



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leaving Certificate Applied Social Education



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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Session 2: My Community Contemporary Issues 1

# Learning Intentions



Explore changes to the Social Education Curriculum  
Review documents supporting student progression



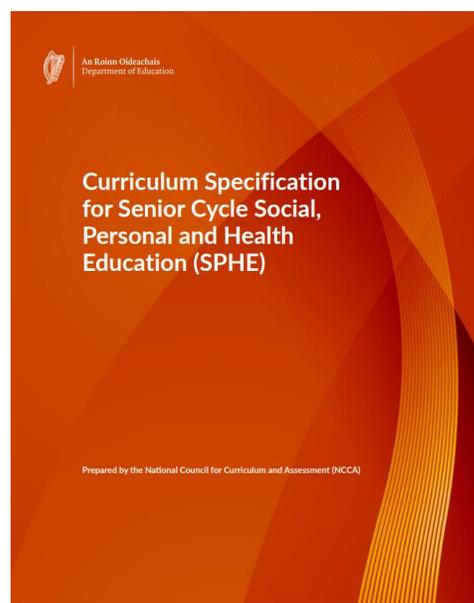
Engage with Module 2 – My Community



Engage with Module 3 – Contemporary Issues



# Revision of LCA Social and Health Education Modules



	Session 1	Session 2
Year 1	<b>Social, Personal and Health Education</b>	
	My Community	Contemporary Issues 1
	Session 3	Session 4
Year 2	<b>Social, Personal and Health Education</b>	
	Contemporary Issues 2	Taking Charge



# Revision of LCA Social and Health Education Modules – Credit Allocation

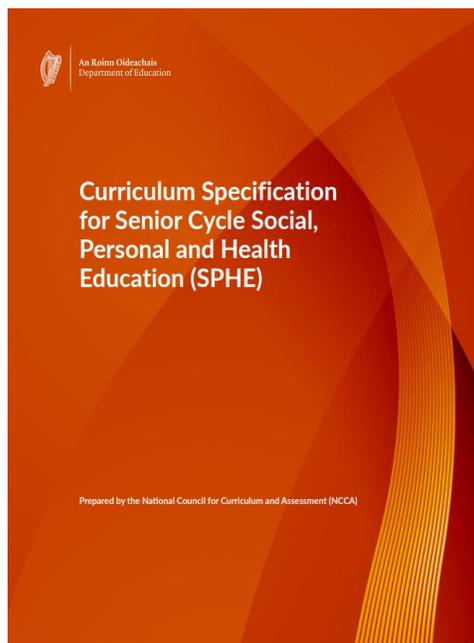
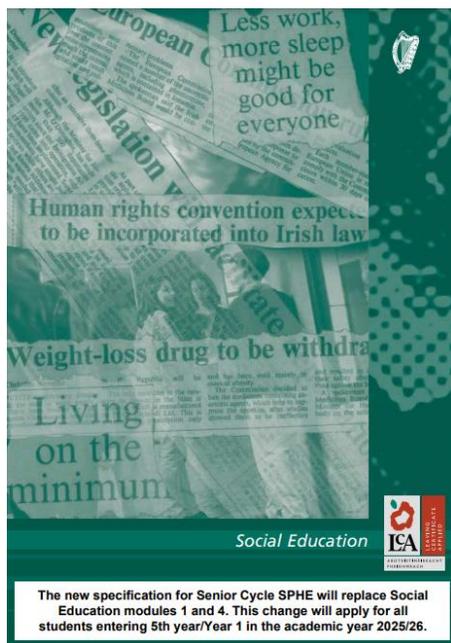


Table 2: Revised credit allocation for Social Education within LCA

	Year 1		Year 2	
	Session 1	Session 2	Session 3	Session 4
<b>SPHE 1 (Key Assignment)</b>	2 credits			
<b>My Community (Key Assignment)</b>	2 credits			
<b>Contemporary Issues 1 (Key Assignment)</b>		2 credits		
<b>SPHE 2 (Key Assignment)</b>			2 credits	
<b>Contemporary Issues 2 (Key Assignment)</b>			2 credits	
<b>Taking Charge (Key Assignment)</b>				2 credits
<b>Contemporary Issue Task</b>			14 credits	

