Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Junior Cycle CSPE

Enhancing Student Engagement with Democracy and Developing Student Learning Through the Citizenship Action Record

CC BY NC

Using Zoom

We invite you to leave your camera on for the duration, but especially in Breakout Rooms.

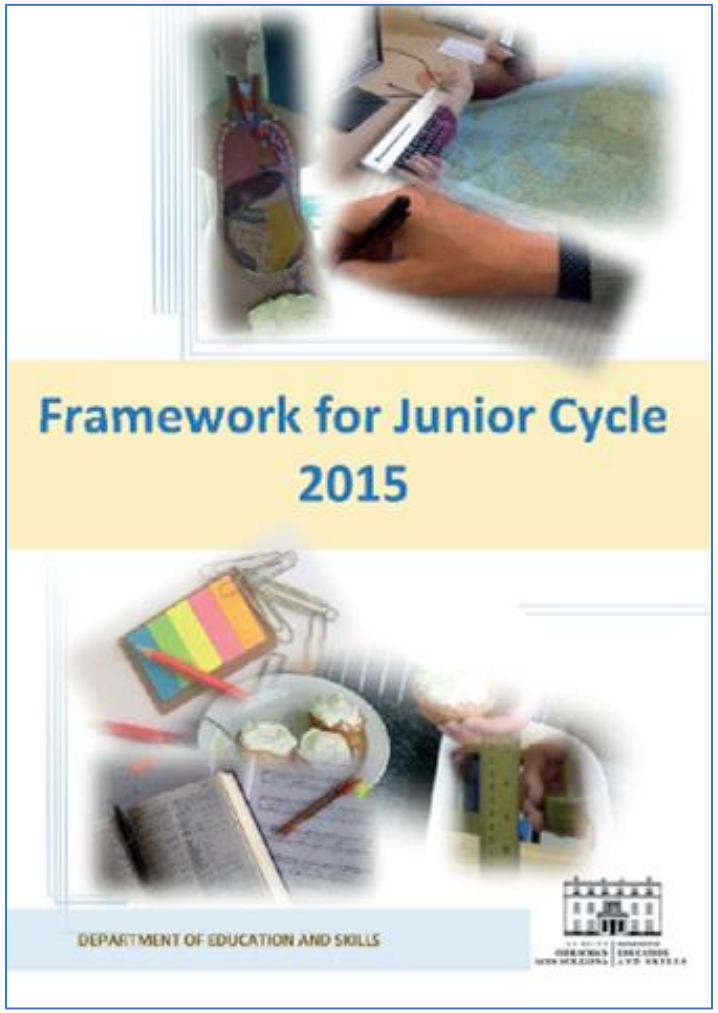
Please mute your microphone when not speaking but use the chat anytime.

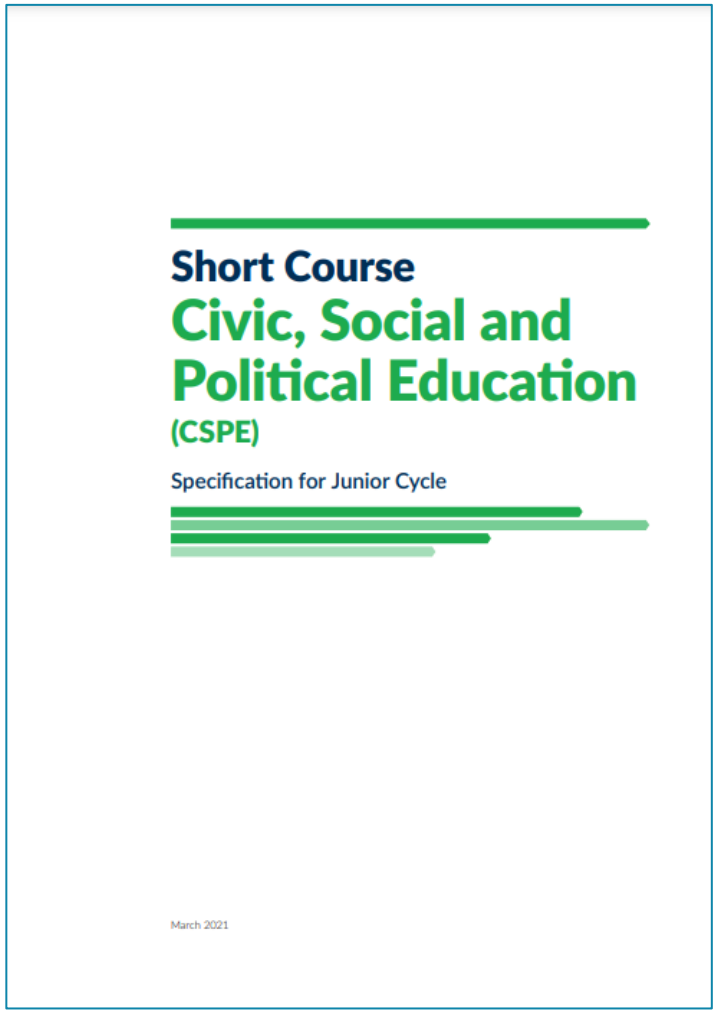
If you lose connection:

