

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

**Civic, Social
and Political
Education
within the
Framework
for Junior
Cycle 2015**

www.jct.ie



Section A: Reference Websites

<http://www.curriculumonline.ie/>

At this NCCA-hosted website, you can view the curriculum specifications, examples of student work, and a variety of assessment support options.

<http://www.jct.ie/>

The JCT website provides details of CPD opportunities to support schools and teachers in the context of the *Framework for Junior Cycle 2015*. It includes information, relevant resources and materials and details of upcoming events.

<http://www.ncca.ie/>

The NCCA website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and the Key Skills, and new approaches to assessment and reporting.

<http://www.pdst.ie/CSPE>

The PDST Health and Wellbeing team aim to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students.

<http://www.actonline.ie/>

The Association of CSPE Teachers (ACT) is the professional association for CSPE teachers in Ireland.

<http://www.ncse.ie/>

The role of the National Council for Special Education (NCSE) is to enhance the quality of learning and teaching in relation to special educational provision.

Section B: CSPE within the Framework for Junior Cycle

Junior Cycle Education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior Cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Wellbeing at Junior Cycle provides learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and enables them to build life-skills and to develop a strong sense of connectedness to their school and to their community. It will also emphasise the role that students play in their family, community and society in general. This new area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing.

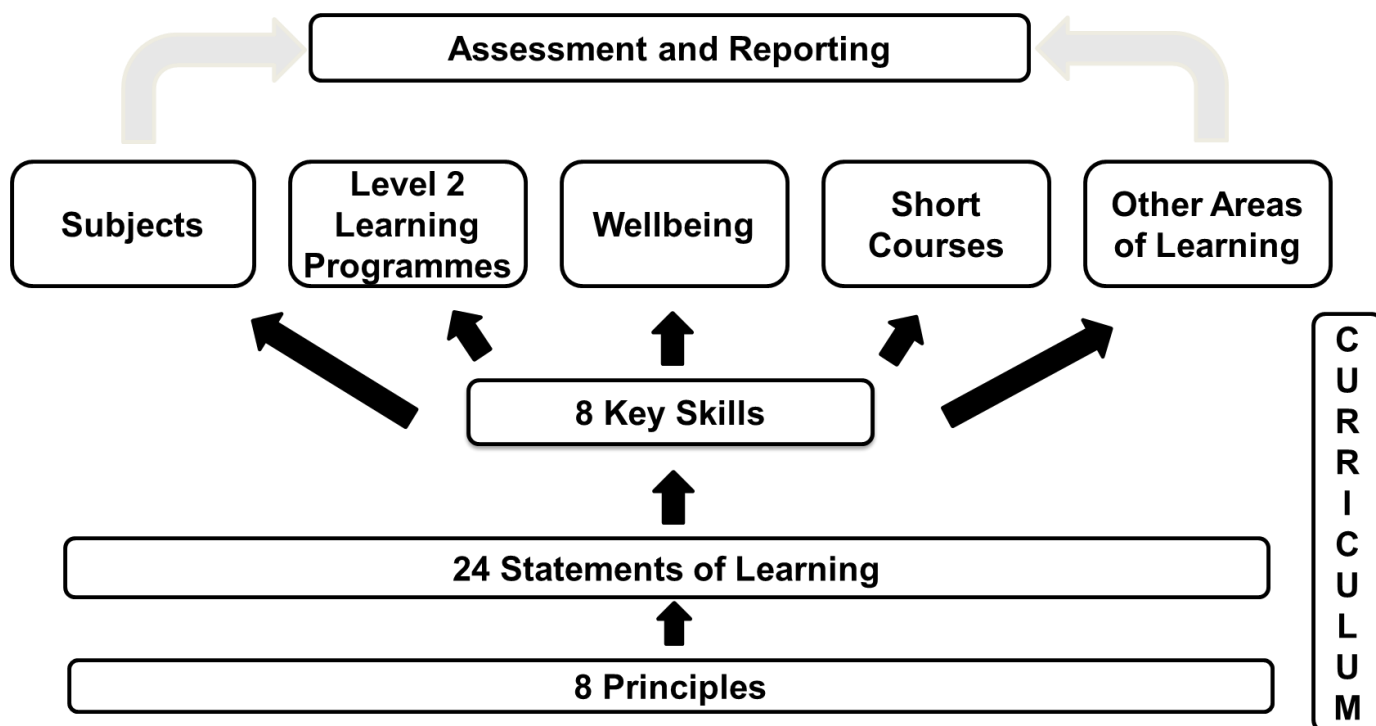
Civic Social and Political Education (CSPE) helps students to question, critique and evaluate what is happening in the world; provides students with an understanding of their human rights and social responsibilities; prompts students to consider how to create a more sustainable future for all; fosters an awareness of what it means to live responsibly in a democracy; and most importantly, it places active reflective citizenship at the centre of the learning process by providing students with the opportunity to take action and influence change around local, national and global issues. (CSPE Short Course Specification 2016, pg. 4)

