

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

Civic, Social  
and Political  
Education in  
the *Wellbeing*  
area of  
learning



[www.jct.ie](http://www.jct.ie)

## Section A: Reference Websites

<http://www.curriculumonline.ie/>

At this NCCA-hosted website, you can view the curriculum, examples of student work, and a variety of assessment support options

<http://www.jct.ie/>

The JCT website provides detail of CPD opportunities to support school and teachers specific to the new Framework. It will include information, relevant resources and materials details of upcoming events

<http://www.juniorcycle.ie/>

This NCCA-hosted website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches of assessment and reporting.

<http://www.pdst.ie/CSPE>

The PDST Health and Wellbeing team aim to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students. An online course for CSPE is available here.

<http://www.actonline.ie/>

The Association of CSPE Teachers (ACT) is the professional association for CSPE teachers in Ireland.

<http://www.sess.ie/>

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision

## Section B: CSPE within the Framework for Junior Cycle

**Junior Cycle Education** places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior Cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

**Wellbeing at Junior Cycle** provides learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and enables them to build life-skills and to develop a strong sense of connectedness to their school and to their community. It will also emphasise the role that students play in their family, community and society in general. This new area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing.

**Civic Social and Political Education (CSPE)** aims to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities.

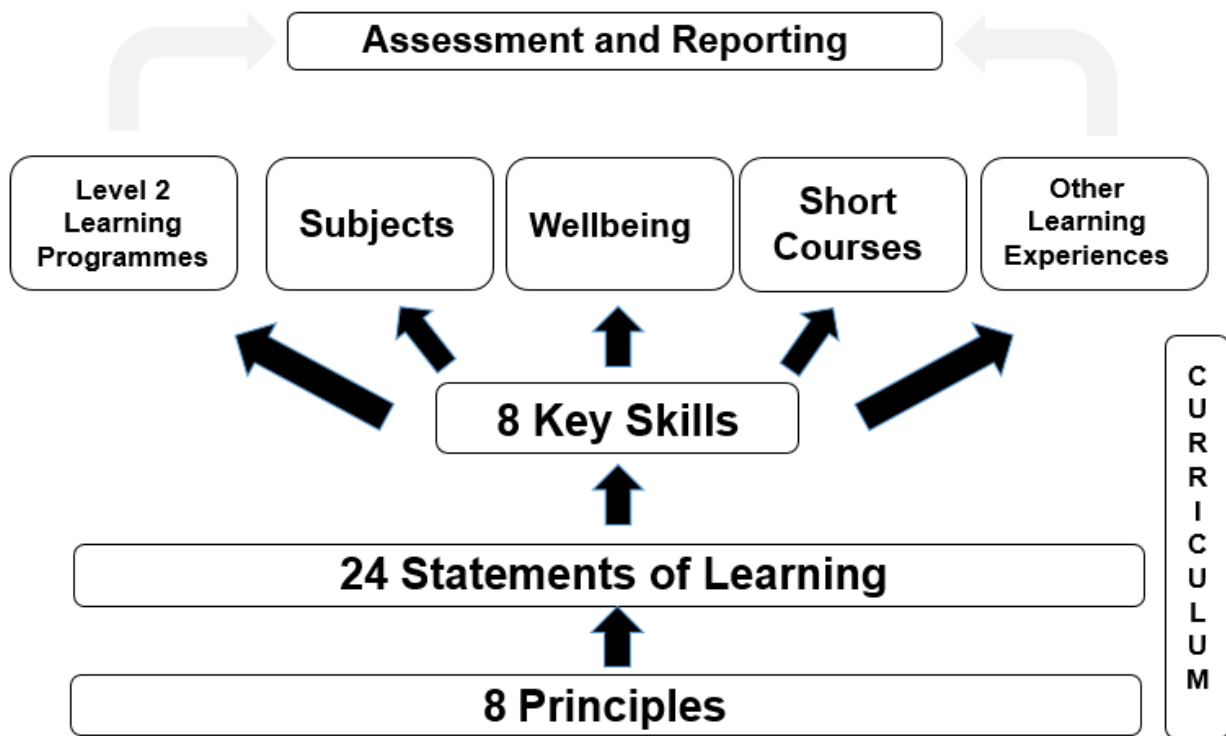
The short course in CSPE contributes to the wellbeing programme within junior cycle as it enables students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally. It also develops students' sense of responsibility for the wellbeing of others.

