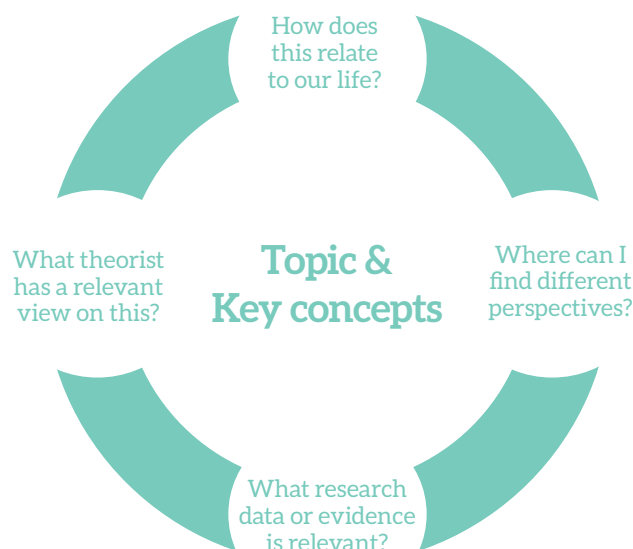# Planning for Politics and Society

INTRODUCTION

Politics and Society is a subject that draws on many disciplines and makes linkages between students' learning both in the classroom and in the wider world. The dynamic and topical nature of the subject knowledge cannot be contained in a text book. It requires an approach to teaching and learning that brings students though the following process:

► learners begin to engage with a topic through exploring how it applies to their own lives or to a context that is meaningful to them
► they then explore this topic in more detail through applying a range of different arguments or through examining data relevant to their question
► in doing this they develop their skills of discussion and debate and of analysing information and, using these skills, they come to their own conclusions
► they compare their own context to another context at national, European or wider world level
► they explore how various activists and thinkers have contributed to the development of some of these key ideas.

It would not do justice to the subject to teach the four strands of Politics and Society in a linear manner. Many of the key concepts, theorists and learning outcomes relate to more than one strand or topic and so it will be necessary to move between the strands. This resource shows some of the ways linkages can be made, and teachers will find more. It is important to note that this resource offers one possible roadmap for planning a two year course in Politics and Society, and it is hoped that each year, teachers will develop a plan that is both relevant to their students and to the changing political and social environment.

STRANDS OF STUDY

Strand 1: Power and decision-making

Topic 1   Power and decision-making in school

Topic 2   Power and decision-making at national and European level

Strand 2: Active citizenship

Topic 3   Effectively contributing to communities

Topic 4   Rights and responsibilities in communication with others

Strand 3: Human rights and responsibilities

Topic 5   Human rights and responsibilities in Ireland

Topic 6   Human rights and responsibilities in Europe and the wider world

Strand 4: Globalisation and localisation

Topic 7   Globalisation and identity

Topic 8   Sustainable development

Strand 1: Power and decision-making
Strand 2: Active citizenship
Strand 3: Human rights and responsibilities
Strand 4: Globalisation and localisation

Citizenship Project

PLANNING POLITICS AND SOCIETY
YEAR 1 - 1ST 10 WEEKS*

Please consult the course specification for full elaboration of the Learning Outcomes

Strand 1
Power and decision-making

Topic 1 Power and decision-making in the school

1.1. processes of power and decision-making in their school
1.2. arguments concerning the need for rules
1.3. ideas underpinning these arguments
1.4. evidence concerning the effects of rules and rule-making processes

(Focus is on examining concepts of power, influence, participation and governance as it relates to the school life)

Strand 2 Active Citizenship

Topic 3 Effectively contributing to communities

3.4 Identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans.

Topic 4 Rights and responsibilities in communication with others

4.1. rights to freedom of expression in small group contexts
4.2. developing skills in listening and communicating
4.3. acknowledging differences and negotiating and resolving differences
4.4. seeking and evaluating information and ideas
4.5. relating democratic practices in small groups to the sorts of practices that are appropriate for citizens in wider society

(Focus on building the skills needed for democratic dialogue within the classroom)

Strand 3 Human Rights and Responsibilities

Topic 5 Human rights and responsibilities in Ireland

5.3 The idea of equality in relation to rights (Relate this idea back to the school (strand 1) and to people who might experience discrimination or disadvantage in the Irish education system/settings.)
5.6 Evidence on the right to education

