

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Planning for Assessment and Reporting in Civic, Social and Political Education (CSPE)



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.

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 0079/2018)

Students 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 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: Choose one image

Activity 2: Crack the code

1, 12, 12	20, 8, 9, 14, 7, 19	3, 15, 14, 14, 5, 3, 20
ALL		

Activity 3: Web of connections

<u>Think</u>	<u>Pair</u>
<u>Share</u>	

Activity 4: Show of hands

Activity 5: My learning intentions for today:

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Activity 6: Defining sustainable development

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Activity 7: The name of the video is '**Leave No One Behind**'. Think about this title. What do you think this video is about? Explain your thoughts in two sentences.

Activity 8: www.menti.com - insert the code on the screen.

Activity 9: Now I feel/think...because...

I feel/think...	because...

Activity 10: Ted Talk - refer to Strand 2 Learning Outcomes on pg. 8.

Activity 11: Flipchart

Activity 12: Rucksack reflection

Packed in the rucksack...	Left out of the rucksack...
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Activity 13: Your students and Strand 2

Interests	Learning needs
How will you support students to engage with Strand 2?	How will you challenge your students through their engagement with Strand 2?

Activities 14-19: Flipchart

Activity 20: Mapping unit to other subjects - www.curriculumonline.ie

Activity 21: Group Discussion

Group 1 (pgs 4-6)

Group 2 (pgs 6-8)

Group 3 (pgs 9-11)

Group 4 (pgs 12-13)

Activity 22: Planning

Classroom Level

Subject/Team Level

Whole-School Level

CSPE Short Course- Expectations for students

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>

Strand 2: Global Citizenship

Students should be able to:

Sustainability

- 2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far
- 2.2 consider a variety of definitions of development and devise their own definition of sustainable development
- 2.3 create a visual representation of data depicting their ecological footprint
- 2.4 discuss three or more sustainable living strategies they can employ in their lives

Local and global development

- 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
- 2.6 express an informed opinion about the root causes of poverty, both locally and globally
- 2.7 discuss, with evidence, positive and negative effects of development in their local area

Effecting global change

- 2.8 identify one person and one institution with power and influence in the world today, explaining the role of each
- 2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions
- 2.10 evaluate how they can contribute in responding to one challenge currently facing the world
- 2.11 examine a campaign for change around sustainability and assess reasons why it has or has not been successful
- 2.12 reflect on what has been learned in this strand

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:
- 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

Notes:

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Junior **CYCLE**
for teachers

Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

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