



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Junior Cycle Classics

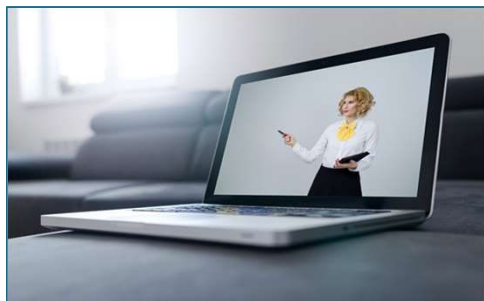
Enhancing Student Engagement with Ancient
Figures, Developing Success Criteria and Digital
Content in Junior Cycle Classics



Using Zoom



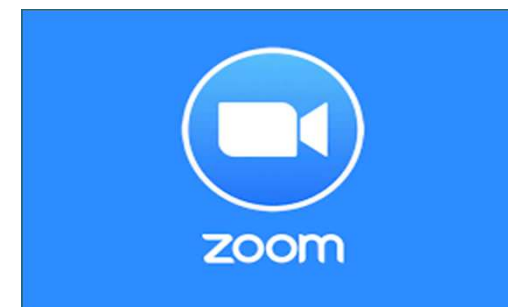
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We invite you to leave your camera on for the duration, but especially in Breakout Rooms.



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



If you lose connection:

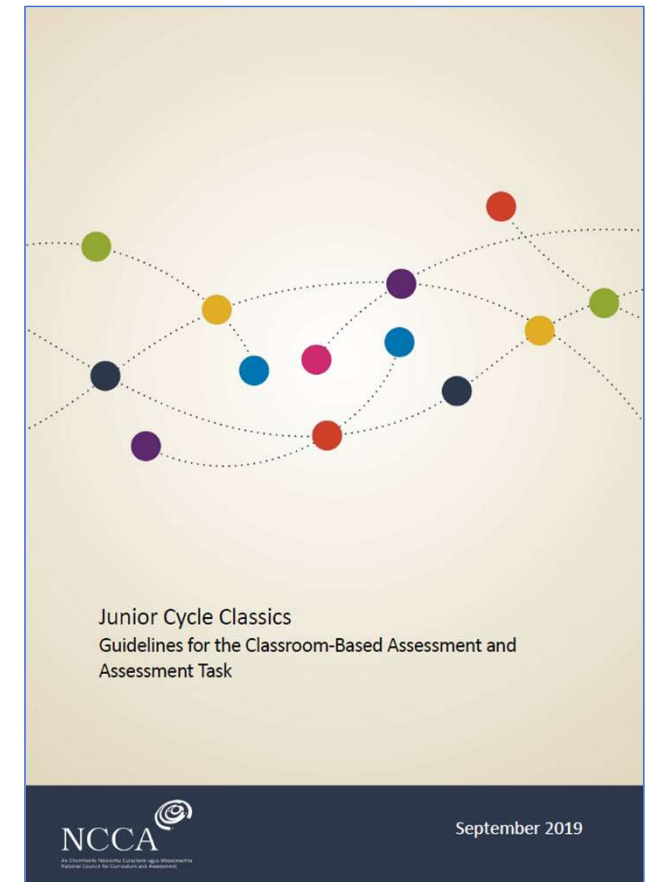
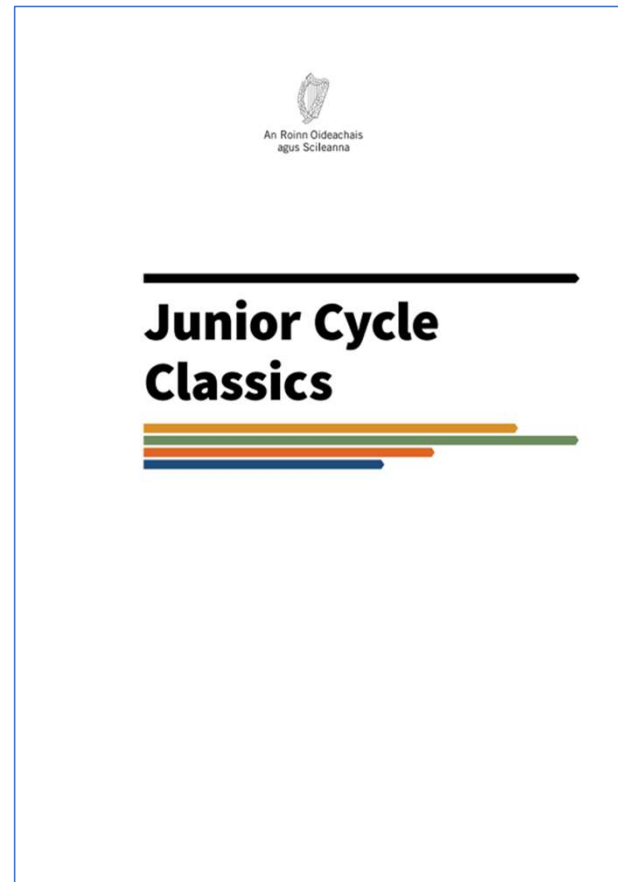
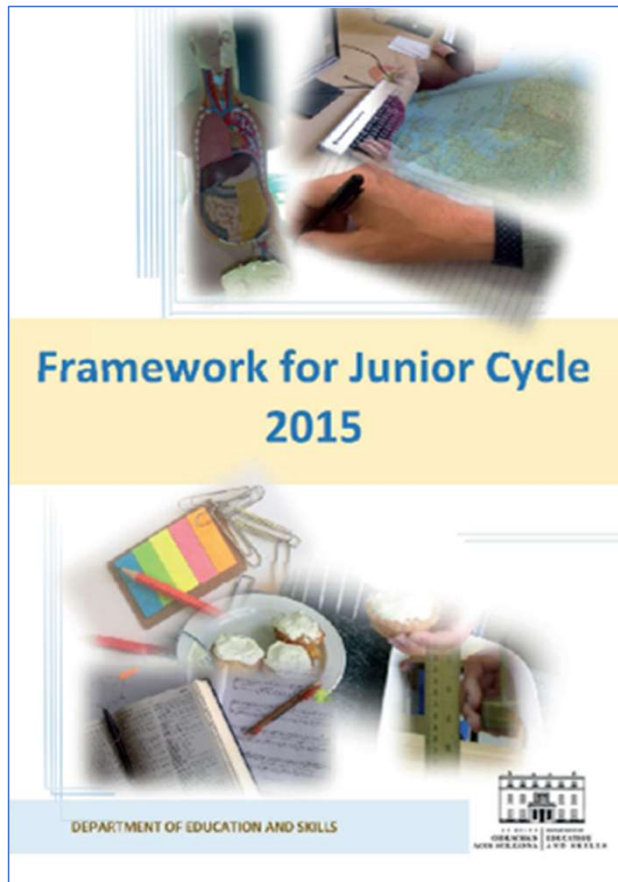
- find the link in your email
- launch Zoom meeting
- enter your name
- wait to be admitted

