



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Session 2

Exploring how to support  
student thinking about  
democracy in our  
CSPE classrooms





# Learning Intentions

How to get students in our classrooms interested in democracy







Explore strategies to support student thinking about issues related to democracy





# Democracy across the airwaves

|  |   |
|--|---|
|    | <p><b>The master of the Rotunda hospital on how the housing crisis affects staffing levels as demand for maternity care grows</b></p> <p>Professor Seán Daly joins Claire in studio.</p> <p>Clip • 20 Mins • 09 FEB • Today with Claire Byrne</p> |
|    | <p><b>Are arson attacks difficult to investigate and prosecute?</b></p> <p>Conor Gallagher - Crime and Security Correspondent of The Irish Times</p> <p>Clip • 11 Mins • 09 FEB • Today with Claire Byrne</p>                                     |
|   | <p><b>Police manhunt continues for substance attacker</b></p> <p>Peter Bleksley, Former Scotland Yard Detective</p> <p>Clip • 4 Mins • 09 FEB • Today with Claire Byrne</p>   |
|  | <p><b>Controversial historical objects in museums</b></p> <p>Evelyn O'Rourke reports</p> <p>Clip • 13 Mins • 09 FEB • Today with Claire Byrne</p>   |



00:15:39

**European Commissioner Mairead McGuinness**

THE PAT KENNY SHOW HIGHLIGHTS

9 FEB 2024



00:13:24

**Ireland is preparing for the threat of electoral interference**

THE PAT KENNY SHOW HIGHLIGHTS

9 FEB 2024



# Opportunities for student research


## CSPE Across the Airwaves

- Review the radio program schedules from RTE Radio One, Newstalk and other relevant stations
- Make a list of the issues related to democracy which are discussed
- How issues are discussed

| Radio Station and Programme         | Topics related to democracy   | How issues were discussed  |
|-------------------------------------|---|--|
| Example:<br>Today with Claire Byrne | <ol style="list-style-type: none"><li>1. Controversy over Ireland-Israel basketball match</li><li>2. Plan to ban private cars driving through parts of Dublin city centre</li><li>3. The Care Amendment Referendum debate</li></ol> | <ul style="list-style-type: none"><li>• Some of the questions asked</li><li>• Background of guests</li><li>• How the same issue was covered on another programme</li></ul> |
|                                     |   |  |




# Student Awareness of Democracy

 **Oide** Tacaíocht do Léinn agus do Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

Title of your CSPE Democracy Show:

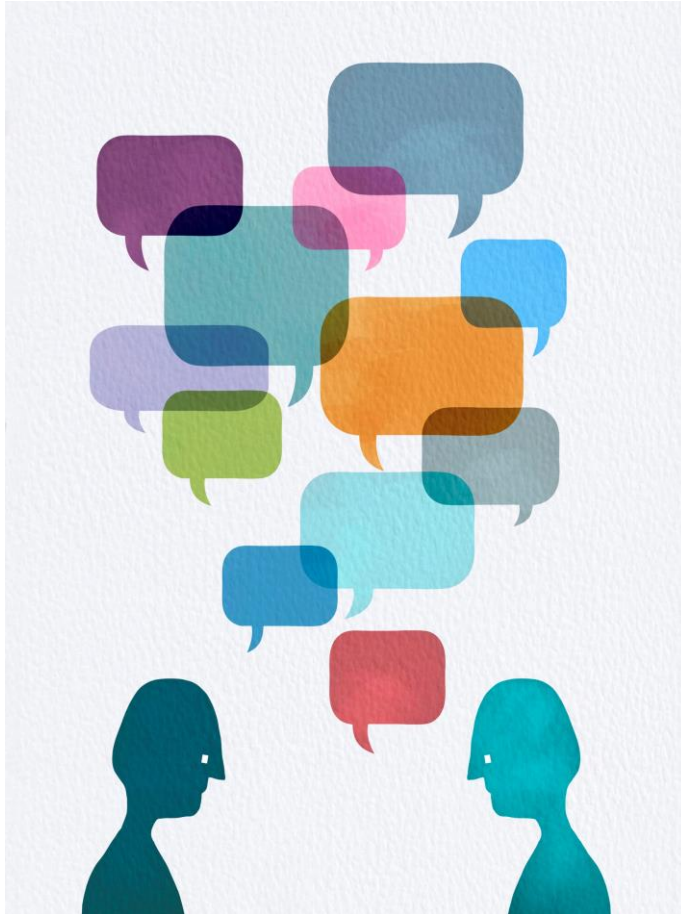
| Time slots | Issues related to democracy in the media | Relevance to learning about democracy in CSPE |
|------------|--|---|
| 3 mins     |  |   |
| 2 min      |  |   |
| 3 mins     |  |   |
| 5 mins     |  |   |
| 2 min      |  |   |