Circular 0012/2025



# Relevant Links



Leaving Certificate Applied  
Programme Statement 2024



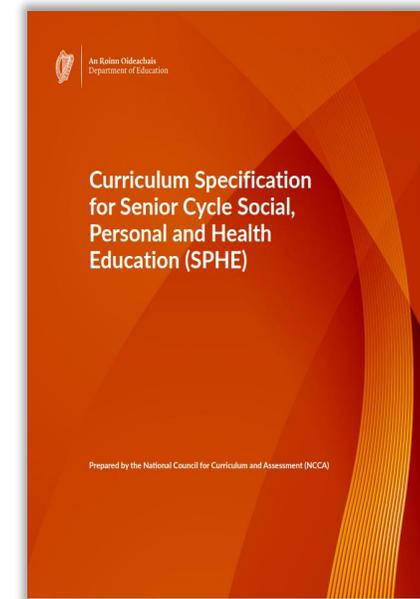
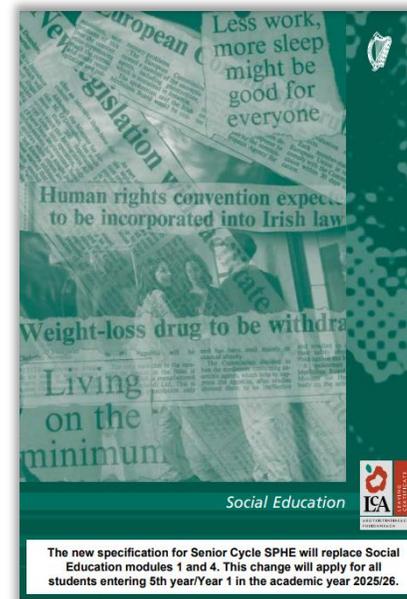
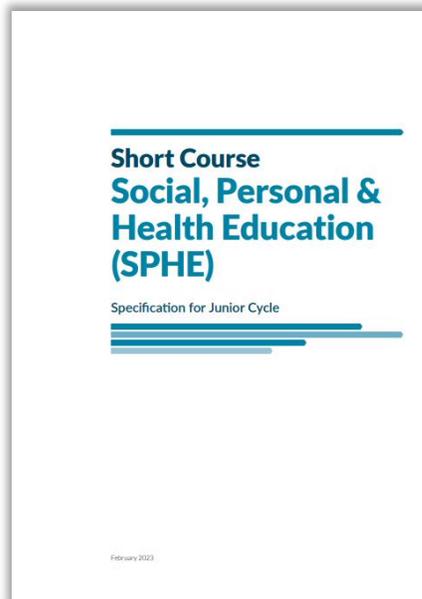
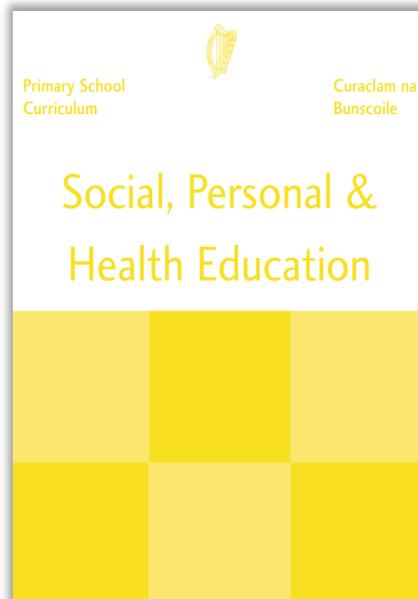
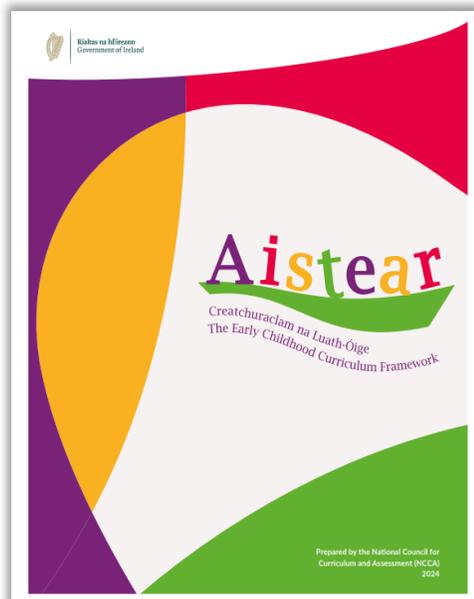
Social Education  
Module Descriptor –  
September 2024



Social Education  
Module Descriptor –  
September 2025

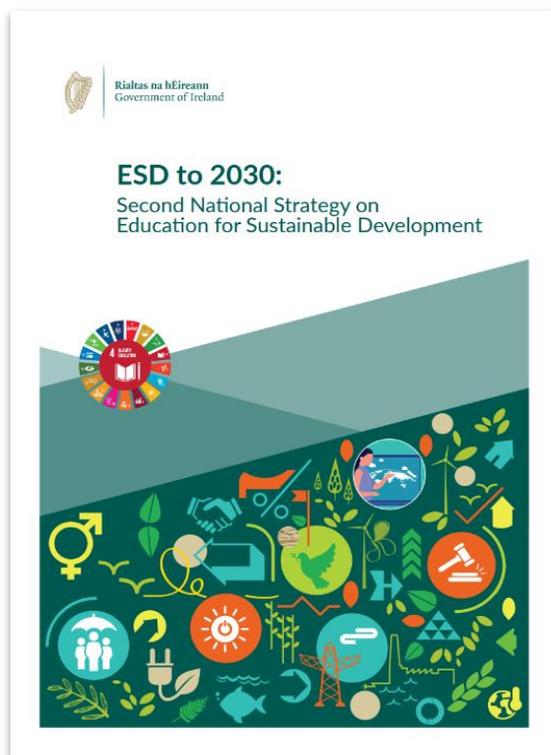


# Policy Documents/Frameworks





# Social Education and ESD



## Priority 5: Accelerating Local Level Actions

### 5.1 Community linking and collaboration:

Foster, support and expand links and collaboration between education providers and their local communities, civil society organisations and local authorities to educate, raise awareness and understanding of the need for action and engagement on sustainable development.