This day is **not** being recorded.

Key Documents



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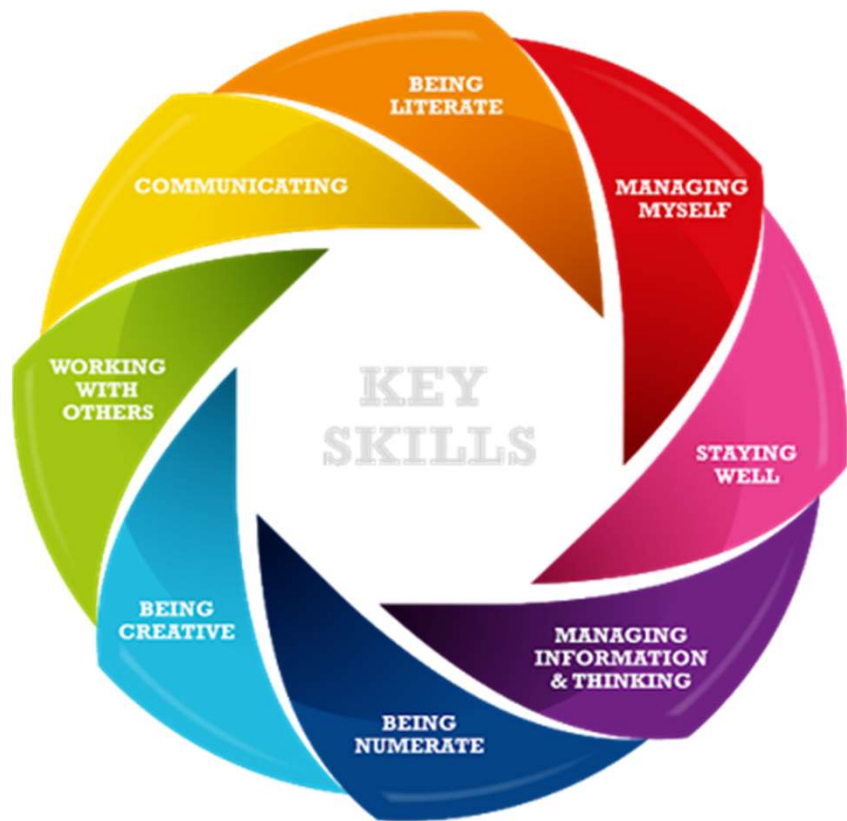
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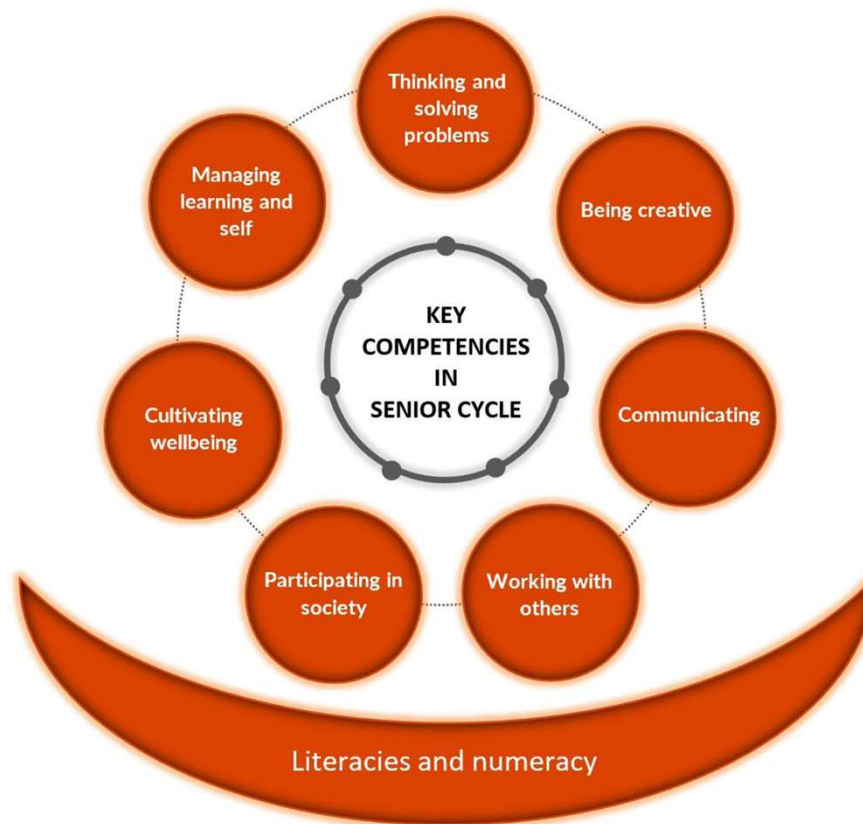
Key Skills Continuum of Learning