 @Oide\_CSPE  
www.oide.ie

1. Join your breakout room where your group will act as producers of a short TV or online show related to democracy.
2. Discuss: What are some of the main democracy related issues in the media at the moment and in the recent past?
3. Decide: Choose 5 issues raised in the media which would engage your students with democracy. Aim for a mix of Irish and international issues.



# Our thoughts



1. What decisions were made in your room and why?
2. How would you support your students to engage in discussion of these issues in your classroom?



# Audio as extension for students

RTÉ RADIO 1 EXTRA

Home Stations Shows Podcasts Search

What's On Wed 31 Jan Hide Full Schedule

| Time  | Program                                | Time  | Program                              | Time  | Program                       |
|-------|--|-------|--------------------------------------|-------|-------------------------------|
| 00:00 | Outlook (BBC World Service)            | 01:00 | Business Matters (BBC World Service) | 02:00 | A Life Less Ordinary          |
| 02:30 | Shanks Mare                            | 03:00 | Mooney Goes Wild                     | 04:00 | Democracy Now                 |
| 05:00 | Brendan O'Connor                       | 06:00 | Newsday (BBC World Service)          | 07:00 | The History Show              |
| 08:00 | The Israeli Hostages (BBC Documentary) | 08:50 | Inside Europe (Deutsche Welle)       | 09:30 | Tech Life - BBC World Service |
| 10:00 | BBC World Service                      | 11:00 | Arena                                |       |                               |



# How do students know what's actually happening?



## Does the Irish Republic want reunification?

Rising taxes, changes to flags and anthems. It's more complicated than it seems.



## The Inquiry

Will AI decide America's next president?  
What effect could artificial intelligence have on democracy?



## Thinking Allowed

Democracy  
Democracy - what threatens or promotes it?



## The Documentary Podcast

Can technology save democracy?  
Is technology eroding democracy or can it reconnect citizens to their governments?