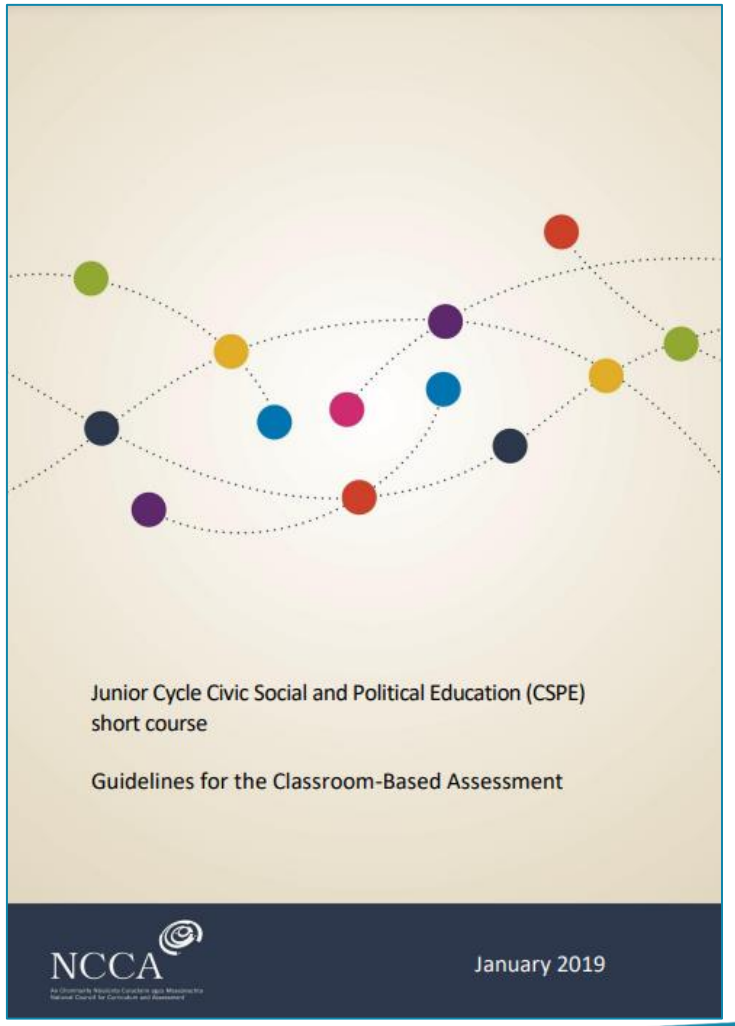
- find the link in your email
- launch Zoom meeting
- enter your name
- wait to be admitted

This day is **not** being recorded.