### 5.2 Local authority engagement:

Local authorities, in coordination with enterprise and all concerned stakeholders in the community, should consider and develop an action plan for how the whole community can become a learning laboratory for sustainable development and an important element of ESD for 2030 country initiatives, providing opportunities for all citizens and learners to become change agents.



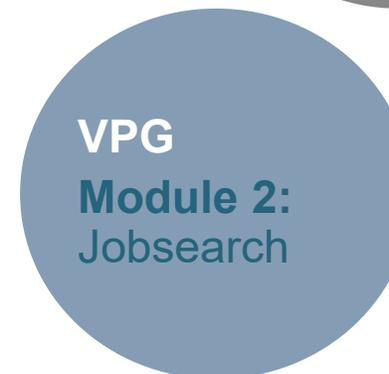
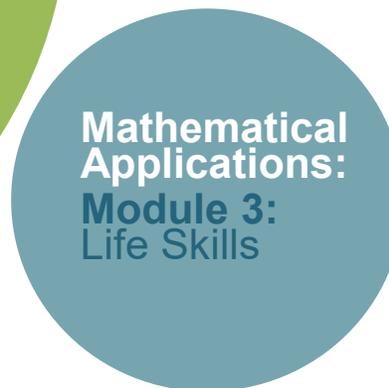
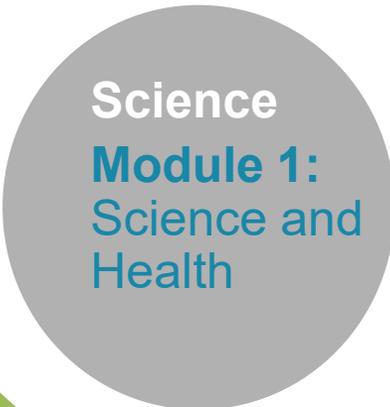
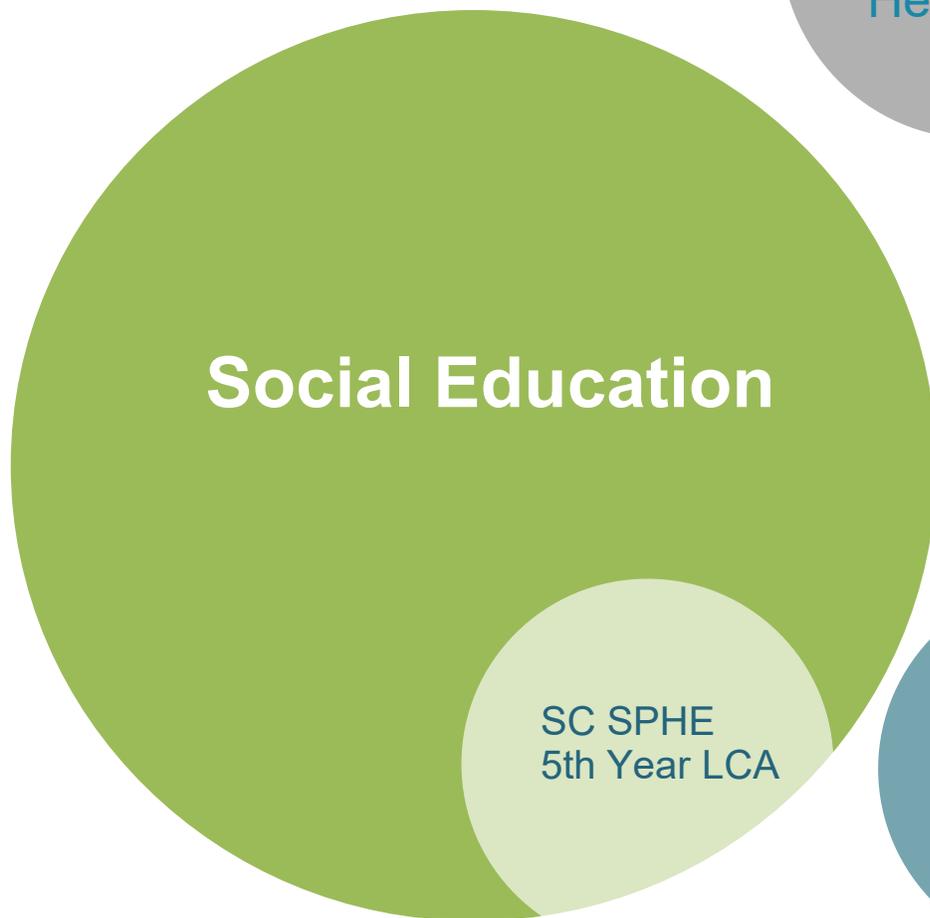
# Rationale

The personal and social development of the students is the primary focus of this course. It provides opportunities for the students to examine and explore issues and topics related to self-awareness, interpersonal relationships, health care and contemporary social, economic, political and cultural issues. It also aims to prepare students for the transition from dependent to independent living.





# Transdisciplinary Nature of LCA





# Supporting Communication Skills in the Social Education Classroom

Consider how we can support the language and skills needed for listening and dialogue in the Social Education classroom.