### Curricular options for CSPE within Wellbeing (DES Circular Letter 0015/2017)

Students who commenced their Junior Cycle from Sept 2017 must study CSPE. Options **include**:

- the junior cycle syllabus in CSPE (1996) or
- the specification for the Junior Cycle short course in CSPE (2016)

**Section C: The Framework for Junior Cycle**



**Section D: The Statements of Learning that appear in the CSPE Short Course Specification**

The student:

- values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (7)
- understands the origins and impacts of social, economic, and environmental aspects of the world around her/him (9)
- has the awareness, knowledge, skills, values and motivation to live sustainably (10)
- takes action to safeguard and promote her/his wellbeing and that of others (11)

**Section E: The Eight Key Skills**

There are eight key skills required for successful learning by students *across* the curriculum and for learning *beyond* school.

<b>Being Literate</b>	<b>Managing Myself</b>	<b>Staying Well</b>	<b>Managing Information and Thinking</b>
<b>Being Numerate</b>	<b>Being Creative</b>	<b>Working with Others</b>	<b>Communicating</b>

## Section F: Workshop Activities

### Activity 1: Human Bingo

**Step 1:**

Read the statements below. There are two blank boxes for you to make up your own statements.

**Step 2:**

Find a person who can say truthfully say 'yes' to a statement. Ask them to sign their name under the statement. Continue finding people who can say yes to statements.

**Important Note:**

You must also get signatures for the two statements you devised. You cannot sign your own sheet!

Hates getting up early on a Saturday morning.

Name: \_\_\_\_\_

Has the letter 'a' or 'e' in their name.

Name: \_\_\_\_\_

Has just finished reading an interesting book.

Name: \_\_\_\_\_

Has visited a European country in the past year.

Name: \_\_\_\_\_

Is interested in current affairs.

Name: \_\_\_\_\_

Can speak a second language.

Name: \_\_\_\_\_

Exercises at least once a week.

Name: \_\_\_\_\_

Has read some/all of the CSPE short course specification.

Name: \_\_\_\_\_

Sings in the shower.

Name: \_\_\_\_\_

Has taught or is teaching CSPE.

Name: \_\_\_\_\_

Has been to the cinema sometime in the last two months.

Name: \_\_\_\_\_

.....  
.....  
.....  
.....

Name: \_\_\_\_\_

**Activity 3: Indicators**

Match the indicator title with its corresponding logo:

- Active
- Aware
- Connected
- Responsible
- Resilient
- Respected



**Activity 4: What is the benefit of Citizenship Education for young people?**

**Activity 6: How has the world in which your students live changed since 1996?**

**Activity 7 (see pg. 6 for Course Overview): Personal Reading of Civic, Social and Political Education Short Course Specification:**

Two things I have learned:	One question I have:
----------------------------	----------------------

**Activity 8 What are the key messages that I can take from this session?**

## CSPE Rationale

CSPE helps students to question, critique and evaluate what is happening in the world; provides students with an understanding of their human rights and social responsibilities; prompts students to consider how to create a more sustainable future for all; fosters an awareness of what it means to live responsibly in a democracy; and most importantly, it places active reflective citizenship at the centre of the learning process by providing students with the opportunity to take action and influence change around local, national and global issues.