Key Documents

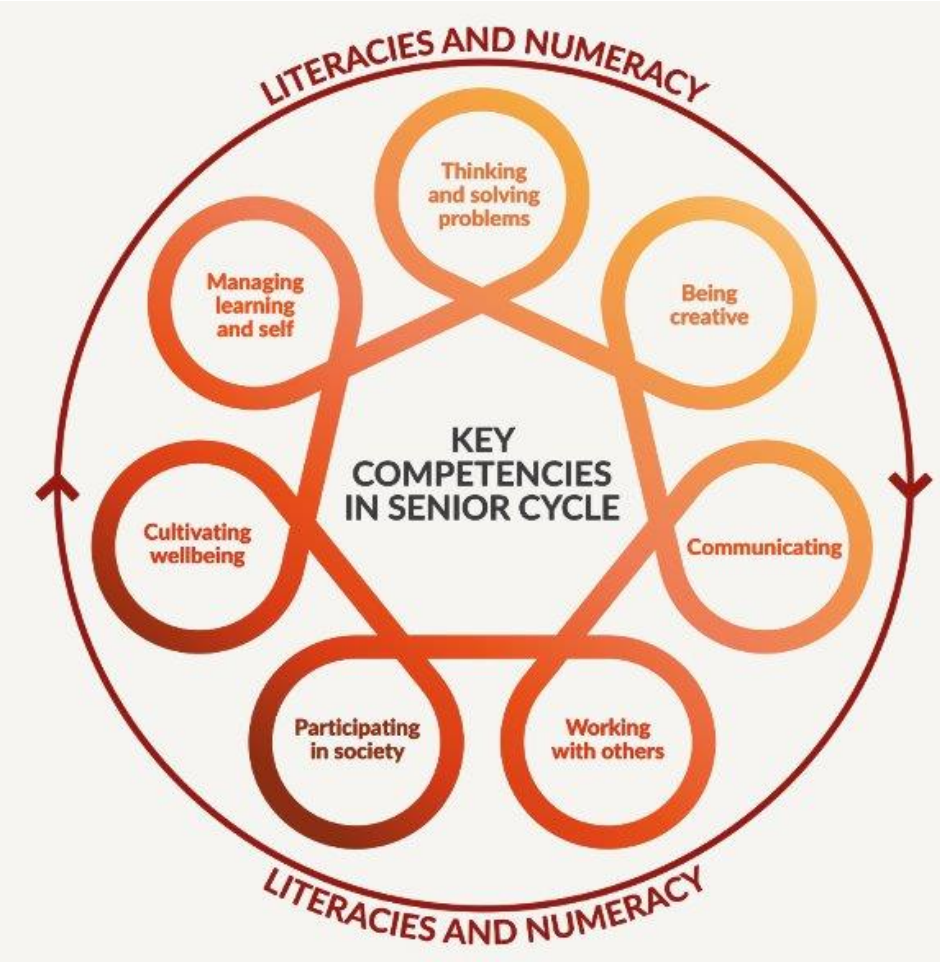






Key Skills Continuum of Learning

Junior Cycle



Senior Cycle

Today's Timeline

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 1

Enhancing student engagement with democracy in the CSPE classroom

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Learning Intentions

Explore strategies to make learning about democracy engaging for our students

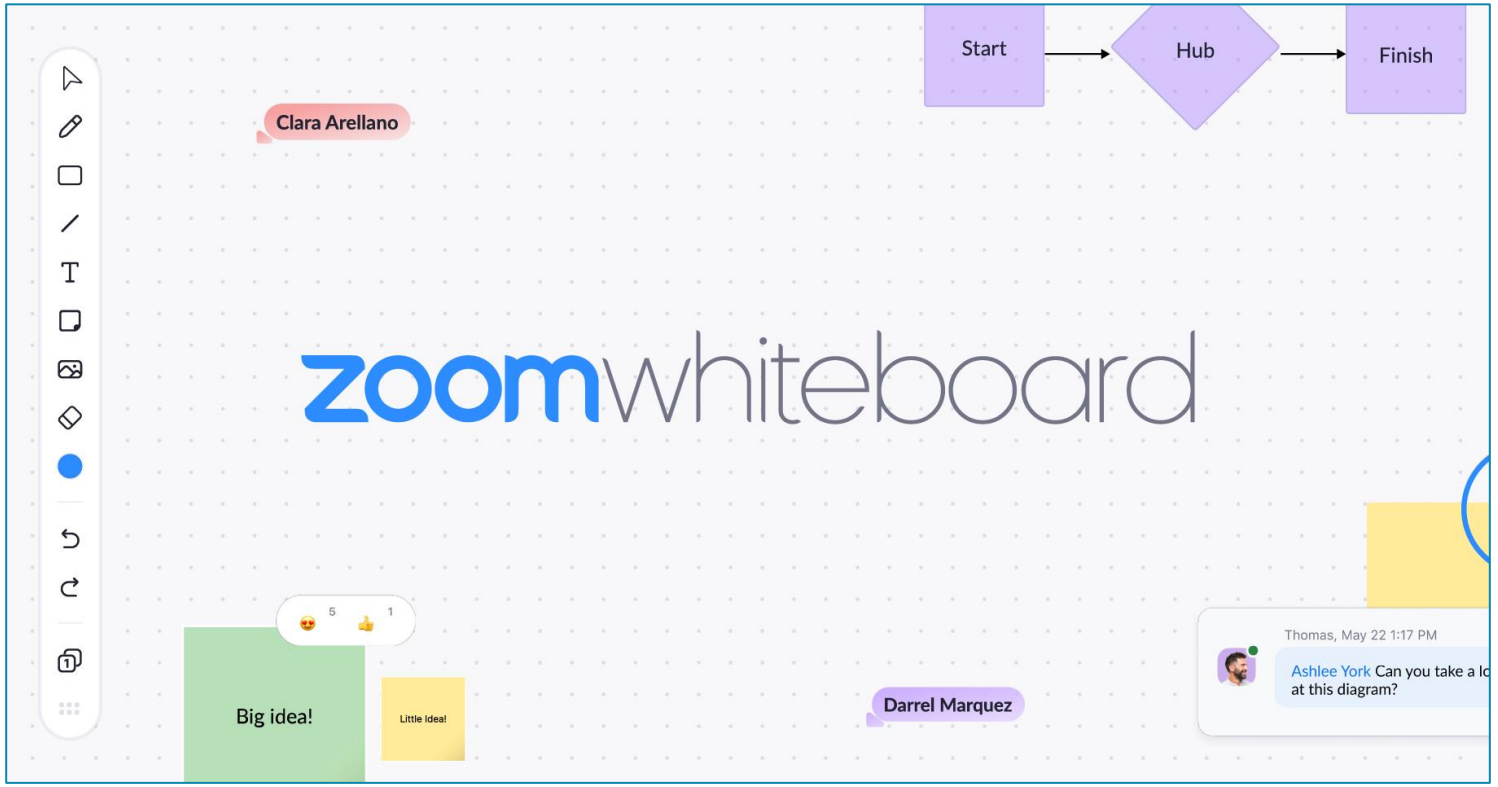
Consider and create learning experiences which support student understanding of democracy

'Election'

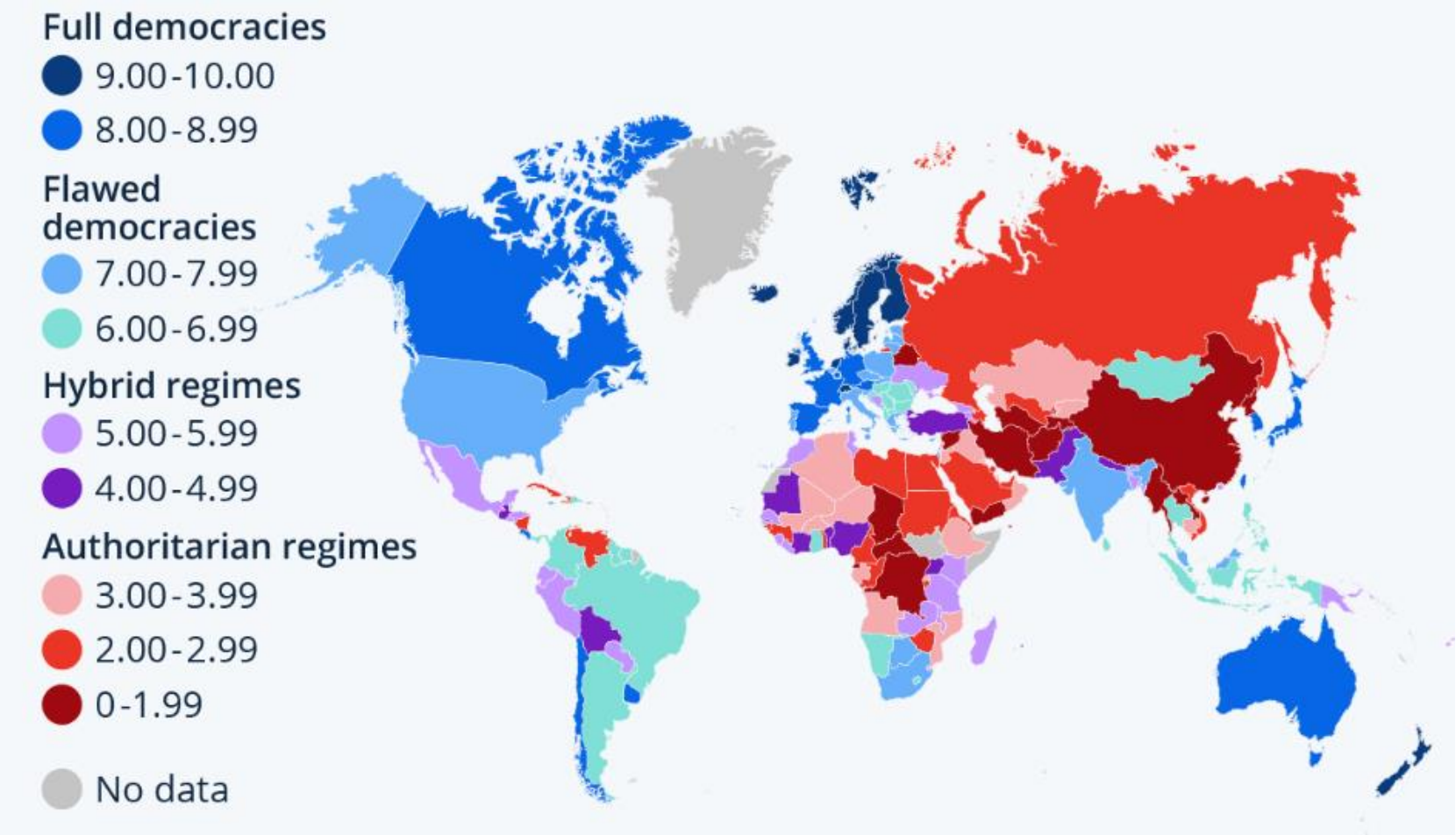
Click the image to play

1. What does this clip reveal about the nature of democracy?
2. How could this clip be used to get students to think critically about democracy?