# Framing issues related to democracy

Individual (private) focus

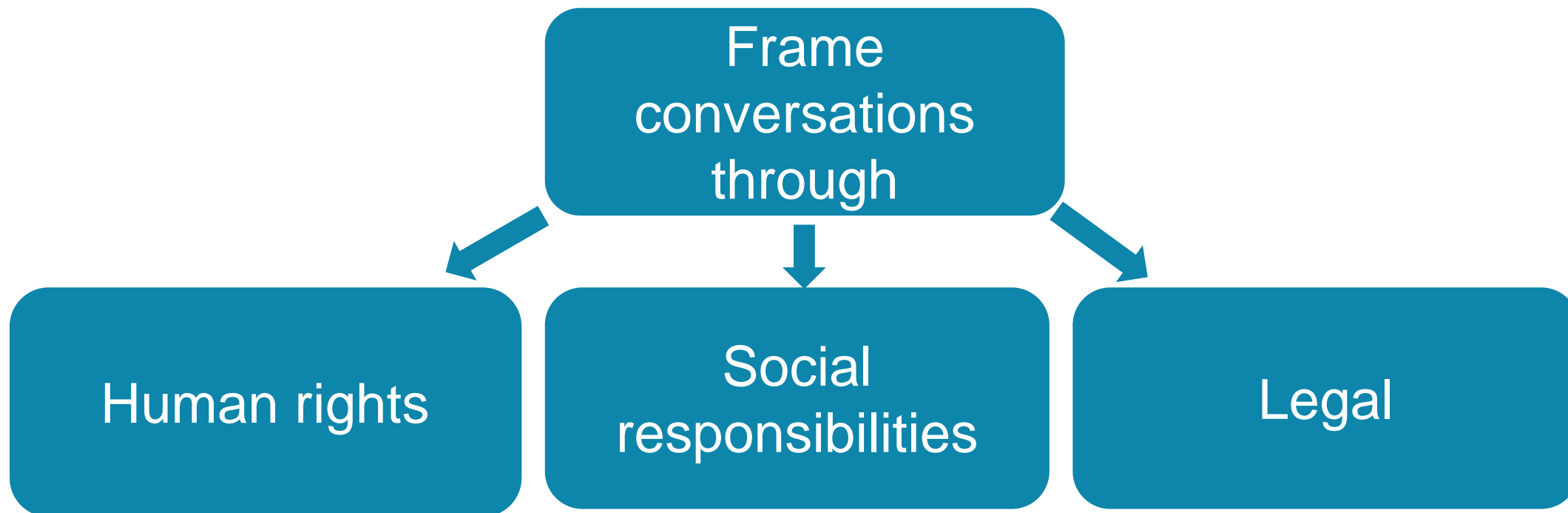
Structural (public) focus

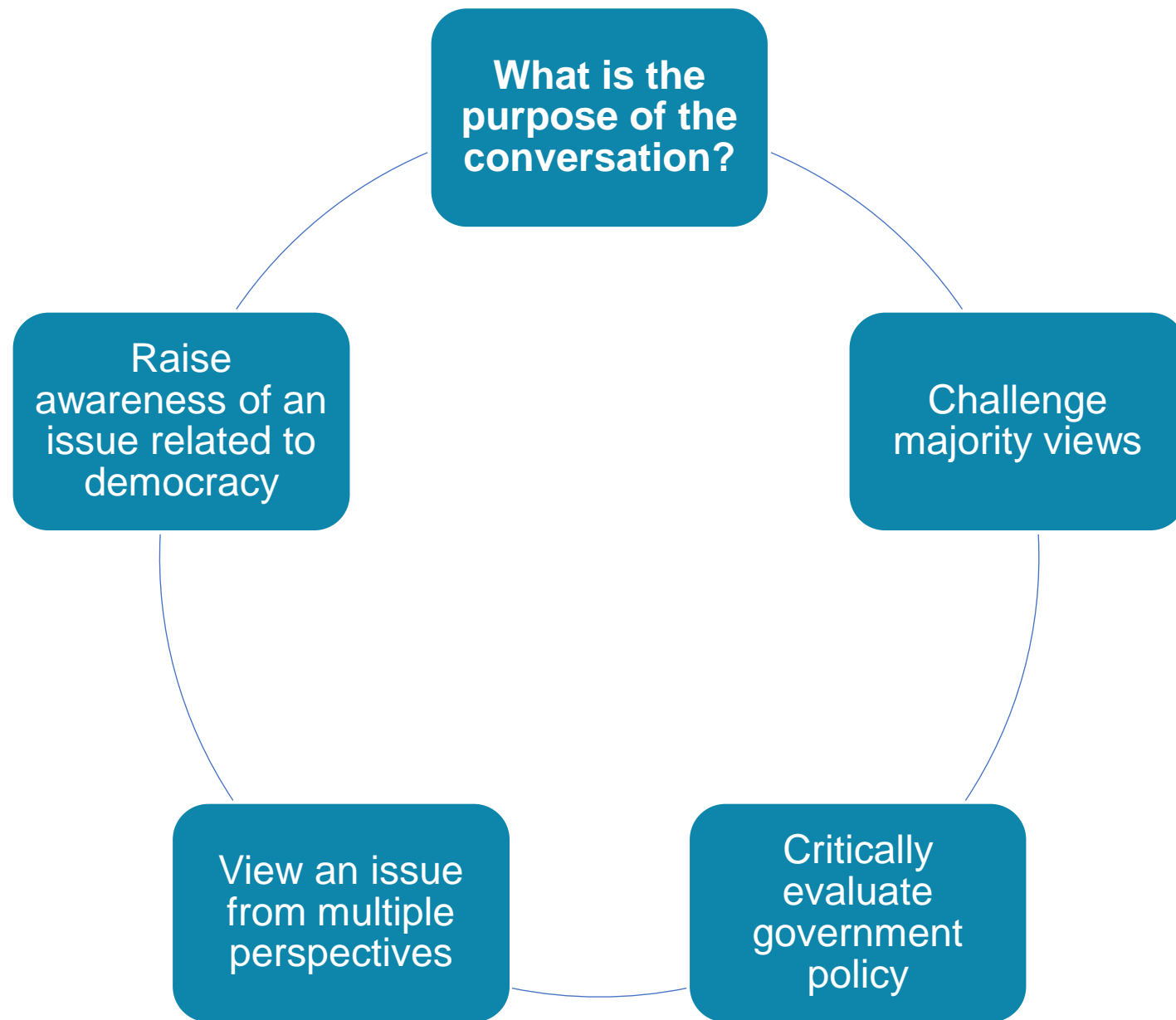
What do you think about the decision of An Garda Síochána to introduce bodycams from 2025?