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Junior Cycle

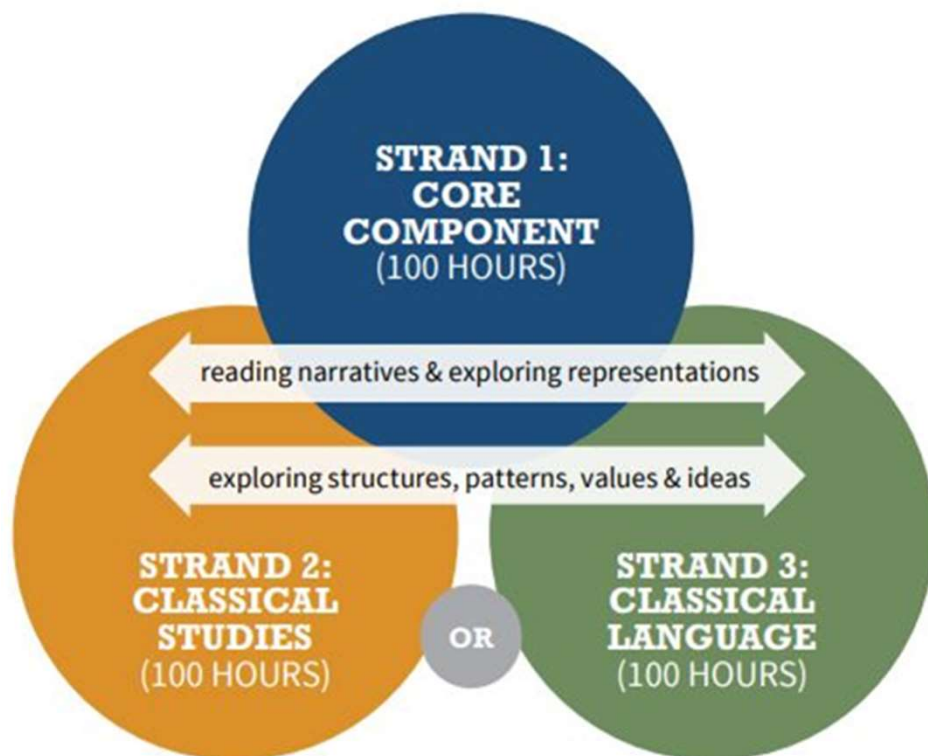


Senior Cycle

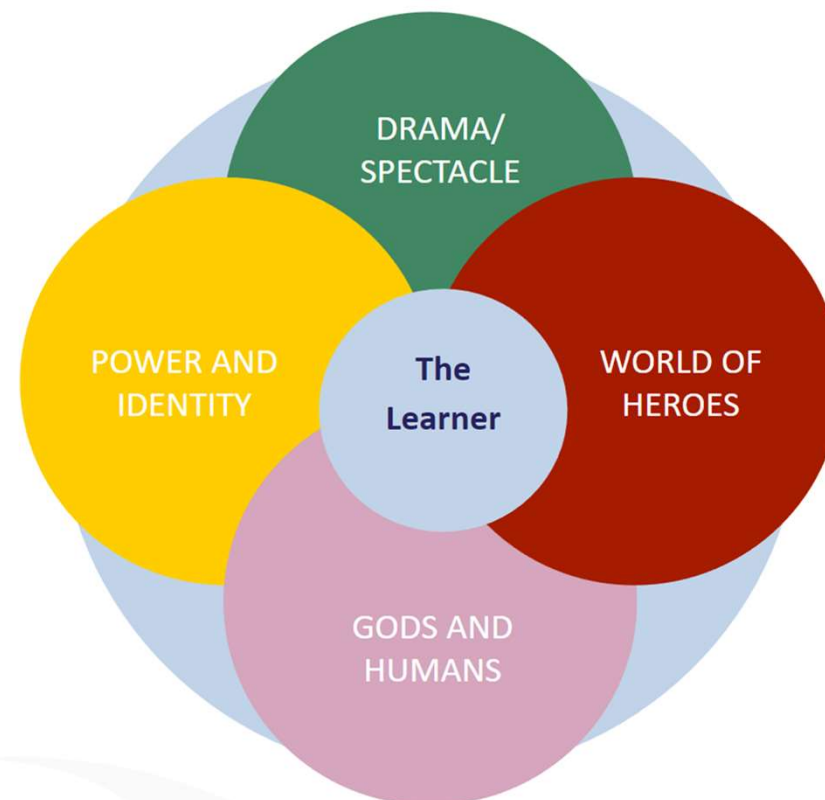
The Journey of Classics and Classical Studies



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Junior Cycle



Senior Cycle

Today's Timeline



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Session 1

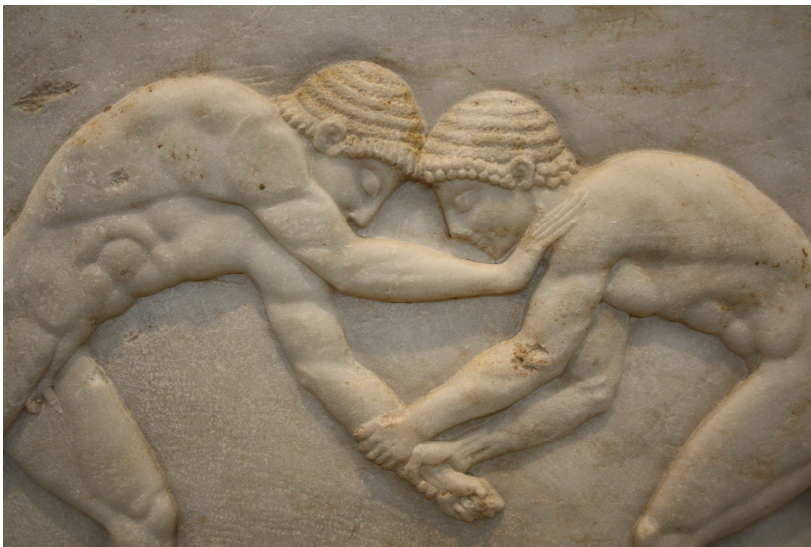
Enhancing Student
Engagement with
Influential Figures in
the Classics
Classroom





Learning Intentions

Explore strategies to enhance student engagement with influential people from the ancient world.



Consider the role of audio and visual stimuli in the Classics Classroom.





Irish Sports Personalities

O'Donovan Brothers

Katie Taylor

Johnny Sexton

Rhasidat Adeleke

Roy Keane

Sonya O' Sullivan



Influential Figures in Classics



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“Students encounter some of the most striking, influential and engaging figures of Greek and Roman history and myth, and fine examples of classical art and architecture.”