Exploring democracy : opportunities and challenges?

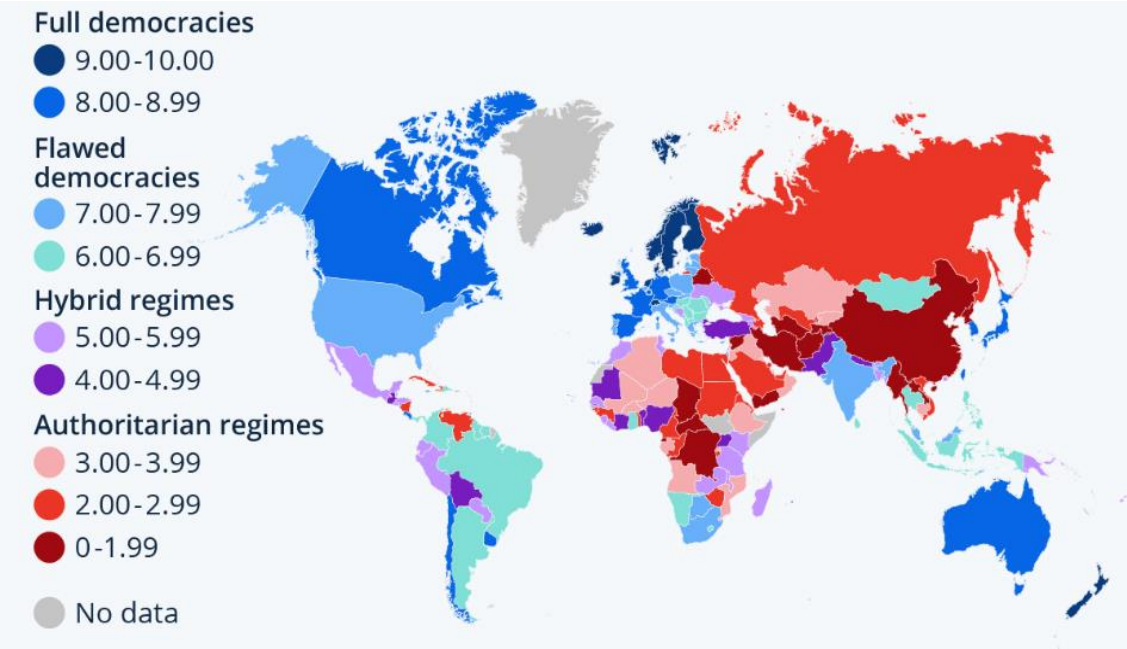


Building empathy with world democracy



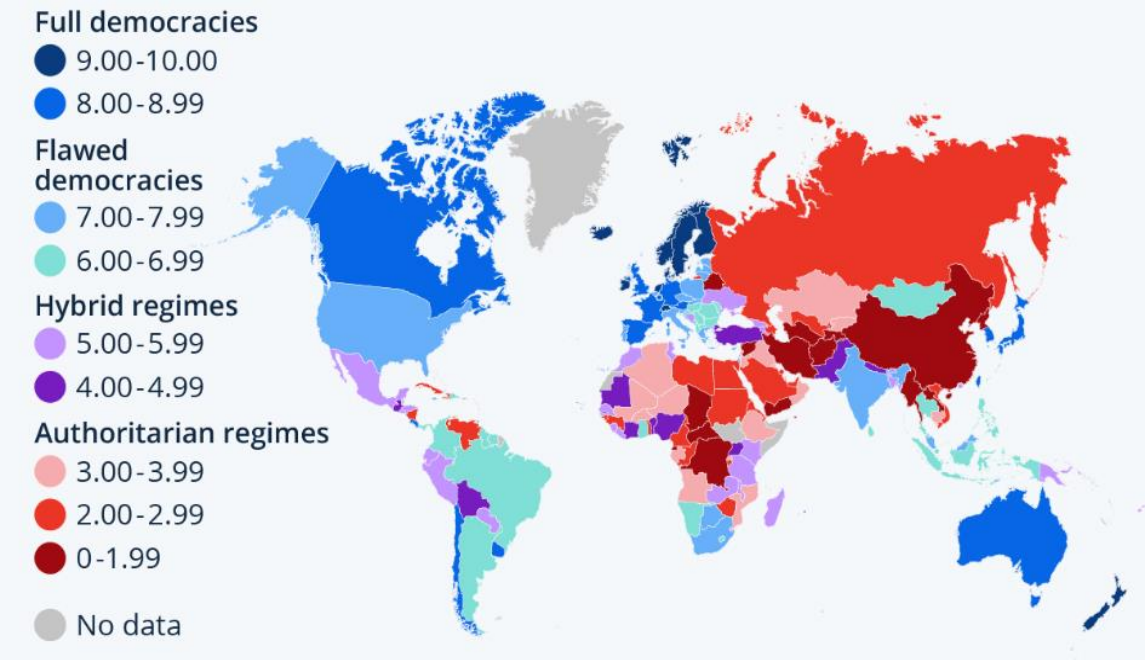
The Economist Intelligence Unit, Statista, 2023.
Takes into account the electoral process, pluralism, civil liberties, the functioning of government, political participation and political culture.

Building empathy with world democracy



1. Which countries would you select for students to learn about strong and weak examples of democracy?
2. What could we ask students to consider when searching for strong and weak examples of democracy?