What did An Garda Síochána and/or the Irish Council for Civil Liberties say about the introduction of bodycams in 2025?



# Approaches to framing conversation







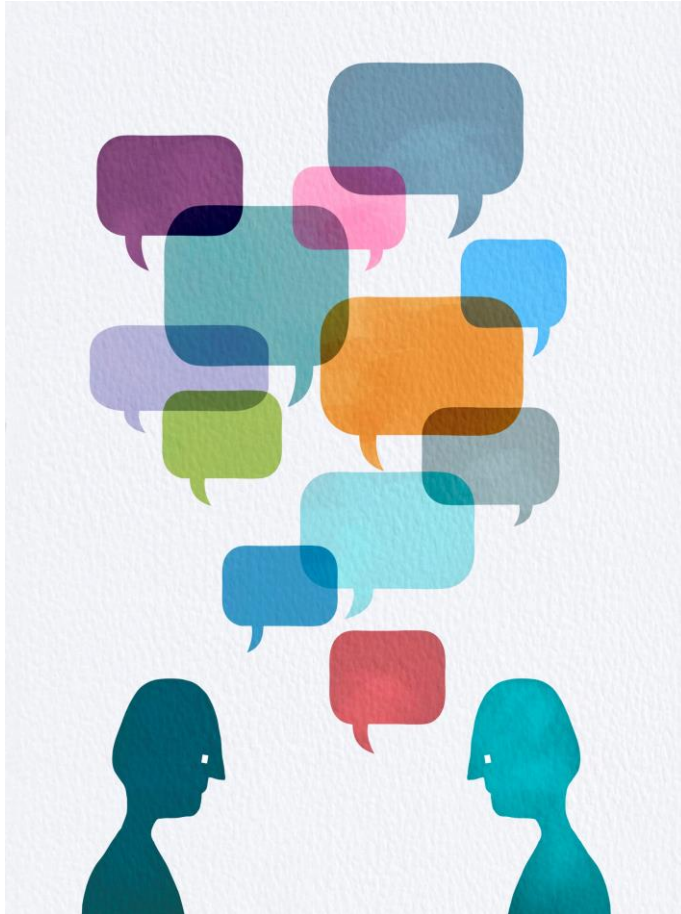
# Democracy Related Issues Across the Strands

The image shows a digital breakout room interface with six breakout rooms, each containing learning outcomes and tasks. The rooms are arranged in a grid and have a blue header with a plus sign and a three-dot menu icon.