*I think....*

*I believe...*

*I feel ...*

*I agree/disagree and this is why...*

*That's an interesting idea!*

*I respect that others think ...but I think differently because...*

*I know some people might say ... although I see things a bit differently ...*

*Do I understand you correctly, are you saying....?*

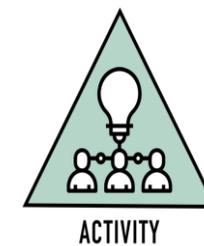
*I'm not sure what you mean. Can you say a bit more about that?*



# Thunk

‘A Thunk is a beguiling question about everyday things that stops you in your tracks and helps you to look at the world in a whole new light. There are no right or wrong answers, simply well-thought-out answers.’

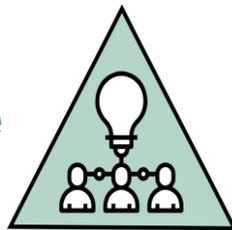
(Gilbert, 2007, p.1)





# Thunk

- If you change just one tiny thing in your neighbourhood, could it end up changing everything? - Unit 6 L.O. 3
- If we can message anyone in the world, do our next-door neighbours still feel near? - Key Assignment 1
- If no one remembered the past of our town, would it still be the same place? - Unit 4 L.O. 1
- Does a community exist because people help each other, or do people help each other because a community exists? (Unit 5)

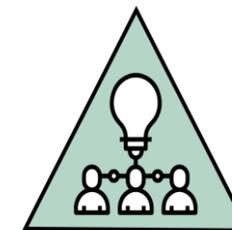


ACTIVITY



# Thunk

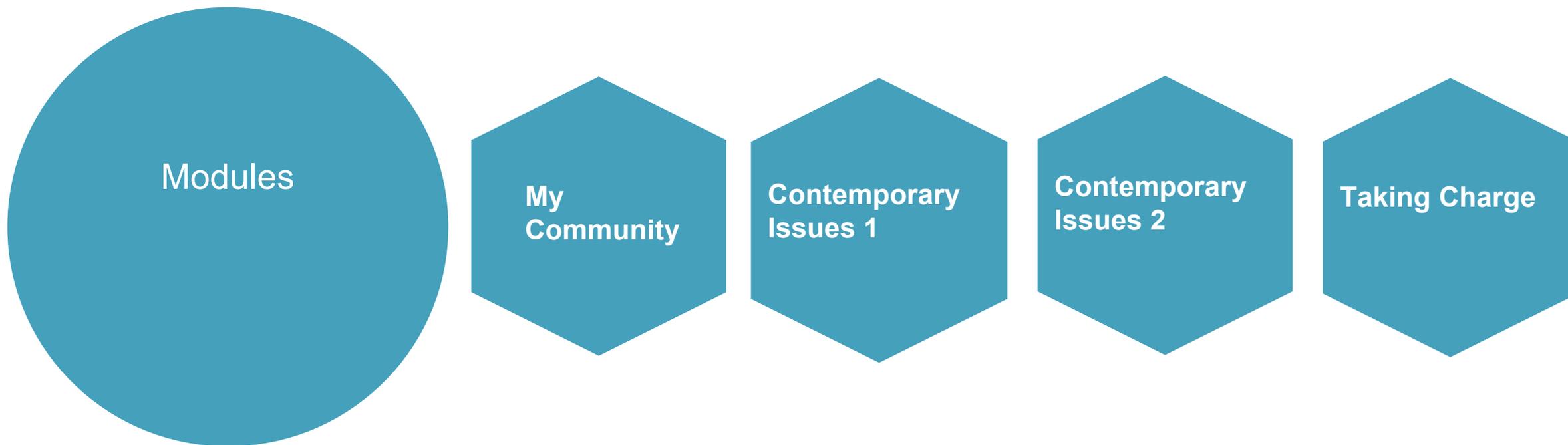
- "If you could improve one thing in your area, what would you improve and why?"  
( Unit 6 L.O. 3)
- "How has technology changed how we connect with people nearby?"  
( Key Assignment 1)
- "Why should we care about our community's history?"  
(Unit 4 L.O. 1)
- "How can a community help the people who live there?" (Unit 5)



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# Social Education: Modules





# LCA Social Education - Modules

Specific Modules are to be completed within a session.

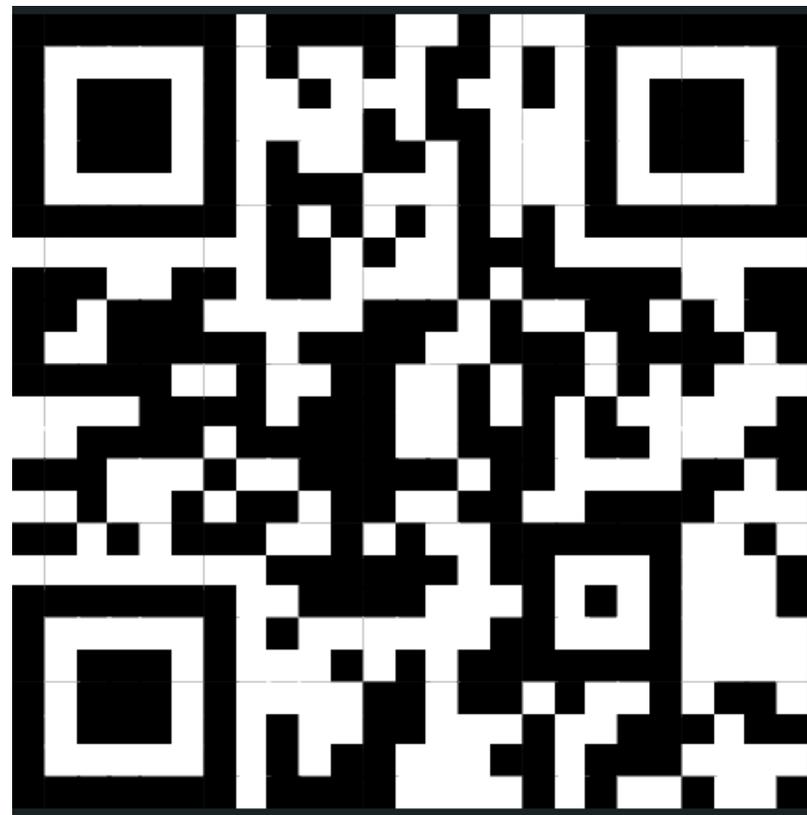
At the end of each session students will be awarded credits based on the following criteria:

Completion of Key Assignments required in each Module

90% Attendance



# Padlet of Resources - QR Code





# Module 2: Units





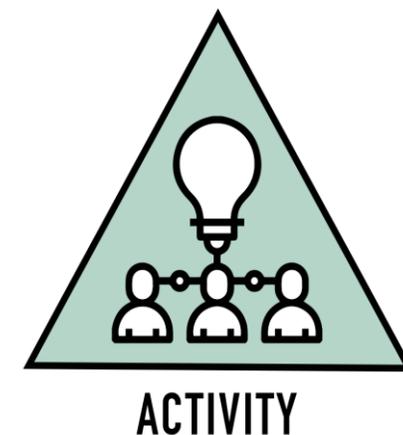
# Resources in my local area

In your groups discuss potential resources in your local area that could support the learning and teaching in this module 'My Community'

Identify organisations, people and places.

Decide on relevant learning intentions

Consider learning outcomes and success criteria



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# Planning a Unit of Learning

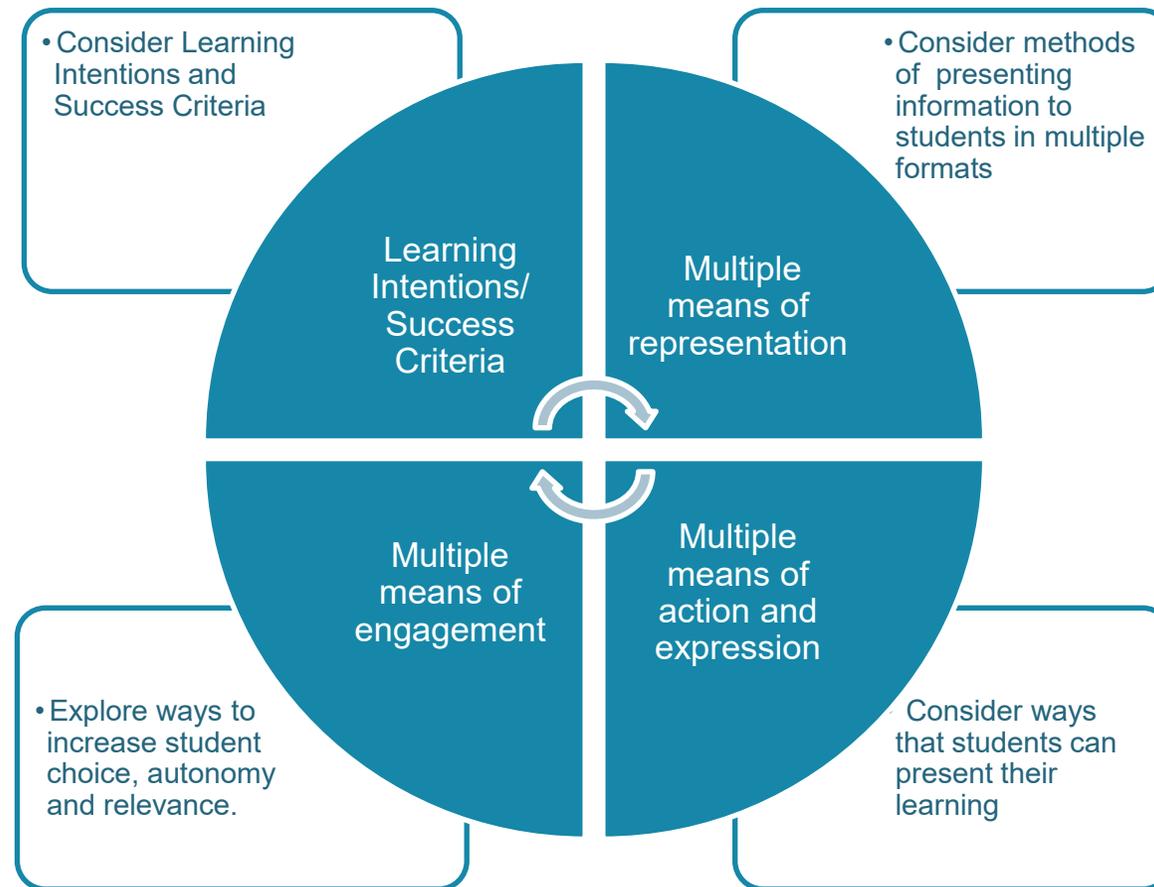


## Possible Considerations for planning:

- ✓ Thematic linked learning experience
- ✓ Specific Learning Outcomes
- ✓ UDL
- ✓ Prior Knowledge
- ✓ Learning Intentions
- ✓ Success Criteria