Possible strategies and approaches



- Research the extent to which women have a voice in a different democracies
- Role play a conversation between people from two different countries on a particular right or set of rights
- Analyse the work of state media in democratic and non-democratic countries

Teaching democracy through the media

The Looming Contest Between Two Presidents and Two Americas

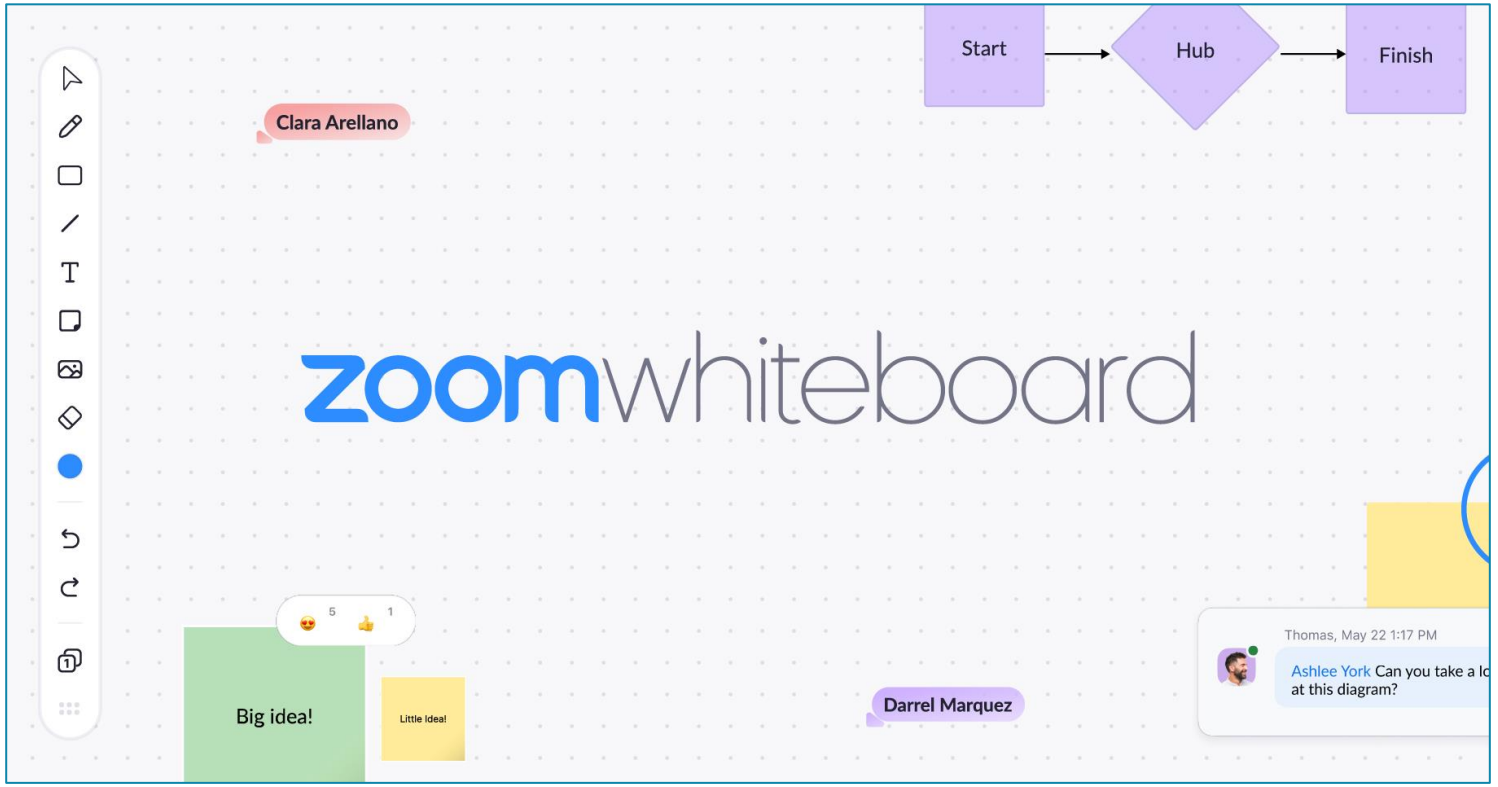
Goodbye to Ireland's 'women in the home' constitution clause?

ChatGPT: Revolutionising education with AI, but at what cost?

BJP win in India's 2024 general election 'almost an inevitability'

How Irish politicians are adapting to social media

How to enhance student exploration of democracy in your classroom?



Real or Fake?

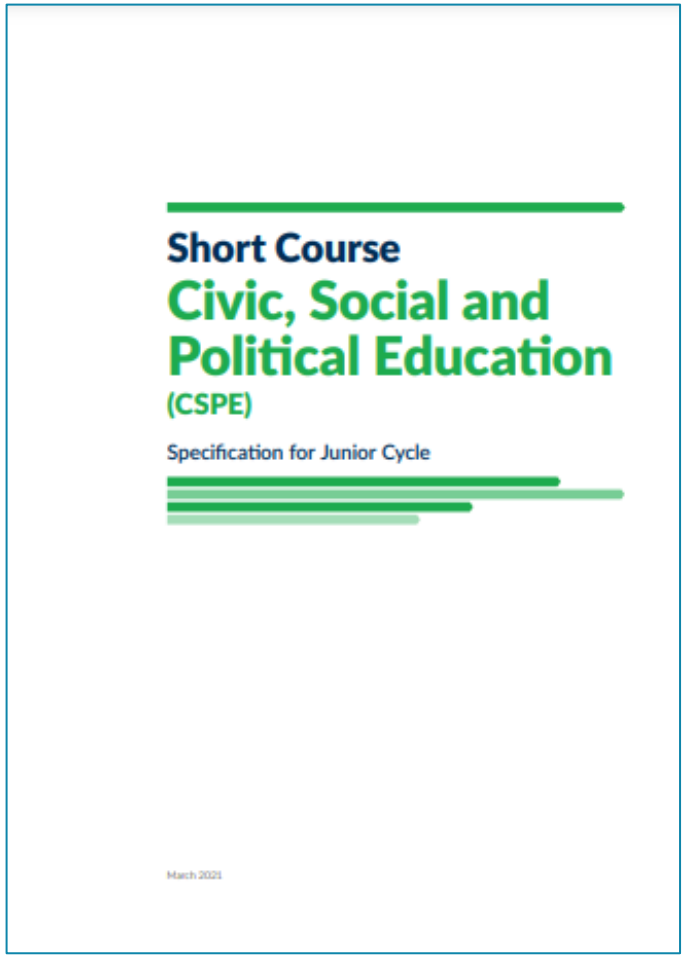
Just following instructions……it's called the Nuremburg defence.
TD Catherine Murphy on RTE payments

The necessary transformation of which I speak and of which my presidency will be a part is built on turning creative possibilities into economic opportunities.
President Michael D.Higgins