- Breakout Room 1:**
  - Step 1:** Read the combination of learning outcomes below
  - 1.1 discuss what it means to be human and to live in a community with rights and responsibilities
  - 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.
  - Step 2:** As a group consider:
    1. A theme or issue that is common across these learning outcomes.
    2. How might we provide
- Breakout Room 2:**
  - Step 1:** Read the combination of learning outcomes below
  - 1.2 create a visual representation to communicate a situation where human dignity is not respected
  - 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
  - Step 2:** As a group consider:
    1. A theme or issue that is common across these learning outcomes.
    2. How might we provide opportunities for students to engage with your chosen theme or issue under the headings below?
- Breakout Room 3:**
  - Step 1:** Read the combination of learning outcomes below
  - 1.7 communicate an understanding of the importance of the UDHR, UNCRC and the ECHR1 in promoting human rights
  - 3.9 explain the role and relevance of local, national and international courts
  - Step 2:** As a group consider:
    1. A theme or issue that is common across these learning outcomes.
    2. How might we provide opportunities for students to engage with your chosen theme or issue under the headings below?
  - 1. Theme or issue:
  - 2. How might we provide
- Breakout Room 4:**
  - Step 1:** Read the combination of learning outcomes below
  - 1.8 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights
  - 3.11 investigate how individuals or groups have used the law to bring about change in society
  - Step 2:** As a group consider:
    1. A theme or issue that is common across these learning outcomes.
    2. How might we provide opportunities for students to engage with your chosen theme or issue under the headings below?
  - 1. Theme or issue:
- Breakout Room 5:**
  - Step 1:** Read the combination of learning outcomes below
  - 1.9 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
  - 3.8 explain how laws are made, enforced and evolve over time
  - Step 2:** As a group consider:
    1. A theme or issue that is common across these learning outcomes.
    2. How might we provide opportunities for students to engage with your chosen theme or issue under the headings below?
  - 1. Theme or issue:
  - 2. How might we provide
- Breakout Room 6:**
  - Step 1:** Read the combination of learning outcomes below
  - 1.10 show an appreciation of their responsibility to promote and defend their individual human rights and those of others
  - 3.10 list the nine grounds under which discrimination is illegal in Irish law, with examples
  - Step 2:** As a group consider:
    1. A theme or issue that is common across these learning outcomes.
    2. How might we provide opportunities for students to engage with your chosen theme or issue under the headings below?
  - 1. Theme or issue:



