



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Session 3

Developing student  
learning through the  
Citizenship Action  
Record







# Learning Intentions

Examine the potential for student learning in the Citizenship Action Record



Explore the role of the Features of Quality over 3 years of CSPE





1. What accolade have all of these people received?
2. What actions did they take to become Time magazine person of the year?







3. Who do your students admire for their contributions to the world?  
4. How has their social media presence impacted on democracy?

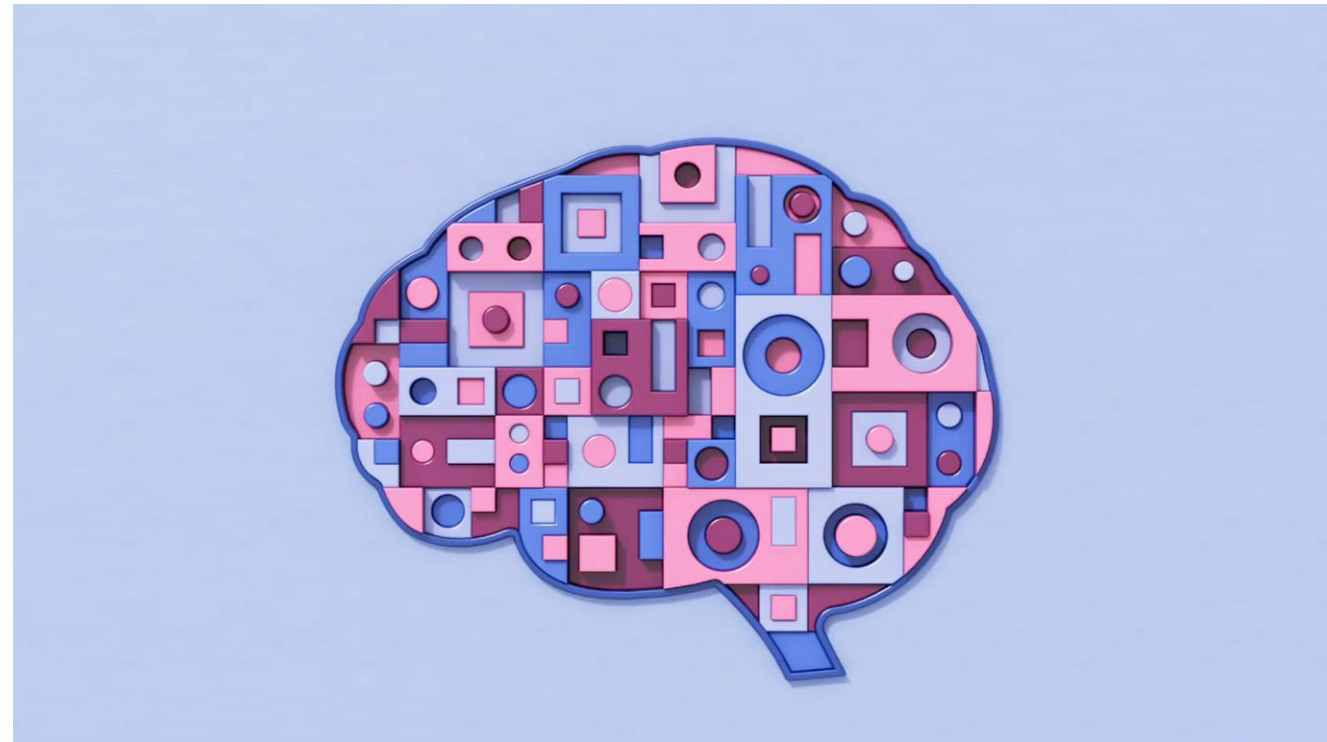




# Assessment Opportunities in CSPE

*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





# Teacher Voice:



Click the image to play

1. What does action, reflection and presentation look like with your students?
2. How can we guide students to exemplify the skills they have learned?