(Focus on data and research evidence on whether the right to education is enjoyed equally by everyone in Ireland)

Strand 4 Globalisation and Localisation

Topic 7: Globalisation and identity

7.1 Representations of national identity made available to young people

(Focus on evidence which shows how education helps shape young people's identity in Ireland and Northern Ireland)

Some related thinkers:

Thomas Hobbes, John Locke, Karl Marx, Jean Jacque Rousseau, Kathleen Lynch, Paulo Freire, Robert Nozick, Emile Durkheim, Martha Nussbaum etc.

* In the lead up to the US presidential election (Nov 2016), teachers may choose to dip into some LOs related to this event such as 2.6 (traditional and new media in a democracy), and students might also consider how different candidates present arguments that might be associated with left-wing or right-wing positions (1.2).

Strand 1 Power and decision-making

Topic 2: Power and decision-making at national and European level

- 2.1 the making of national policy
- 2.2 how the executive branch of government is selected
- 2.3 social class and gender as important social categories
- 2.4 arguments concerning representation
- 2.5 evidence about the effectiveness of representation
- 2.6 traditional and new media in a democracy

(Focus is on examining how we elect our leaders, how representative are they, and the role of the media.)

Some related thinkers:

As for 1st 10 weeks plus Sylvia Walby and others.

Strand 2 Active Citizenship

Topic 3 Effectively contributing to communities

- 3.4 Identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans.

Topic 4 Rights and responsibilities in communication with others

- 4.1. rights to freedom of expression in small group contexts
- 4.2. developing skills in listening and communicating
- 4.3. acknowledging differences and negotiating and resolving differences
- 4.4. seeking and evaluating information and ideas
- 4.5. relating democratic practices in small groups to the sorts of practices that are appropriate for citizens in wider society

(Focus on building the skills needed for democratic dialogue within the classroom)

Strand 3 Human Rights and Responsibilities

Topic 5 Human rights and responsibilities in Ireland

5.1.   some of the rights of young people
5.2.   human rights principles
5.3.   the idea of equality in relation to rights
5.4.   arguments about rights
5.5.   state bodies for human rights
5.6.   evidence on the right to education

Topic 6 Human rights and responsibilities in Europe and the wider world

6.1.   rights in the wider world
6.2.   arguments about rights in the wider world
6.3.   international cooperation and human rights

Some related thinkers:

Mary Robinson, Martha Nussbaum, Kathleen Lynch

Citizenship Project
Getting Started

Strand 2 Active Citizenship

Topic 3 Effectively contributing to communities

3.1   people who have made positive contributions to their social context
3.3   the range of means of taking action at local, national or international level

Topic 4: Rights and responsibilities in communication with others

4.1   rights to freedom of expression in small group contexts
4.2   developing skills in listening and communicating
4.3   acknowledging differences and negotiating   and resolving differences
4.4   seeking and evaluating information and ideas
4.5   relating democratic practices in small groups to the sorts of practices that are appropriate for citizens in wider society

Strand 4 Globalisation and Localisation

Topic 7: Globalisation and identity

- 7.2 diversity and cultural change
- 7.3 diversity in the European Union
- 7.4 understanding identity
- 7.5 understanding interaction between western and non-western culture
- 7.6 globalisation and political power

Topic 8 Sustainable development

- 8.1 actions that address sustainable development
- 8.2 arguments concerning sustainable development

Some related thinkers:

Thomas Hylland Eriksen, Kwame Anthony Appiah, Benedict Anderson, Edward Said, Samuel Huntington

Some related thinkers:

Andre Gunder Frank, Walt Whitman Rostow Vandana Shiva, Sean Mc Donagh

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Strand 2 Active Citizenship

Topic 3 Effecting contributing to communities

- 3.1. people who have made positive contributions to their social context
- 3.2. becoming involved in, or starting an initiative, group or organisation
- 3.3. the range of means of taking action at local, national or international level
- 3.4. identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans
- 3.5. developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible, being reliable and being able to persevere when difficulties arise
- 3.6. appraising oneself, evaluating one's own performance, receiving and responding to feedback