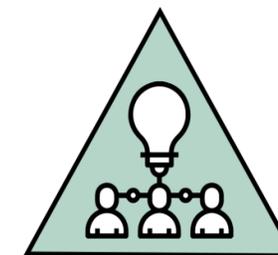
# Planning a learning outcome/key assignment using Formative Assessment and UDL





# Group 1: Looking at my Own Place

(**Key Assignment 2** - I took part in a class discussion about Our Local Area in the Past. I contributed to three different topics on this issue during the discussion.)

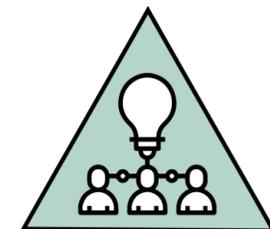


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## Unit 4: My Own Place in the Past:

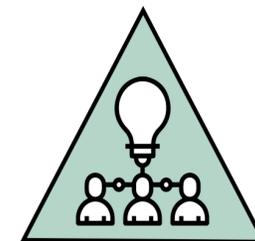
*L.O 5 - examine past images related to the local area and the local community and present these images to show 'My Local Area: Now and Then'*



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## Unit 5: L.O. 1 - identify the various clubs, organisations and centres servicing the community in his/her own place



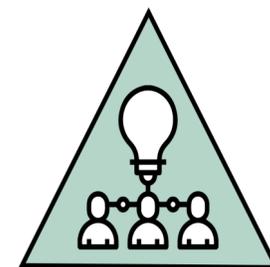
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# Group 4: Unit 6 – Planning in My Own Place



Each group of students has €180 to spend on the creation of their own well-planned town - so make sure you choose wisely!

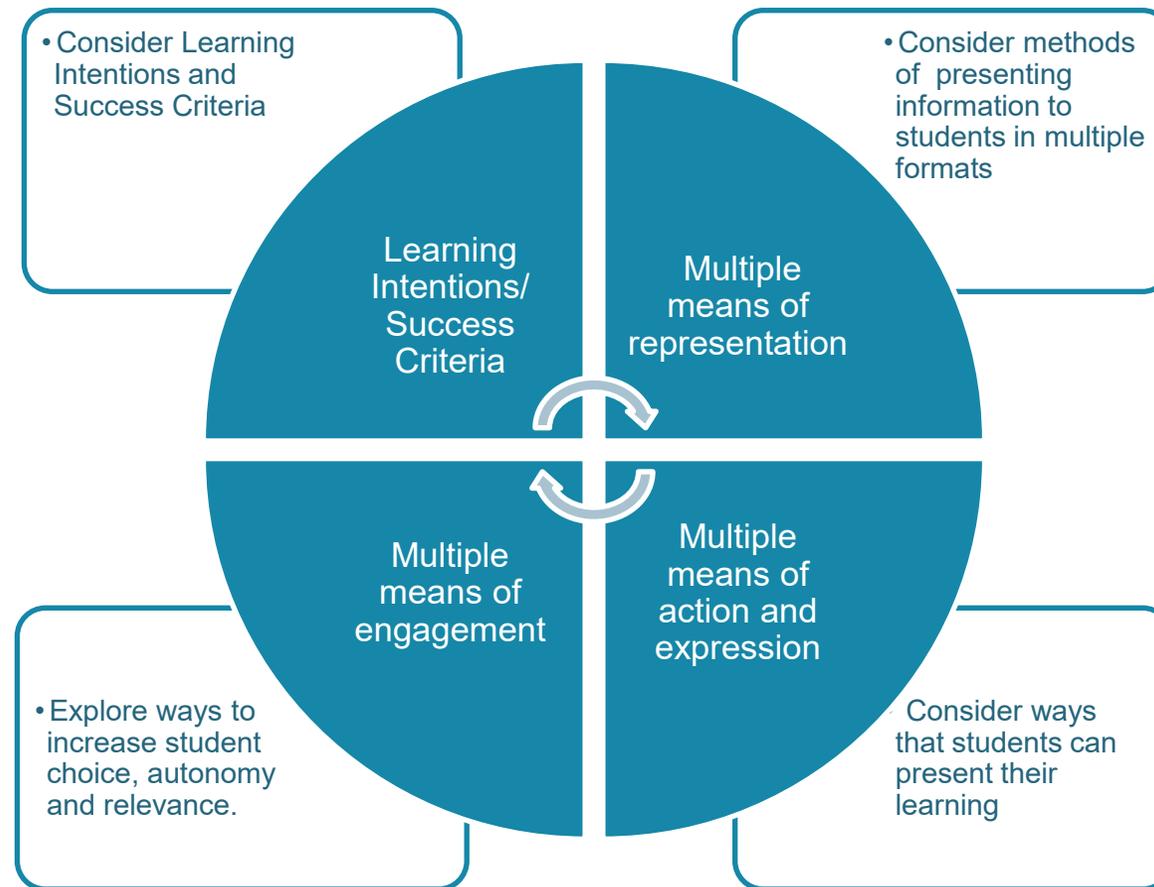
Each building is worth €5.