# The Environmental Impacts of Fast Fashion



Click the image to play

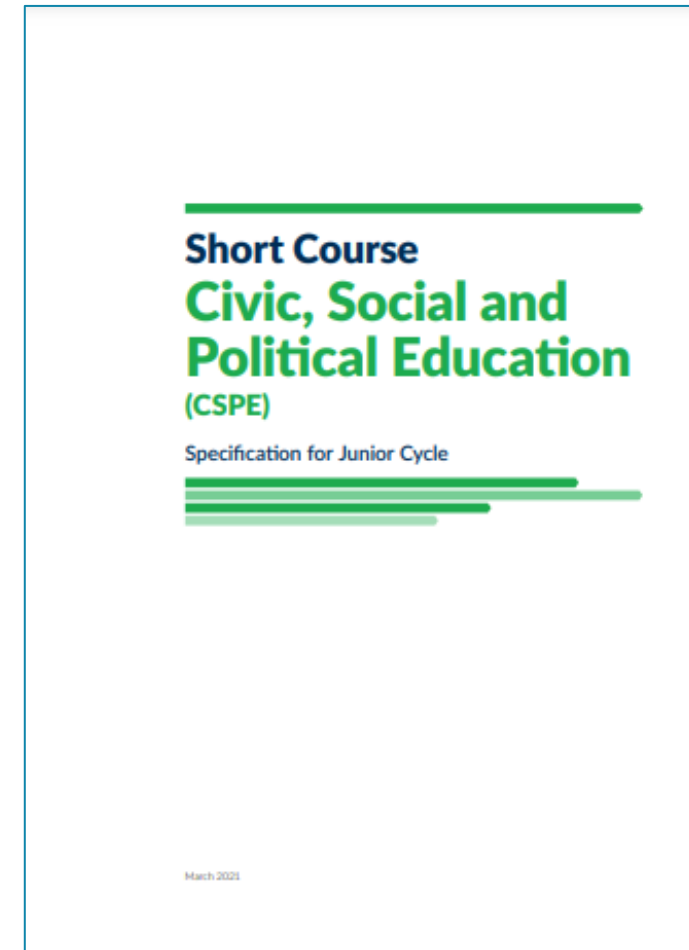
- How could a clip like this be used to support your students' learning about democracy?
- What different sample actions from across the strands is the student engaging with in the video?





# Extension of Sample Actions

- 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...Over to You

## 1. Individual activity:

- Spend 15 minutes with the learning outcomes poster to consider what new sample actions for Strand 3 you could add to the list which would support your students' learning

## 2. Group activity:

- join your breakout room for 15 more minutes to share your ideas on an editable doc
- one person per room type up the suggested actions
- rank your top 3 new sample actions





# Sample Actions...Over to You

## ROOM 1: Strand 3 Learning Outcomes

List of new sample actions	Learning Outcomes	Top 3 choices
●		
●		
●		
●		
●		
●		
●		

### 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.
- Organise 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.
- Organise 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**

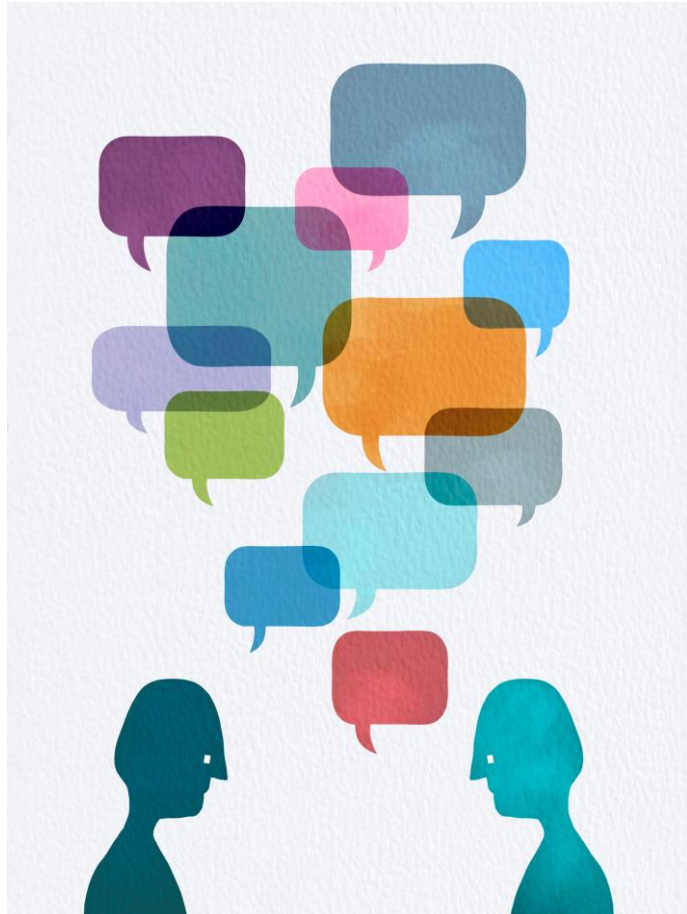
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# Our thoughts...