NCCA, 2016, p.4 Junior Cycle Classics Specification



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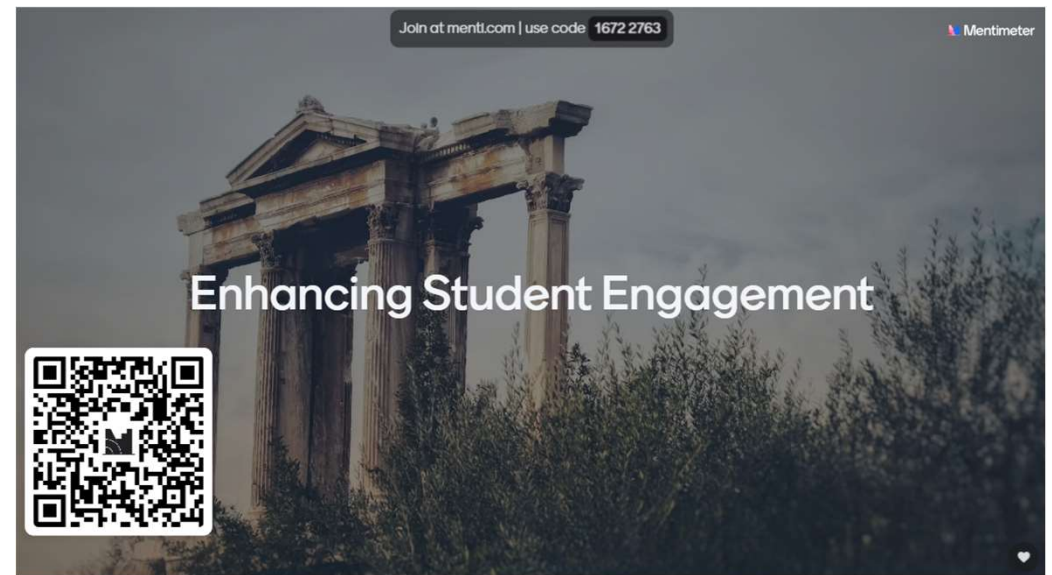
Enhancing Student Engagement



What film clips about the ancient world do you use to inspire your students?

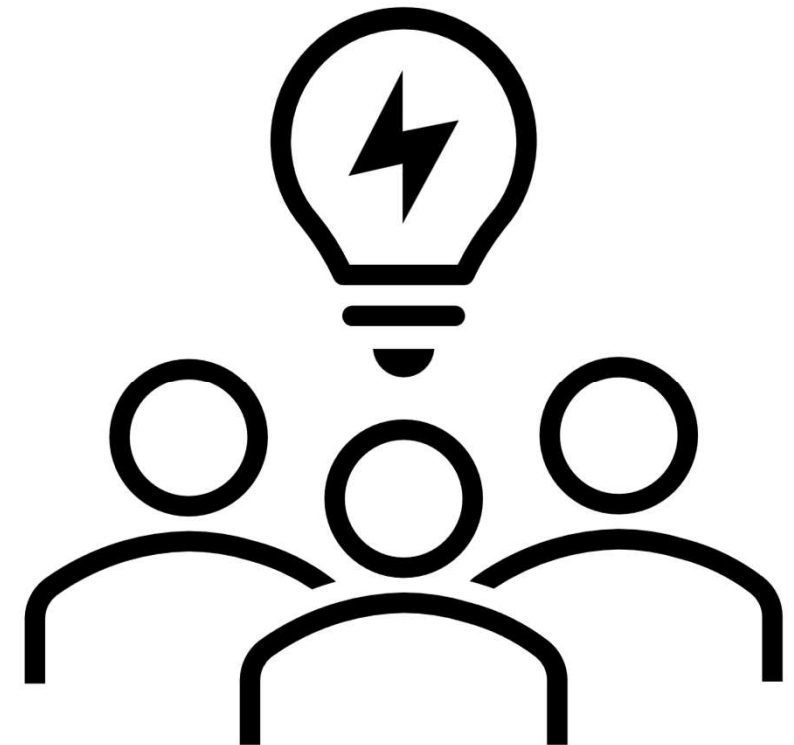


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How could you make engagement with a film clip meaningful to your students?