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# Planning a learning outcome/key assignment using Formative Assessment and UDL





# Module 3





# Aligning current school activities with Units of Learning and Key Assignments

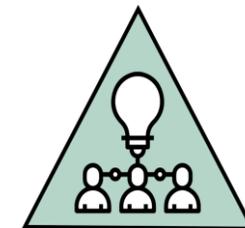
Explore the Contemporary Issues' Units in the Social Education Module Descriptor

Identify activities and events already happening in your school that may align with and support some of the learning outcomes of this module





# Contemporary Issues - Graffiti Wall



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# Station 1: Unit 1- Contemporary Issues

Newspapers

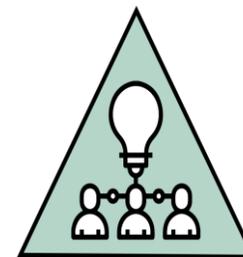
Photographs/ Images

Recordings from local radio/television

Watch the news



Discuss how we use news stories to teach about contemporary issues in the classroom?

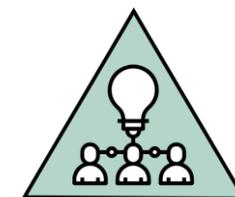
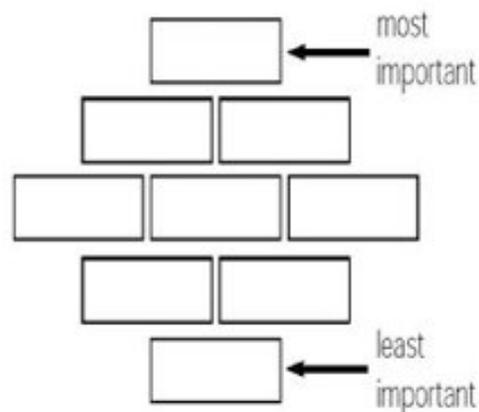


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# Station 2: Unit 2 - Forces and Interests

Identify 9 urgent contemporary issues in society today?  
Using the Diamond Nine strategy, rank them in order of priority.



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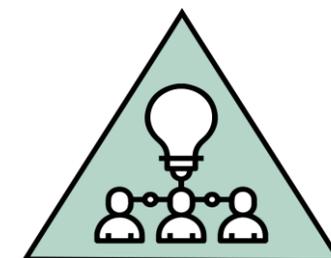


# Station 3: Unit 2- Forces/Interests

How do different forms of media (video, news articles, social media) shape our understanding of contemporary issues?

## The Big Picture - Homelessness

Updated / Friday, 20 Apr 2018 11:06



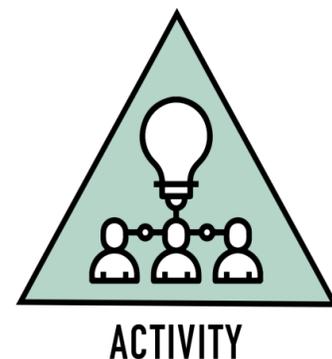
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# Station 4: Unit 4 – Contemporary Issues and Human Rights

UDHR Plain Version; Read through the Universal Declaration of Human Rights

Which human rights are most relevant to young people today, and why?



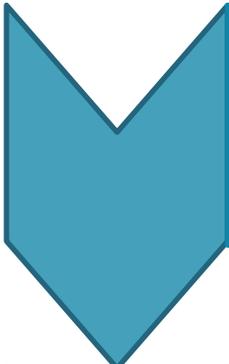


# Gallery Walk

- What patterns or common themes did you notice across the different stations?
- What new perspectives did you gain from seeing other people's ideas?
- How can we use the graffiti wall and similar activities to engage students in critical discussions about contemporary issues?
- How can we ensure that all voices are heard and respected when discussing sensitive topics?



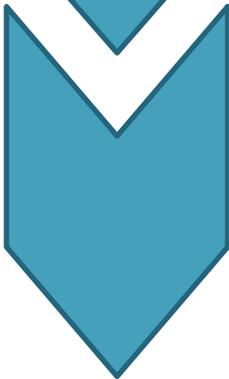
# In this session we have



Reviewed the changes and updates to Social Education Curriculum



Explored and developed learning and teaching resources to support Module 2: My Community through the lens of Formative Assessment and UDL



Explored and developed learning and teaching resources to support Module 3: Contemporary Issues 1, through the lens of Formative Assessment and UDL



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# Exploring Modules 5 and 6: Contemporary Issues 2 Taking Charge

# Learning Intentions



Engage with Module 5 - Contemporary Issues 2 and explore learning and teaching methods that support learning outcomes, Key Assignments and The Contemporary Issue Task.