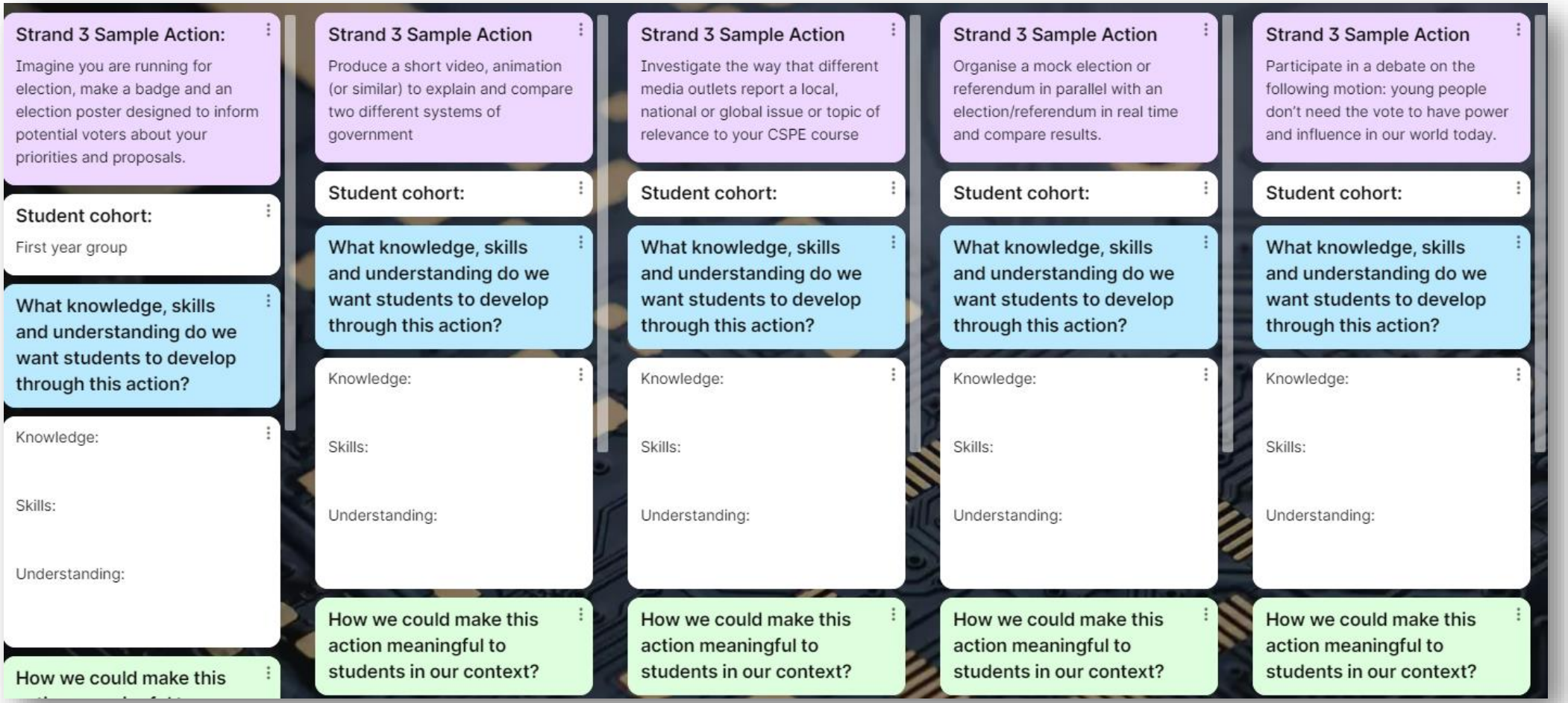
There will still be an ability for people to offend other people, you're not going to have a right to not be offended after this.
Minister for Justice Helen McEntee

Sample Actions for Exploring Democracy

- Imagine you are running for election, make a badge and an election poster designed to inform potential voters about your priorities and proposals.
- Conduct a survey to find out what students think about decision making processes in your school and how these might be improved; share the findings.
- Participate in an election count using the PR voting system. Compare the PR system with one other system of voting.
- Organise a mock election or referendum in parallel with an election/referendum in real time and compare results.
- Produce a short video, animation (or similar) to explain and compare two different systems of government.
- Participate in a debate on the following motion: young people don't need the vote to have power and influence in our world today.
- Design a game or infographic to help your peers understand the workings of the Equality Tribunal, European Court of Human Rights or the International Criminal Court.
- Use or create images (no words) to show the nine grounds under which discrimination is illegal in Ireland. [NB: respect copyright]
- Investigate the way that different media outlets report a local, national or global issue or topic of relevance to your CSPE course.
- Create a 'how-to' guide for people who want to be active online citizens, with a glossary of key terms, profiles of relevant social media platforms, and case studies of individuals or groups who have used these platforms to bring about positive change our world.
- Investigate the use of social media by one or more politicians.