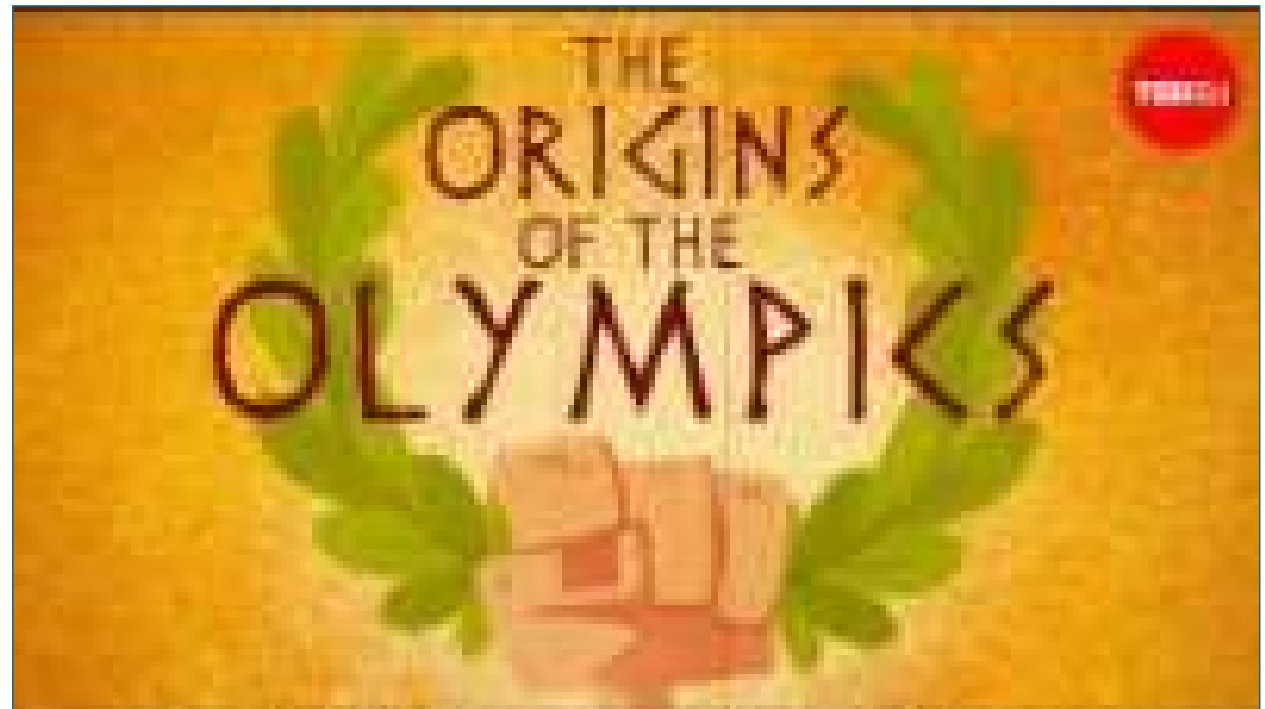
Breakout rooms

Enhancing Student Engagement with Audio and Visual Stimuli



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- 1) What learning outcomes could relate to?
- 2) How could you use this video in your classroom to support student learning/engagement?