- Share your top 3 suggestions for new sample actions and how they link to the learning outcomes from Strand 3



# Citizenship Action Record Information

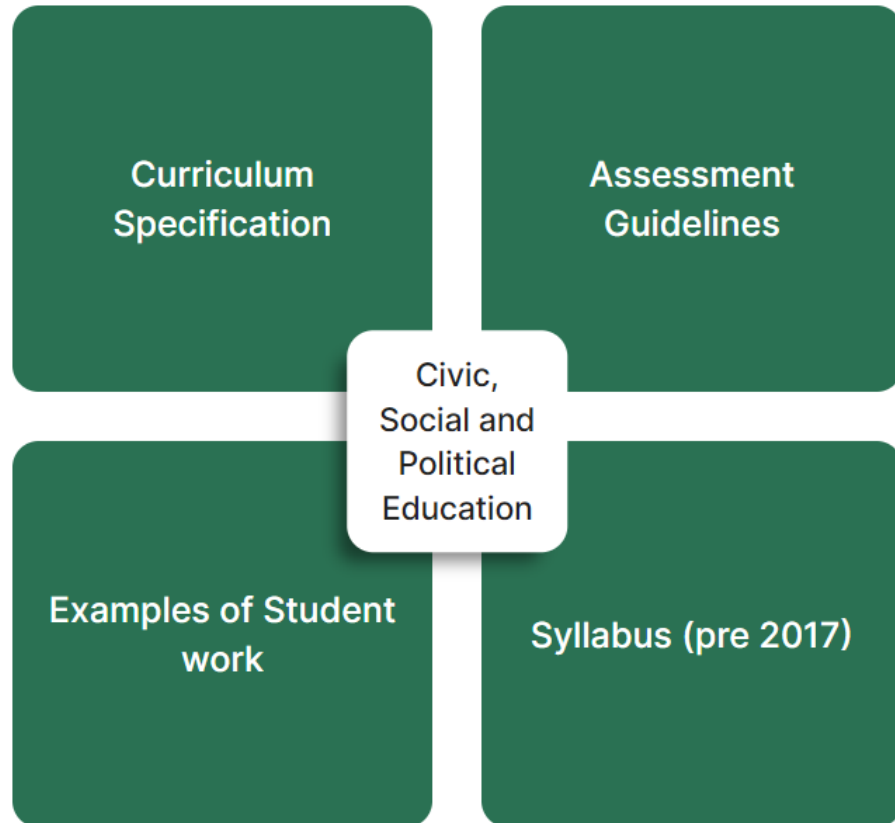
- What it is
- What's Expected of Students
- Where are the Features of Quality







# Citizenship Action Record Information



- Envisaged that preparation for and completion of the CBA take place over approximately 6-8 hours class time
- CBA for reporting purposes on the JCPA cannot be conducted in first year
- The CBA can be completed in either second or third year

<https://www.curriculumonline.ie/Junior-Cycle/Short-Courses/CSPE/>

CSPE Assessment Guidelines p.4



# Which of the Following are Features of Quality?

The action record shows how the student fully and effectively engaged in **meaningful action**.

The student's personal **reflections** on their learning are of excellent quality.

Creative **use of ICT** during the action.

The record should be approximately to demonstrate good student **600-800 words** engagement.