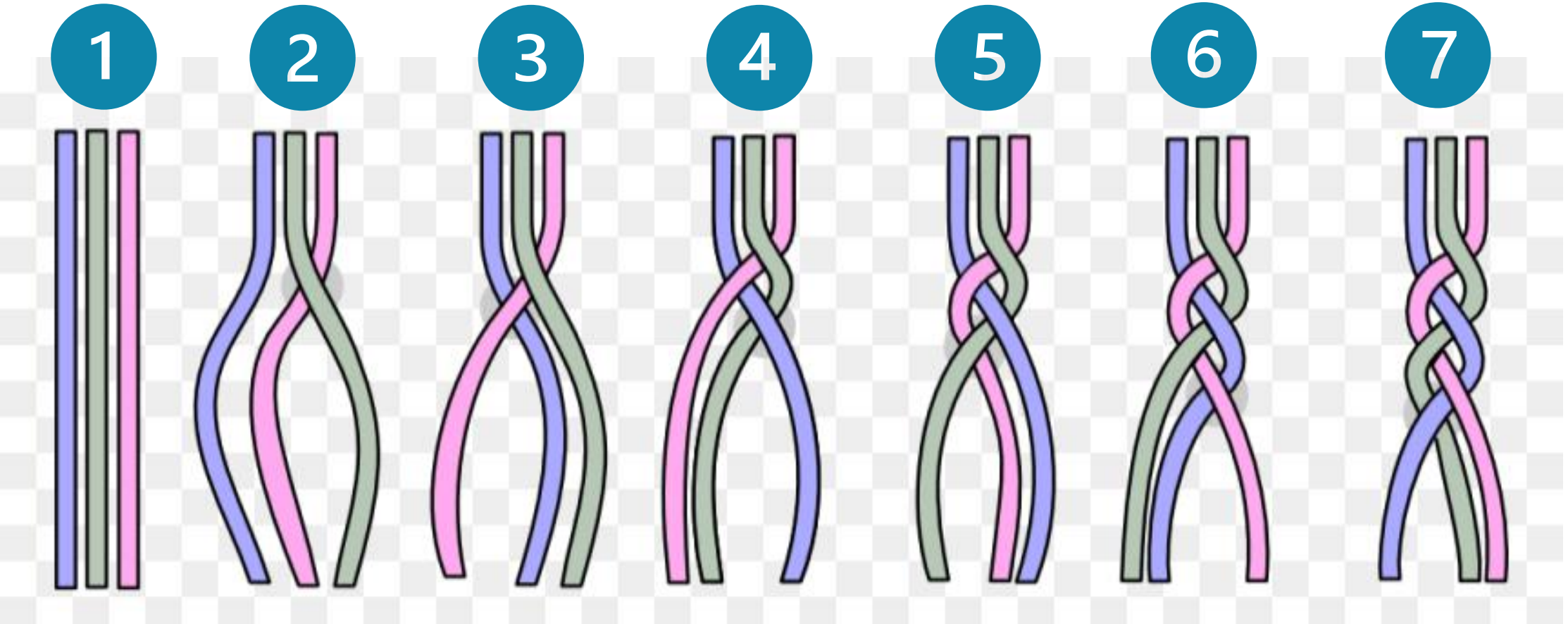
Sample Actions Padlet



Share Our Thoughts

Click the image to access website

Connecting Across the Strands



How are you doing?

CSPE Short Course Strands of Study

Strand One: Rights and Responsibilities

Human dignity: the basis for human rights

1.1 discuss what it means to be human and to live in a community with rights and responsibilities
1.2 create a visual representation to communicate a situation where human dignity is not respected
1.3 explain the hierarchy of human needs and how this relates to human rights
1.4 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities

Human rights instruments

1.5 share stories of individuals or groups who inspire them because of their work for human rights
1.6 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents
1.7 communicate an understanding of the importance of the UDHR, UNCRC and the ECHR1 in promoting human rights
1.8 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights
1.9 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
1.10 show an appreciation of their responsibility to promote and defend their individual human rights and those of others
1.11 reflect on their ongoing learning and what it means for them

Sample Actions

- Use digital technology to create a display showing situations or cases where human dignity was or is respected. Display finished work in school or online.
- Article 12 of the United Nations Convention on the Rights of the Child states that 'Young people have a right to have their voices heard and for adults to listen and take them seriously in matters that affect them.' Examine how your school supports listening to and involving young people in decision making about matters that affect them in school and share your findings.
- Identify a human rights issue of concern and engage with an individual, group, organisation or campaign focusing on that issue.
- Lobby a relevant government department about a human rights issue of personal relevance and/or concern to young people.
- Design and administer a survey to find out what peers/family members know and think about an issue relevant to human rights or children's rights. Share your findings with survey participants and with someone of influence.
- Publish an article, blog, vlog, podcast (or similar) about the treatment of a minority group in Ireland, referencing one or more human rights instruments and/or equality legislation, that is relevant to the issue.
- Organise a celebration to mark International Human Rights Day to inform people about the UDHR, UNCRC or ECHR, and/or organisations working in the field of human rights in Ireland.
- Research the impact of one global challenge (such as COVID-19, biodiversity loss, climate change, poverty) on the human rights of children and young people in Ireland or in the Global South.
- Organize a guest speaker(s) to talk to the class/school about a human rights/children's rights issue of interest/concern.

Strand Two: Global Citizenship

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 sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change

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 to responding to one challenge currently facing the world
2.11 examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful
2.12 reflect on their ongoing learning and what it means for them

Sample Actions

- Create a 'wellbeing' mural or noticeboard, highlighting the link between the wellbeing of people and the planet.
- Organise a class debate on a local or global development issue.
- Research case-studies to find out how Ireland's official development assistance (ODA) is tackling poverty and inequalities in specific countries.
- Write a letter or an email to a politician or to the media about a local or global issue of concern.
- Measure your class's attempts to lessen your collective impact on the planet over an agreed period by calculating your combined pre- and post- ecological footprints.
- Investigate the use of art, comedy, drama, poetry, music, multimedia (or similar) to communicate how to address the challenge of climate change.
- Organize a pop-up fashion swap-shop to recycle clothing and raise awareness about sustainable consumption and production.
- Invite a guest speaker(s) to talk to the class/school about a local or global development issue of interest/concern.
- Organise a visit to an organisation or community focused on sustainability issues.
- Support the work of a non-government organisation (NGO) that is working to address local or global inequalities, by supporting their awareness raising, campaigning or fund-raising efforts.

Strand Three: Exploring Democracy

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 describe democratic structures for decision-making at local and national government levels
3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles
3.5 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
3.6 discuss the strengths and weaknesses of the democratic process

The law and the citizen

3.7 identify laws that directly relate to their lives
3.8 explain how laws are made, enforced and evolve over time
3.9 explain the role and relevance of local, national and international courts
3.10 list the nine grounds under which discrimination is illegal in Irish law, with examples
3.11 investigate how individuals or groups have used the law to bring about change in society

The role of the media in a democracy

3.12 explore the role of different media in generating information and news and assess the pros and cons of each
3.13 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
3.14 reflect on their ongoing learning and what it means for them

Sample Actions

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What could an integrated approach look like?