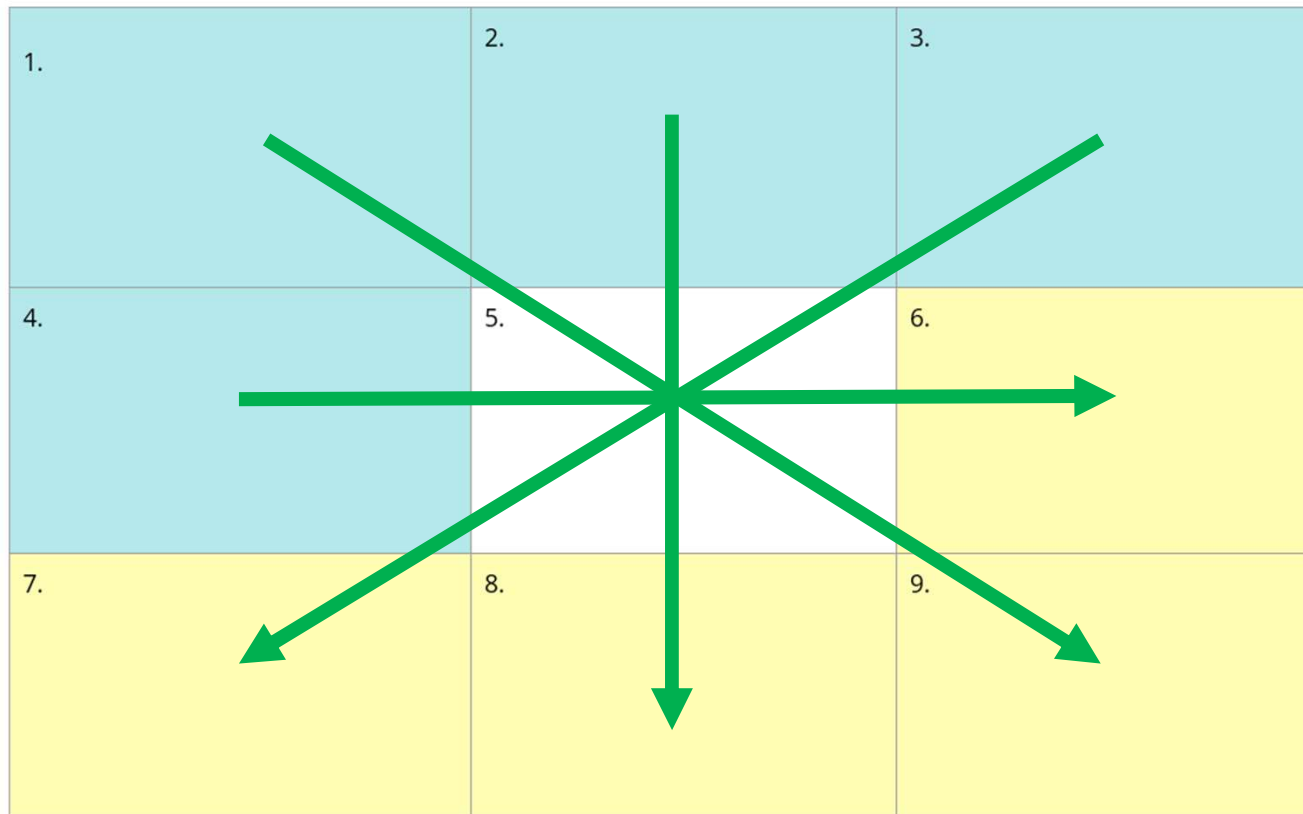


Iconic Scenes: Ben Hur



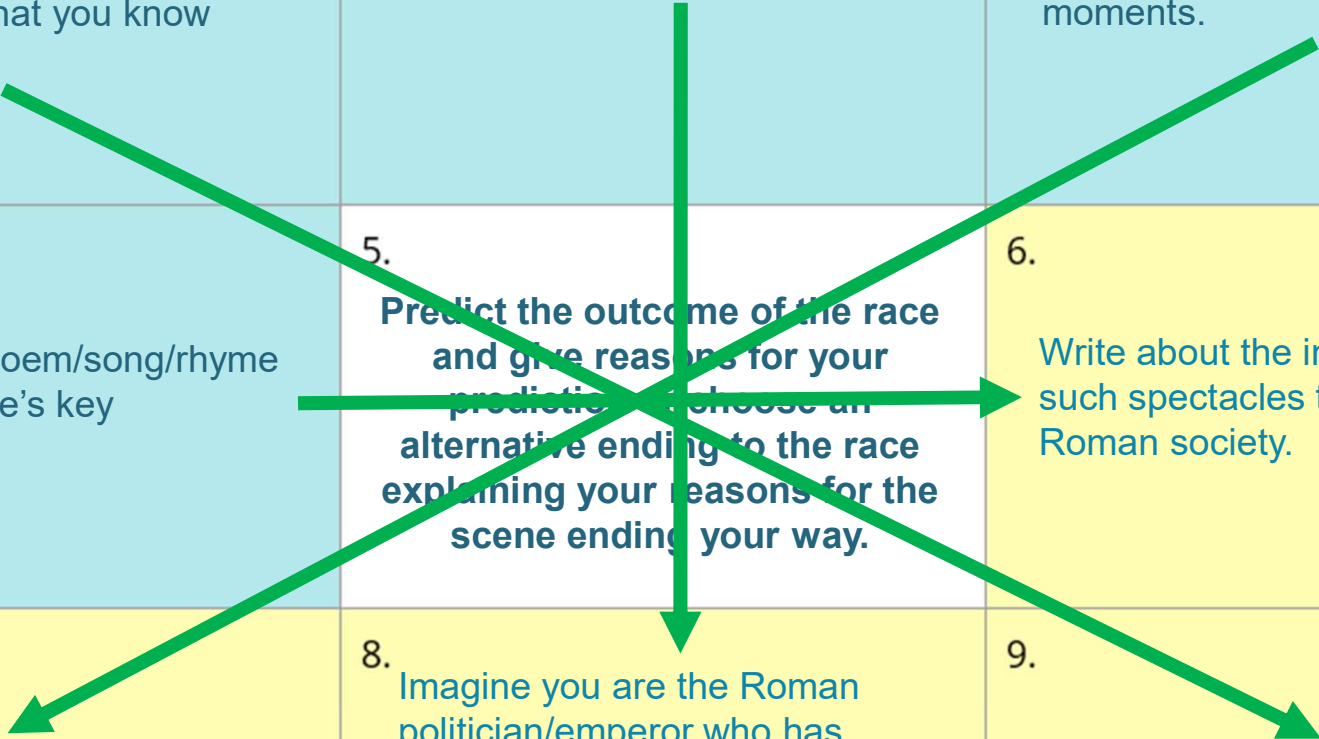


Tic-Tac-Toe: Three in a Row



1. Knowledge/Comprehension	2. Knowledge/Comprehension	3. Knowledge/Comprehension
4. Knowledge/Comprehension	5. Application	6. Analysis/Synthesis/Evaluation
7. Analysis/Synthesis/Evaluation	8. Analysis/Synthesis/Evaluation	9. Analysis/Synthesis/Evaluation

<p>1. Describe where this scene is taking place and write one paragraph on what you know about it.</p>	<p>2. Develop a timeline highlighting the key moments of the race.</p>	<p>3. Create 6 comic strip boxes outlining the race's key moments.</p>
<p>4. Write/record a poem/song/rhyme detailing the race's key moments.</p>	<p>5. Predict the outcome of the race and give reasons for your prediction. Choose an alternative ending to the race explaining your reasons for the scene ending your way.</p>	<p>6. Write about the importance of such spectacles to ancient Roman society.</p>
<p>7. Create an infographic poster outlining how chariot racing entertained Roman society.</p>	<p>8. Imagine you are the Roman politician/emperor who has arranged for the staging of this event. Write or record a speech denouncing your critics and highlighting the importance of such spectacles.</p>	<p>9. Compare modern day spectacles to that of ancient Rome.</p>



