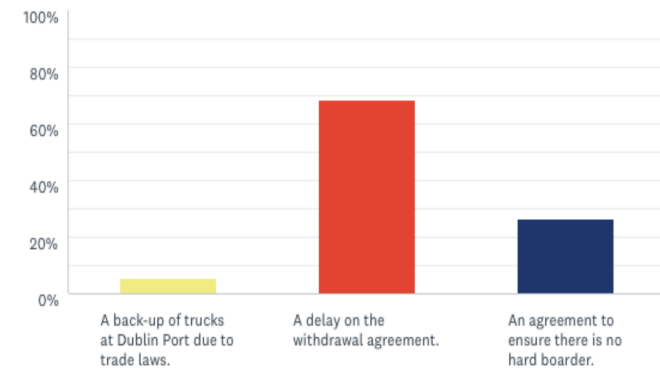
What is the 'Backstop'?

Answered: 5 Skipped: 0



What is the 'Backstop'?

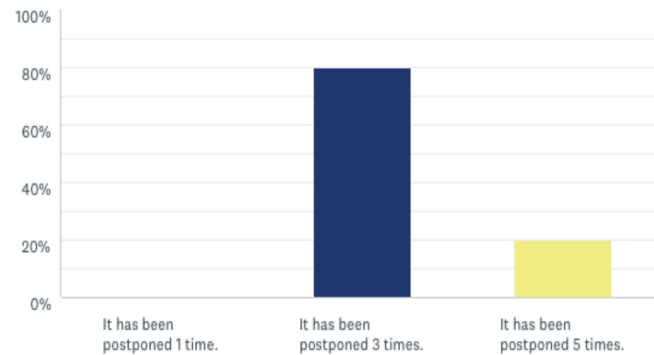
Answered: 19 Skipped: 0



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

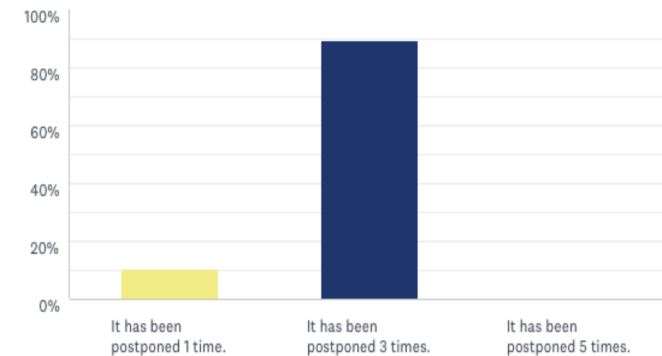
How many times has Brexit been postponed?

Answered: 5 Skipped: 0



How many times has Brexit been postponed?

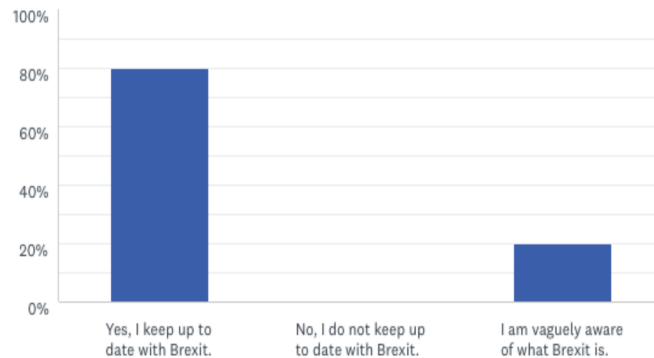
Answered: 19 Skipped: 0



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

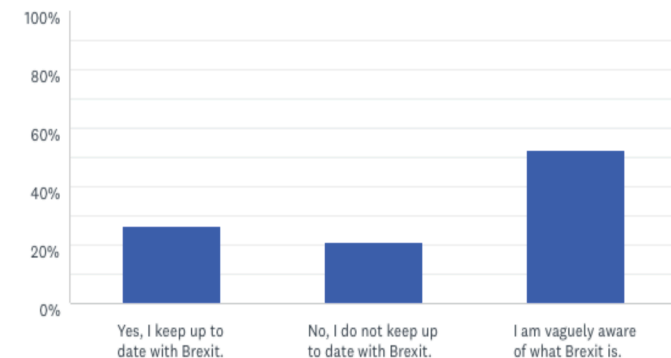
Do you regularly keep up to date with Brexit?