*(Junior Cycle CSPE Short Course Specification 2016, pg.4)*

### **Activity 10: CSPE Short Course- Course Overview**

#### Strand 1: Rights and Responsibilities

<b>Human dignity: the basis for human rights</b>	<p>1.1 discuss what it means to be human and to live in a community with rights and responsibilities</p> <p>1.2 create a visual representation to communicate a situation where human dignity is not respected</p> <p>1.3 create a hierarchy of their needs, wants and rights</p> <p>1.4 assemble a 'basic needs basket' representing the needs of a family living in Ireland (not just their economic needs).</p> <p>1.5 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities</p>
<b>Human rights instruments</b>	<p>1.6 share stories of individuals or groups who inspire them because of their work for human rights</p> <p>1.7 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents</p> <p>1.8 communicate their understanding of how the UDHR, UNCRC and ECHR1 apply to their lives, in terms of both their rights and their responsibilities</p> <p>1.9 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights</p> <p>1.10 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights</p> <p>1.11 show an appreciation of their responsibility to promote and defend their individual human rights and those of others</p> <p>1.12 reflect on what has been learned in this strand</p>

## Strand 2: Global Citizenship

<b>Sustainability</b>	<p>2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far</p> <p>2.2 consider a variety of definitions of development and devise their own definition of sustainable development</p> <p>2.3 create a visual representation of data depicting their ecological footprint</p> <p>2.4 discuss three or more sustainable living strategies they can employ in their lives</p>
<b>Local and global development</b>	<p>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</p> <p>2.6 express an informed opinion about the root causes of poverty, both locally and globally</p> <p>2.7 discuss, with evidence, positive and negative effects of development in their local area</p>
<b>Effecting global change</b>	<p>2.8 identify one person and one institution with power and influence in the world today, explaining the role of each</p> <p>2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions</p> <p>2.10 evaluate how they can contribute in responding to one challenge currently facing the world</p> <p>2.11 examine a campaign for change around sustainability and assess reasons why it has or has not been successful</p> <p>2.12 reflect on what has been learned in this strand</p>



## Strand 3: Exploring Democracy

<b>The meaning of democracy</b>	<p>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</p> <p>3.2 describe decision-making processes and the roles of different groups in their class/school</p> <p>3.3 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</p> <p>3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles</p> <p>3.5 discuss strengths and weaknesses of the democratic process</p>
<b>The law and the citizen</b>	<p>3.6 identify laws that directly relate to their lives</p> <p>3.7 explain how laws are made, enforced and evolve over time</p> <p>3.8 explain the role and relevance of local, national and international courts</p> <p>3.9 list the nine grounds under which discrimination is illegal in Irish law, with examples</p> <p>3.10 investigate how individuals or groups have used the law to bring about change in society</p>
<b>The role of the media in democracy</b>	<p>3.11 debate the pros and cons of media freedom</p> <p>3.12 examine case studies of the use of digital or other media in one of the following:</p> <ul style="list-style-type: none"><li>• a social justice movement</li><li>• a political election or referendum</li><li>• a criminal investigation</li><li>• an environmental movement</li></ul> <p>3.13 reflect on what has been learned in this strand</p>

**Activity 11: 3-2-1#**

Write down three interesting things you notice about the photograph.

Write down two questions you would like to ask the people in the photograph.

Write down one thing you think the photographer is trying to express.

What hashtag (#) would you use if you were sharing this photograph on social media?

**Activity 12: Planning the learning**

Learning Outcomes:

Learning Intentions:

## Activity 16: Looking At Our School (2016)

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Students enjoy their learning, are motivated to learn and expect to achieve as learners</p>	<p>Students' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive approach to classwork and homework.</p>	<p>Students' enjoyment in learning is evident and <b>arises from</b> a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn <b>through having</b> a clear sense of attainable <b>and challenging</b> learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive <b>and reflective</b> approach to classwork and homework.</p>

## Activity 17: Where to from here?

Next Steps:	Resources required for that step:
<p><b>Planning for teaching, learning and assessment in CSPE</b></p>	
<p><b>Collaborating with colleagues</b></p>	
<p><b>Developing Formative Assessment Approaches</b></p>	
<p><b>Other Areas I feel are important</b></p>	

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

**Junior Cycle for Teachers (JCT) Support Service**

A Department of Education & Skills Schools' Support Service

Administrative Office:  
Monaghan Ed. Centre  
Armagh Road  
Monaghan Tel.: 047 74000

Director's Office:  
LMETB  
Chapel Street, Dundalk  
Tel.: 042 9364603