Ancient Sporting Celebrities

Tic-Tac-Toe



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Breakout rooms

Welcome to the Ancient Olympics

Film	Podcast	Website	Journal Article
<p>Origins of the Olympics YouTube The ancient origins of the Olympics - Armand D'Angour</p>	<p>The Ancient Olympics bbc.co.uk You're Dead to Me - The Ancient Olympics (Radio Edit) - BBC Sounds</p>	<p>Olympics.com olympics.com History of the IOC</p>	<p>Ancient Olympic Superstars THE SPORT JOURNAL Ancient Olympic Superstars and the Remarkable Skills They Could Teach Today's Athletes thesportjournal.org PDF thesportjournal.org Ancient Olympic Superstars and the Remarkable Skills They Could Teach Today's Athletes</p>

1. Knowledge/Comprehension	2. Knowledge/Comprehension	3. Knowledge/Comprehension
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Cognitive objective and possible prompts

Evaluation

What would it be like if...? What would it be like to...? Design a... Imagine you are...
What would have happened if...? Draw a picture of... Tell/write a different ending...

Synthesis

Why...? Why not...? What do you think about...? Why do you think that...? Rank in
order of importance...

Analysis

What items are used...? What other ways could...? What things are
similar/different...? What kind of person is...?

Application

What would happen if...? Would you have done the same as...? If you were there,
would you...? How would you solve the problem...? Find information about...

Comprehension

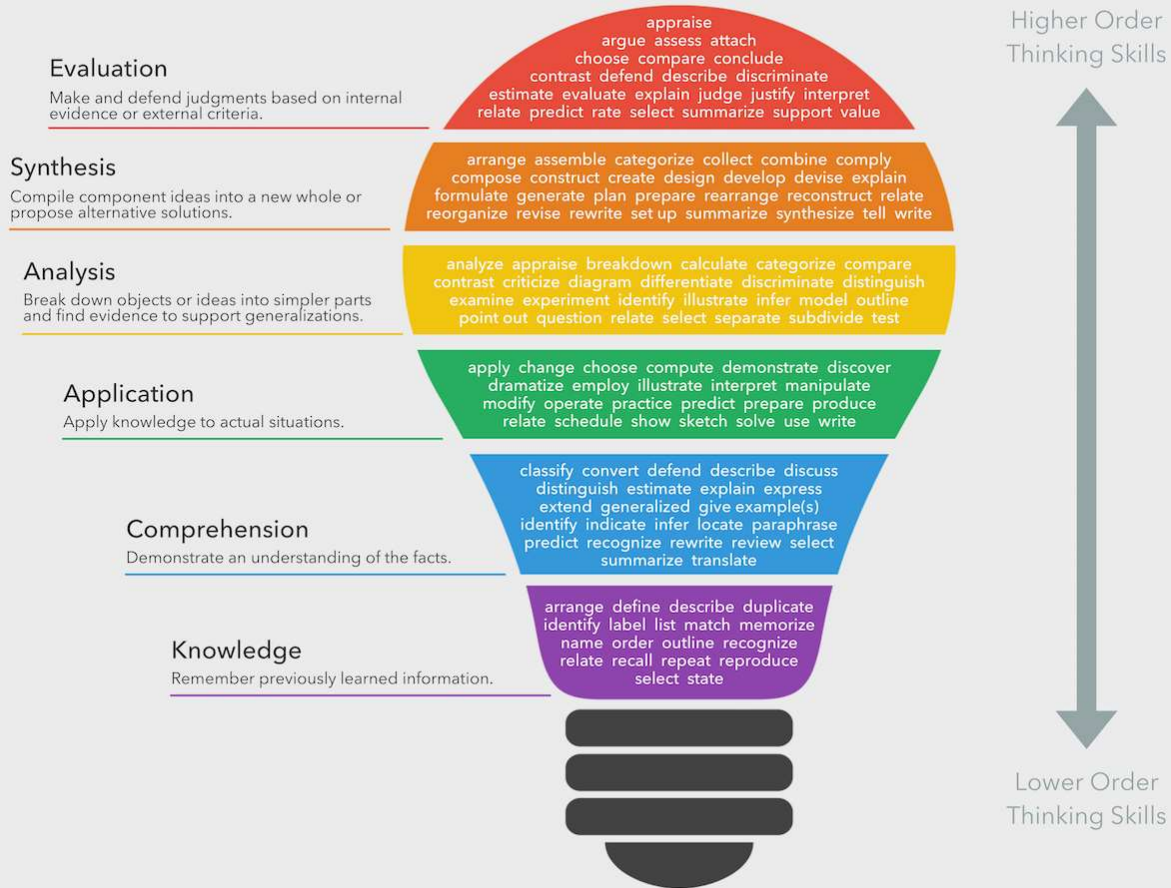
Tell me in your own words... What does it mean...? Give me an example of...
Describe what... Make a map of... What is the main idea of...? Why do you think...?

Knowledge

Where...? What...? Who...? When...? How many...?



Bloom's Taxonomy Verbs





Coffee Break

See you in 20 minutes

