

Civic, Social, Political Education



Strand 1: 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



Strand 2: 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



Strand 3: Exploring democracy



Oide

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 Rights and Responsibilities

- 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 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



SAMPLE ACTIONS Global citizenship

- 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.



SAMPLE ACTIONS 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