Answered: 5 Skipped: 0



Do you regularly keep up to date with Brexit?

Answered: 19 Skipped: 0



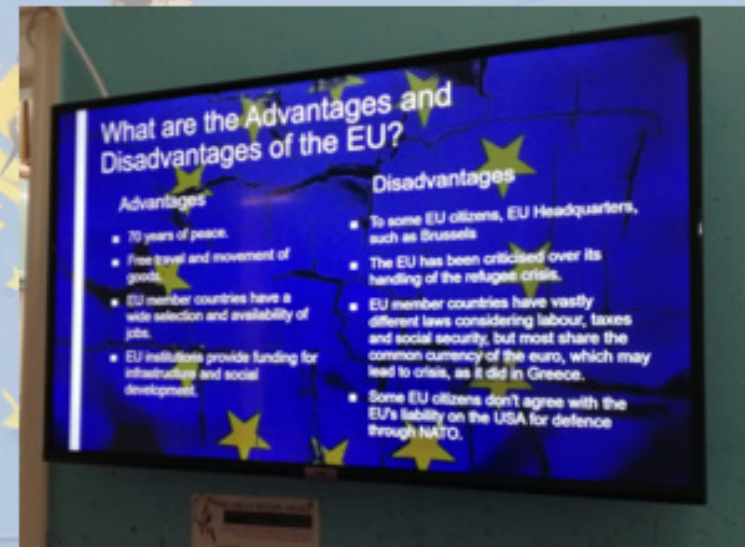
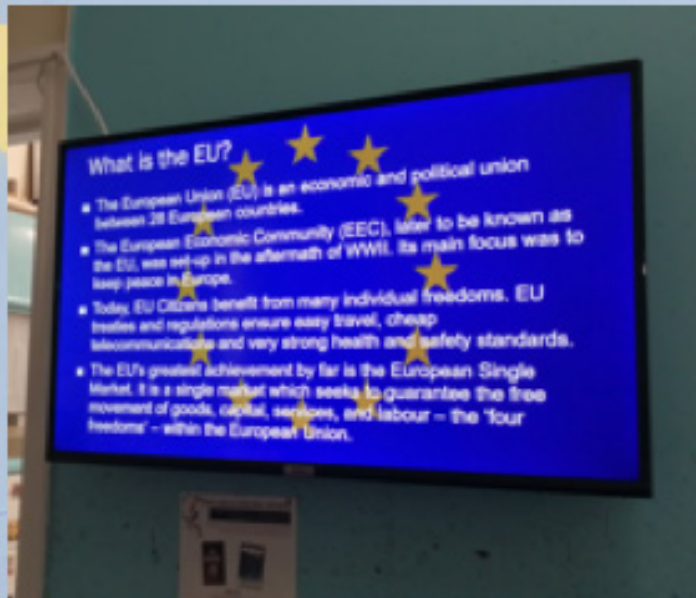
There was no incorrect answers in question 7. The results turned out as expected. The majority in the 6th year class answered "Yes, I keep up to date with Brexit" to the question, "Do you regularly keep up to date with Brexit?". The majority of the 3rd year class answered, "I am vaguely aware of what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