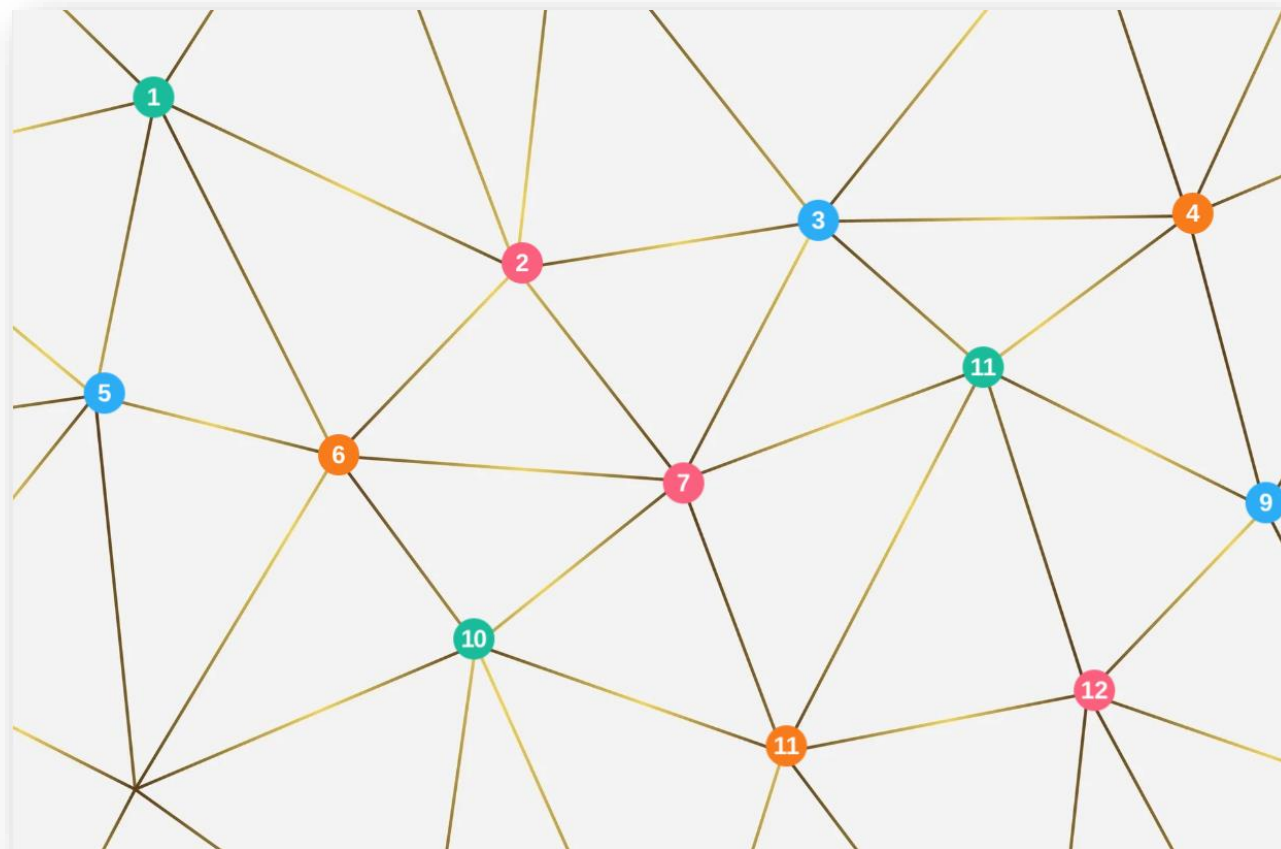
# Our thoughts



Which activity did you choose and how might this support your students?



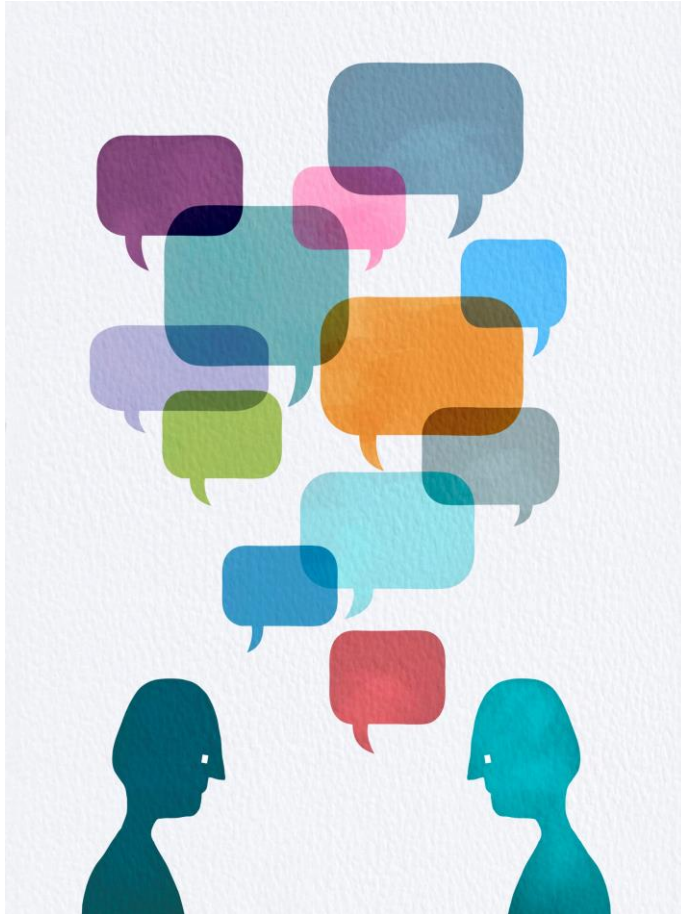
# If you could only choose one...