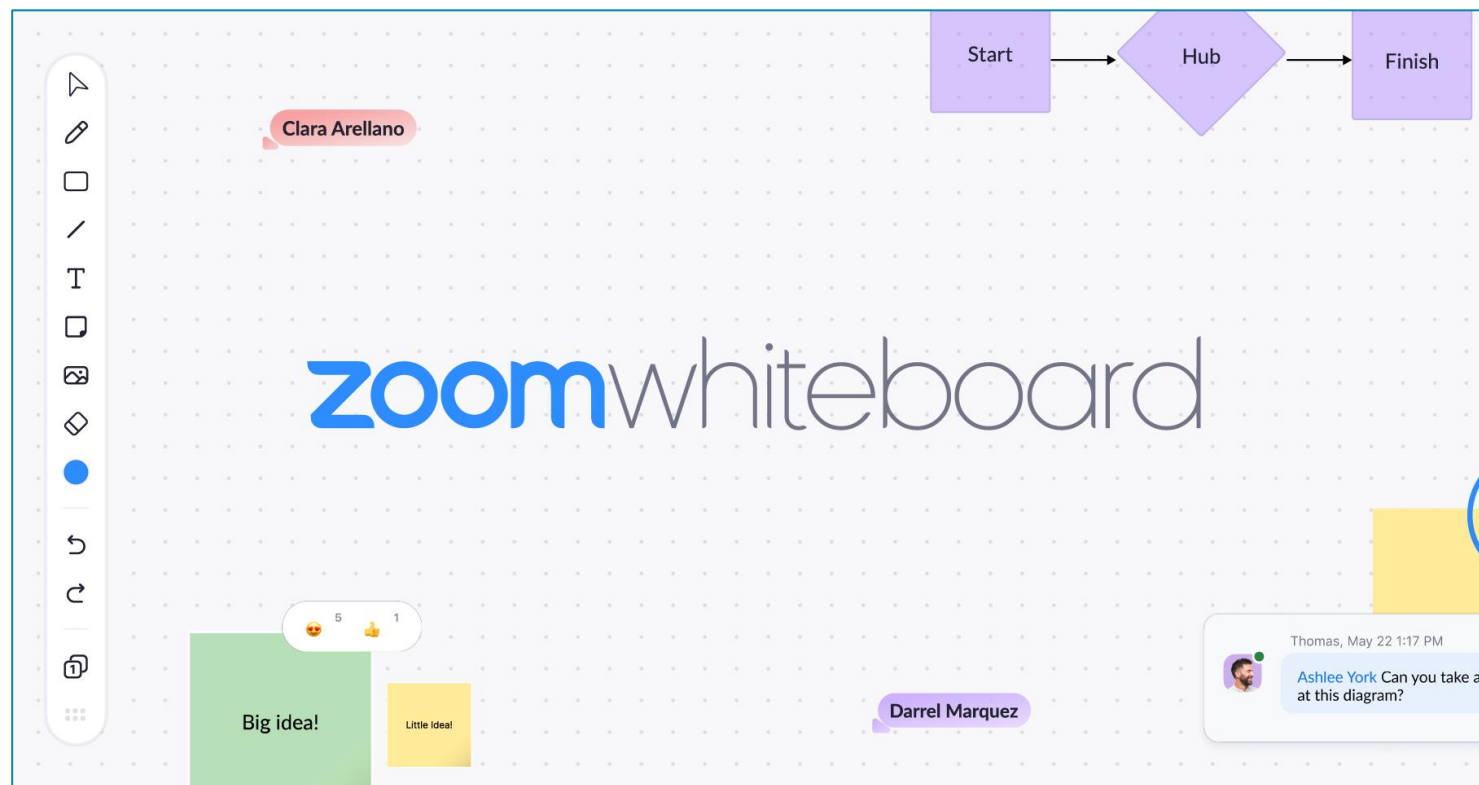
The record is **presented** in a comprehensive, creative and highly effective manner.

Appropriate **use of images** to accompany the presentation.





# How is our feedback effected by the Features of Quality?





# Student Work

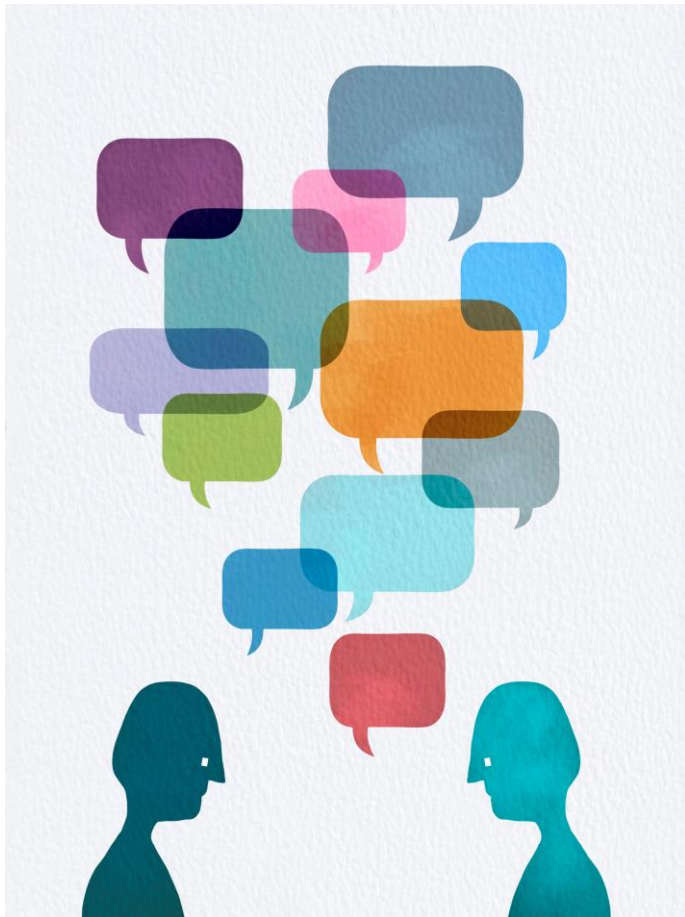


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1. How have students demonstrated their learning about democracy?
2. What feedback could be given to help the student further demonstrate their learning about democracy through the issues they explored in their work?



# Our group thoughts...



What feedback could be given to help the student further demonstrate their learning about democracy through the issues they explored in their work?





# Considerations

From your engagement with the student work, what steps might you take to support your students in the process of the CBA?





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Supporting the Professional  
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Reflection: How could  
you apply what you have  
learned to your  
classroom practice?