Engage with Module 6 – Taking Charge and explore activities that support active learning

Planning a unit of learning



# Module 5





# Webwise – a key resource for Contemporary Issues' Units of Learning



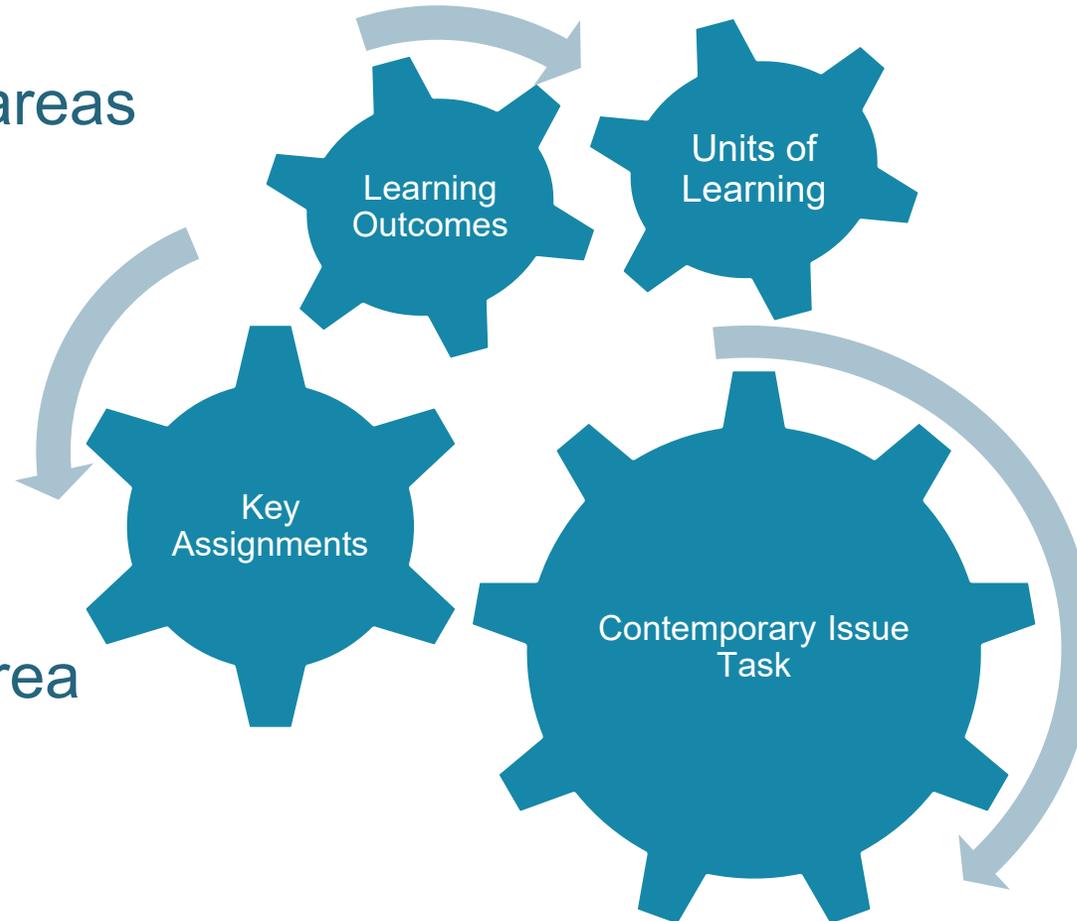
<https://vimeo.com/383270456>

# Links between Learning Outcomes, Key Assignments and Contemporary Issue Task



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Where do the four areas naturally align?



What skills gained from one area support other areas?

How can we design activities so each area supports the other area?



# Module 6: Units



# Real World Resources to support Key Assignments



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The screenshot shows the CCPC website interface. At the top left is the CCPC logo with the text 'Coimisiún um Iomaíocht agus Cosaint Tomhaltóirí' and 'Competition and Consumer Protection Commission'. A search bar on the top right contains the text 'I am looking for...'. Below the logo is a navigation menu with items: ABOUT, CONTACT, NEWS, HELP FOR BUSINESS, MERGERS, and ENFORCEMENT. A breadcrumb trail reads: Business Home / About / Financial education / Leaving Cert Applied / Leaving Cert Applied. On the left side, there is a sidebar menu under the heading 'ABOUT' with links: ABOUT US, HOW WE DECIDE TO TAKE ACTION, WHAT WE DO WITH INFORMATION YOU PROVIDE, GOVERNANCE, WHAT WE DO WITH INFORMATION WE TAKE DURING A SEARCH, and ANNUAL REPORTS. The main content area features the heading 'Leaving Cert Applied' followed by 'About Money Counts'. Below this, a paragraph states: 'Money Counts is a free resource developed by the Competition and Consumer Protection Commission, in consultation with Leaving Certificate Applied (LCA) teachers. Our aim is to help LCA teachers and students to complete the units of Module 6 of the LCA Social Education course, 'Taking Charge', that relate specifically to personal finance education.' Below this is the heading 'Money Counts at a glance' and the text 'There are 5 topics covered in the Money Counts program:'.





# Role Play Jigsaw

## Scenarios:

1. The tenancy dispute
2. Seeking Financial advice
3. Choosing a bank account
4. Applying for a loan
5. Managing a budget
6. Understanding insurance



# Session 3: In this session we have...



Oide

Engaged with Module 5 - Contemporary Issues 2 and explore learning and teaching methods that support learning outcomes, Key Assignments and The Contemporary Issue Task.

Engaged with Module 6 – Taking Charge and explored activities that support active learning

Planned a unit of learning



# Any questions ?