Click the image to access website



# Our thoughts



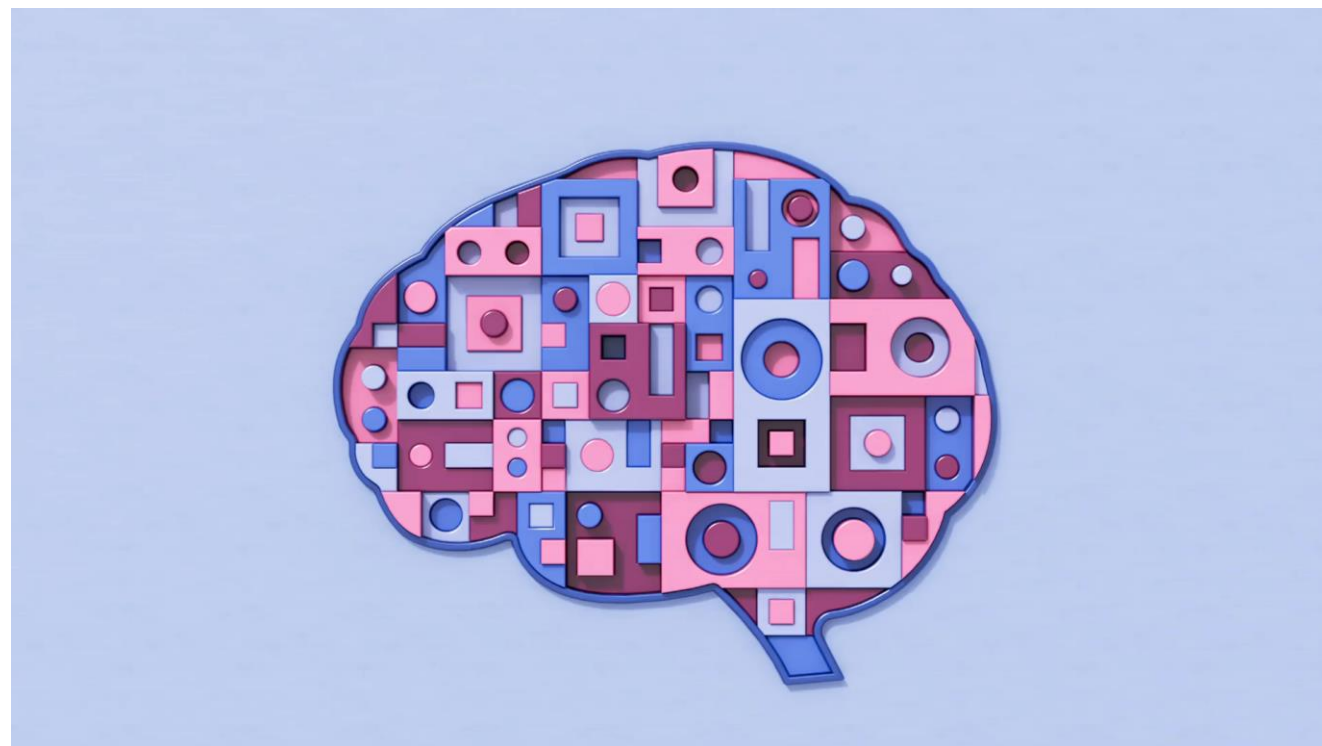
Which activity did you choose and how might this support your students?



# Assessment Opportunities in CSPE

*Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course*

CSPE Specification p.18







# Lunch