Survey: Open Question

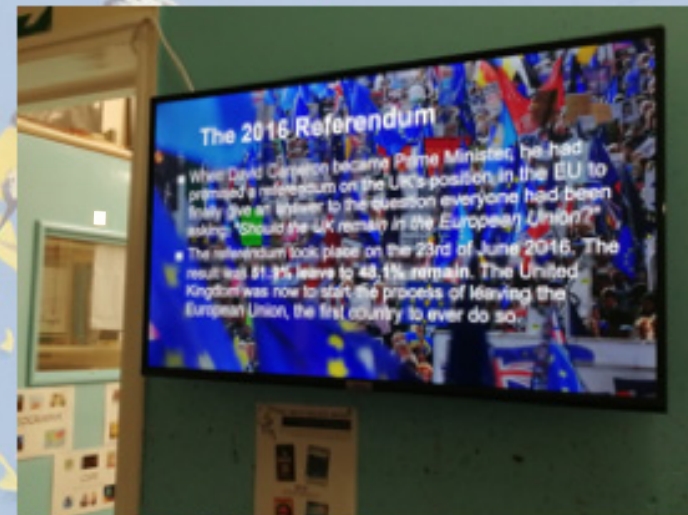
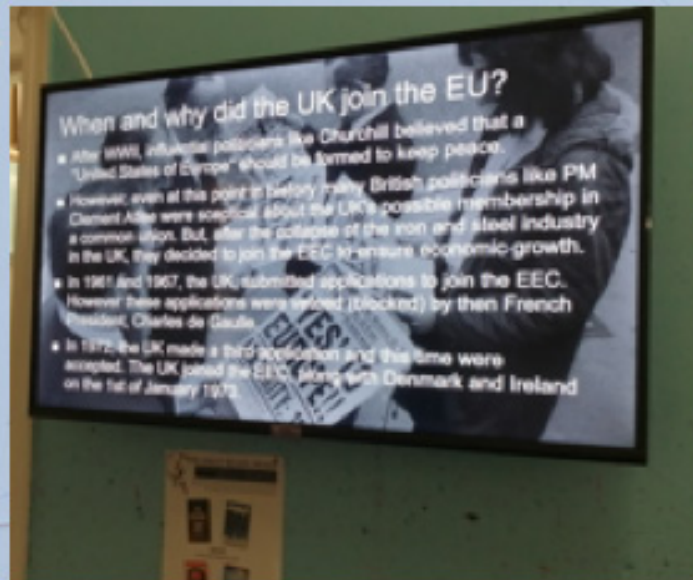
The final question I asked in my survey was an open-ended question. I asked both classes, "How do you think we can better inform students in this school on Brexit and its effects?". I wanted to get the students opinions on how we could possibly raise awareness and give information on such a complicated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

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

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



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



Reflection on my Survey Results.

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

How did I Contribute to the Action?

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

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

What have I learned about Brexit?

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

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

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

What skills have I developed in this CBA?

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

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

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

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

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

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

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

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

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

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

FEATURES OF QUALITY

Exceptional

- The action record shows how the student fully and effectively engaged in meaningful action.
- The student's personal reflections on their learning are of excellent quality.
- The record is presented in a comprehensive, creative and highly effective manner.

Above expectations

- The action record provides evidence of how the student engaged in meaningful action.
- The student's personal reflections on their learning are of good quality.
- The record is presented in an organised, creative and effective manner.

In line with expectations

- The action record provides evidence of the student's engagement in the action.
- There is some evidence of personal reflection on their learning.
- The action record is presented in an organised manner with some creativity.

Yet to meet expectations

- There is limited evidence of personal engagement in the action taken.
- There is very limited evidence of student reflection on learning.
- The action record provides a very basic summary of information although it may lack detail and creativity.

The annotations capture observations by the student's teacher, using the Features of Quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance Group, consisting of practising teachers and representatives of the Department of Education and Skills Inspectorate, the State Examinations Commission and the Junior Cycle for Teachers Support Service.

TEACHER ANNOTATIONS

The student undertook meaningful action which was personally meaningful for the student. It was also meaningful action because it was thoughtfully planned and executed and created wider awareness amongst the school community. The student provides a clear rationale for taking the action and there is evidence of each of the steps taken, all of which are purposeful and build into a coherent action and record. The way in which the record presents the results of a survey of a cross section of JC and LC students and also provides reflection and analysis of the data gathered is commendable. The effectiveness of the action is strengthened by the decision to use the findings from the survey to raise awareness, through the TV screens in the school.

There is evidence of excellent personal reflection throughout the record. The student reflected on why the topic of Brexit mattered, and how they might be able to generate awareness about this topic amongst peers. The reflections show an ability to reflect on what has been learned throughout the action but also a capacity to reflect on what this means for the student and for the wider world. Rich personal insights are evidenced throughout the record such as the importance of valuing one's identity as an Irish EU citizen and an appreciation of the value of having and using one's vote.

The level of detail in the record is comprehensive. It is organized highly effectively into sections which reflect the different stages of the learning experience, from setting out one's goals, to researching the structure of the EU and the reasons behind the UK voting Leave, to gathering data about the attitudes of young people in the school towards Brexit, to raising awareness. There is also evidence of creative use of visual images, charts and photos which are used to good effect and provide snap shots of important elements of the action.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =

Exceptional



The annotations capture observations by the student's teacher, using the Features of Quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance Group, consisting of practising teachers and representatives of the Department of Education and Skills Inspectorate, the State Examinations Commission and the Junior Cycle for Teachers Support Service.