Curricular options for CSPE within Wellbeing (DES Circular Letter 0015/2017)

Students who commenced their Junior Cycle from Sept 2017 must study CSPE. Options **include**:

- the junior cycle syllabus in CSPE (1996) or
- the specification for the Junior Cycle short course in CSPE (2016)

Section C: The Framework for Junior Cycle 2015



Section D: The Statements of Learning that appear in the CSPE Short Course Specification

The student:

- values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (7)
- understands the origins and impacts of social, economic, and environmental aspects of the world around her/him (9)
- has the awareness, knowledge, skills, values and motivation to live sustainably (10)
- takes action to safeguard and promote her/his wellbeing and that of others (11)

Section E: The Eight Key Skills

There are eight key skills required for successful learning by students *across* the curriculum and for learning *beyond* school.

Being Literate	Managing Myself	Staying Well	Managing Information and Thinking
Being Numerate	Being Creative	Working with Others	Communicating

Section F: Workshop Activities

Activity 1: Human Bingo

Step 1:

Read the statements below. There is one blank box for you to make up your own statements.

Step 2:

Find a person who can truthfully say 'yes' to a statement. Ask them to sign their name under the statement. Continue finding people who can say yes to statements.

Important Note:

You must also get a signature for the statement you devised. You cannot sign your own sheet!

Hates getting up early on a Saturday morning.

Name: _____

Has the letter 'a' or 'e' in their name.

Name: _____

Has just finished reading an interesting book.

Name: _____

Has visited a European country in the past year.

Name: _____

Is interested in current affairs.

Name: _____

Can speak a second language.

Name: _____

Exercises at least once a week.

Name: _____

Has read some/all of the CSPE short course specification.

Name: _____

Sings in the shower.

Name: _____

Has taught or is teaching CSPE.

Name: _____

Has been to the cinema sometime in the last two months.

Name: _____

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.....

Name: _____

Activity 5: How is your chosen indicator activated in your CSPE classroom?

Activity 6: Notes from Student Voice discussion

Activity 8: How has the world in which your students live changed since 1996?

Activity 9 (see pgs. 6-8 for Expectations for students): Personal reading of CSPE specification

Two things I have learned:

One question I have:

CSPE Short Course- Expectations for students

Activity 9: Reading

Activity 10: Highlighting Exercise

Strand 1: Rights and Responsibilities

Students should be able to:

Human dignity: the basis for human rights	<p>1.1 discuss what it means to be human and to live in a community with rights and responsibilities</p> <p>1.2 create a visual representation to communicate a situation where human dignity is not respected</p> <p>1.3 create a hierarchy of their needs, wants and rights</p> <p>1.4 assemble a 'basic needs basket' representing the needs of a family living in Ireland (not just their economic needs).</p> <p>1.5 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities</p>
Human rights instruments	<p>1.6 share stories of individuals or groups who inspire them because of their work for human rights</p> <p>1.7 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents</p> <p>1.8 communicate their understanding of how the UDHR, UNCRC and ECHR1 apply to their lives, in terms of both their rights and their responsibilities</p> <p>1.9 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights</p> <p>1.10 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights</p> <p>1.11 show an appreciation of their responsibility to promote and defend their individual human rights and those of others</p> <p>1.12 reflect on what has been learned in this strand</p>

Complete one of the following actions, or another relevant action:

- identify a human rights issue of concern and engage with an individual, group, organisation or campaign focusing on that issue
- devise a class charter of rights and responsibilities
- organise and participate in a mock Equality Tribunal hearing, a mock European Court of Human Rights trial or a mock International Criminal Court trial using simplified cases
- develop and conduct a survey focusing on a human rights issue(or issues) and publicise the survey findings
- organise a celebration of International Human Rights Day
- use technology to engage with a young person or a group of young people from another country about a human rights issue of mutual concern