1.5 share stories of individuals or groups who inspire them because of their work for human rights

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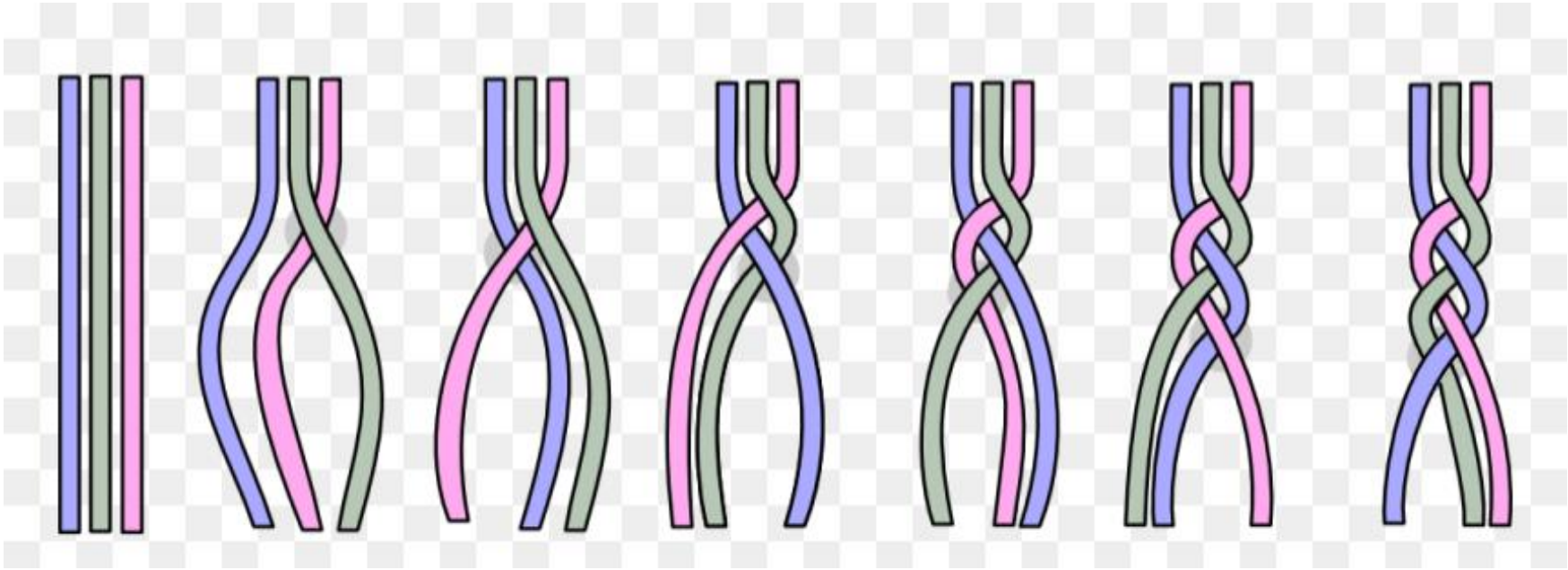
2.8 identify one person and one institution with power and influence in the world today, explaining the role of each

+

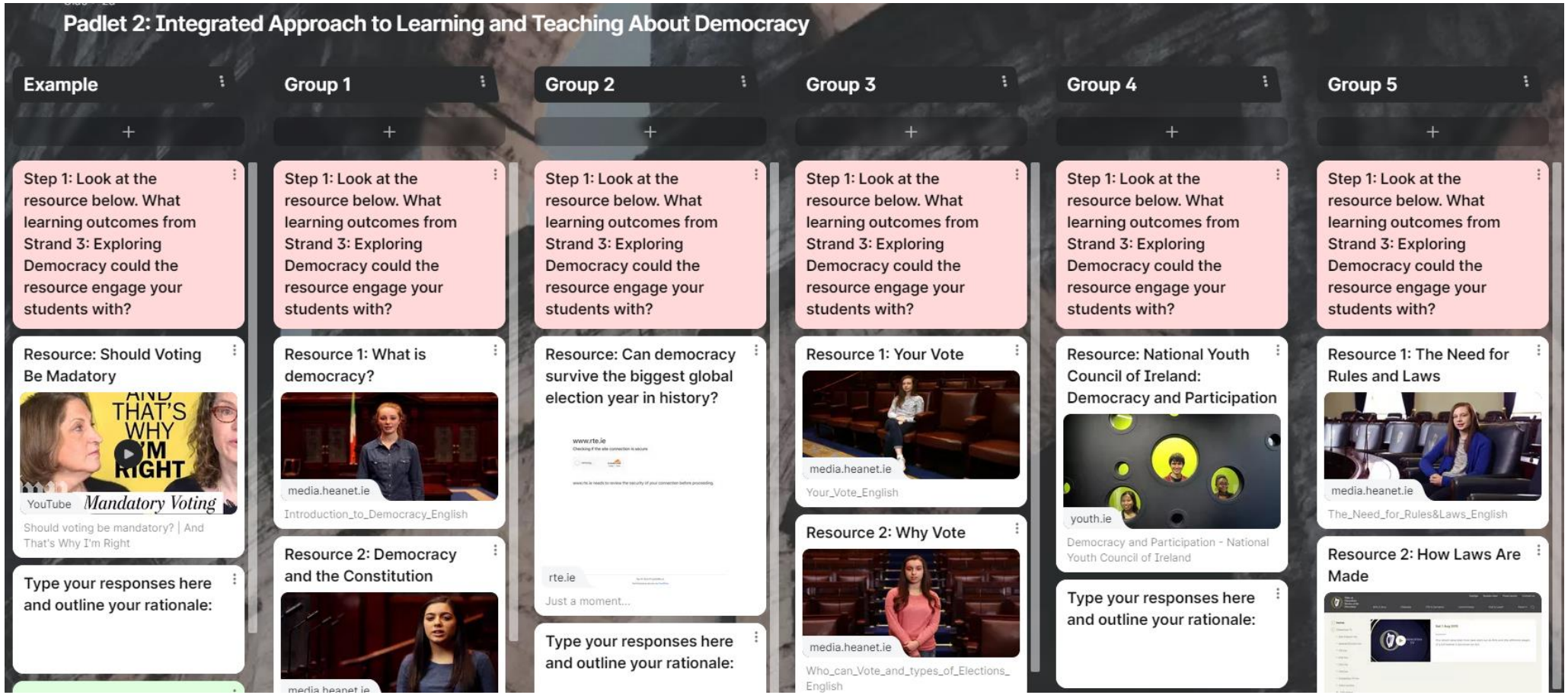
3.11 investigate how individuals or groups have used the law to bring about change in society



Democracy Across the Strands

Click the image to play

Working with Democracy Across the Strands in CSPE



Our thoughts…

Please appoint one person per breakout room to give feedback when we return to the main room

Break time 11:00-11:20

- Enjoy your break
- Turn off your mic and camera
- See you in 20 minutes