Strand 2: Global Citizenship

Students should be able to:

Sustainability	<p>2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far</p> <p>2.2 consider a variety of definitions of development and devise their own definition of sustainable development</p> <p>2.3 create a visual representation of data depicting their ecological footprint</p> <p>2.4 discuss three or more sustainable living strategies they can employ in their lives</p>
Local and global development	<p>2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this</p> <p>2.6 express an informed opinion about the root causes of poverty, both locally and globally</p> <p>2.7 discuss, with evidence, positive and negative effects of development in their local area</p>
Effecting global change	<p>2.8 identify one person and one institution with power and influence in the world today, explaining the role of each</p> <p>2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions</p> <p>2.10 evaluate how they can contribute in responding to one challenge currently facing the world</p> <p>2.11 examine a campaign for change around sustainability and assess reasons why it has or has not been successful</p> <p>2.12 reflect on what has been learned in this strand</p>

Complete one of the following actions or another relevant action:

- organise a debate about a local or global development issue of concern
- investigate the influence of the media on consumption patterns among young people and share the findings
- use digital technology and/or other means to create awareness about a local or global development issue
- start or support a local, national or international initiative or campaign which aims to address a local or global development issue
- invite a local political representative to answer questions about addressing a local or global development issue of concern
- lobby a local, national or international body about a development issue of concern

Strand 3: Exploring Democracy

Students should be able to:

The meaning of democracy	3.1 create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence 3.2 describe decision-making processes and the roles of different groups in their class/school 3.3 compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state 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
The law and the citizen	3.6 identify laws that directly relate to their lives 3.7 explain how laws are made, enforced and evolve over time 3.8 explain the role and relevance of local, national and international courts 3.9 list the nine grounds under which discrimination is illegal in Irish law, with examples 3.10 investigate how individuals or groups have used the law to bring about change in society
The role of the media in democracy	3.11 debate the pros and cons of media freedom 3.12 examine case studies of the use of digital or other media in one of the following: <ul style="list-style-type: none">• a social justice movement• a political election or referendum• a criminal investigation• an environmental movement 3.13 reflect on what has been learned in this strand

Complete one of the following actions or another relevant action:

- track and present the process of a local, national or international political election or a national referendum participate in one of the following:
 - a. a class election
 - b. a mock election using the proportional representation (single transferable vote) system of voting
 - c. a mock referendum
 - d. a mock trial
- organise a guest speaker, event or field trip to examine an aspect of the legal or democratic system that is of interest to them
- engage in democratic action on an issue of concern using digital technology or any other media
- organise an exhibition/display to raise awareness about an aspect of the legal or democratic system that is of interest to them
- organise a consultation with the student body on matters of interest to them

Activity 11: 3-2-1#

Write down three interesting things you notice about the photograph.
Write down two questions you would like to ask the people in the photograph.
Write down one thing you think the photographer is trying to express.
What hashtag (#) would you use if you were sharing this photograph on social media?

Activity 14: What are the key messages that I have learned about the specification?

Activity 15: Planning the learning

Learning Outcome: 2.3 Students should be able to create a visual representation of data depicting their ecological footprint

We are learning to:	Success Criteria:
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Activity 18: Looking At Our School 2016

Read the statements of Effective and Highly Effective Practice. Highlight the statement(s) that you will focus on when you return to your CSPE classroom.

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers value and engage in professional development and professional collaboration	<p>Teachers recognise that continuing professional development (CPD) and collaboration are intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p>Teachers engage actively and productively with a variety of CPD providers including organised school-based CPD.</p> <p>Teachers identify and engage in CPD that develops their own practice and meets the needs of students and the school.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice.</p> <p>Teachers implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p>	<p>Teachers recognise and affirm continuing professional development (CPD) and collaboration as intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p>The school is the primary locus for teachers' CPD and teachers engage actively and productively with CPD programmes.</p> <p>Teachers identify and engage in CPD that develops their own practice, meets the needs of students and the school, and enhances collective practice.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, and in collaborative review of practice.</p> <p>Teachers collectively agree and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p>

Activity 19: Where to from here?

Next Steps:	Resources required for that step:
Planning for teaching, learning, assessment and reporting in CSPE	
Collaborating with colleagues	
Conversations with school management	
Supporting my professional development	



Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

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