



## Social Education



**The new specification for Senior Cycle SPHE will replace Social Education modules 1 and 4. This change will apply for all students entering 5th year/Year 1 in the academic year 2025/26.**

## TOPICS IN COMMON

### SOCIAL EDUCATION

Advertising	Agencies	Budgets	Children	Consumer Education	Cultural Diversity	Environment	European Union	Equality	Gender	Health	Human Rights	Interpersonal Skills	Lifestyles	Listening Skills	Local Community	Media	Nutrition	Worker Rights & Responsibilities
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COURSE	Advertising	Agencies	Budgets	Children	Consumer Education	Cultural Diversity	Environment	European Union	Equality	Gender	Health	Human Rights	Interpersonal Skills	Lifestyles	Listening Skills	Local Community	Media	Nutrition	Worker Rights & Responsibilities
Vocational Preparation & Guidance	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
English & Communications	■												■		■		■		
Mathematical Applications			■		■			■											
Agriculture/Horticulture							■				■							■	
Active Leisure Studies		■					■		■		■		■	■		■		■	■
Childcare/Community Care		■		■	■	■			■	■	■	■	■	■		■		■	
Graphics & Construction Studies					■		■												
Craft & Design					■														
Engineering					■														
Hair & Beauty					■						■		■	■		■		■	■
Hotel Catering & Tourism					■	■			■		■		■			■		■	■
Information & Communication Technology					■														
Office Administration & Customer Care	■				■				■				■						■
Technology					■		■				■								
Gaeilge		■				■							■		■	■	■		
Arts - Visual-Drama-Music & Dance	■	■				■										■	■		
Introduction to Information & Communications Technology					■														
Leisure & Recreation		■					■				■		■	■		■		■	■
Modern Language						■		■					■		■		■		
Religious Education		■				■	■		■	■		■				■		■	■
Science				■	■		■				■		■					■	■
Sign Language		■							■			■	■				■		■

GENERAL EDUCATION

# SOCIAL EDUCATION

Human rights convention expected  
to be incorporated into Irish law

## **Social, Personal and Health Education (SPHE) as a component of Social Education**

As of September 2025, students entering year one of the Leaving Certificate Applied (LCA) programme will be required to study the new Senior Cycle Social, Personal and Health Education (SPHE) curriculum specification. The curriculum specification has been designed as a mandatory curriculum component to support 60 hours of teaching and learning over the final two years of senior cycle education. For students following the LCA programme, this specification will replace Social Education modules 1 and 4.

As a result of the 2024 Senior Cycle SPHE curriculum replacing Social and Health Education 1 and 2 students following the LCA Programme are entirely assessed in SPHE through the satisfactory completion of Key Assignments. As a result of this change, a number of amendments are being made to Social Education. The new specification for SPHE will replace Social Education modules 1 and 4 of the Leaving Certificate Applied Programme and this change will apply for all LCA students entering 5th year/Year 1 in the academic year 2025/26. The other four modules in Social Education will remain as they are currently (until reviewed and/or updated). Where the final examination of Social Education will be discontinued for this cohort of students, they will continue to accumulate credits through the relevant Key Assignments and the Contemporary Issues Task.

For students engaging with the senior cycle SPHE specification and following the LCA programme, teachers will continue the practice of recording credits for students. Credits previously awarded for the examination will be redistributed to key assignments in SPHE and the remainder to the Contemporary Issues Task. There will be four credits over the programme awarded to SPHE Key Assignments, two credits at the end of year one and two credits at the end of year two. For the remaining Social Education modules, credits will be awarded in line with non-examinable modules as per the LCA Programme Statement. Further information can be found in the Senior Cycle Social Personal and Health Education (SPHE): Guidelines to support the completion of Key Assignments. The credit allocation for the contemporary issues task is now increased from 10 to 14. Full details of the revised credit allocation for Social Education are detailed in the below.

**Full details of the revised credit allocation for Social Education**

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

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**This module has been replaced by senior cycle SPHE**

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**This module has been replaced by senior cycle SPHE**

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## INTRODUCTION

### 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.

## NUMBER AND SEQUENCE OF MODULES

In addition to engaging with the senior cycle SPHE curriculum, students will engage with four modules in Social Education. The modules should be covered in the following sequence.

	SESSION I	SESSION II
<b>Year 1</b>	Senior Cycle SPHE	
	My Community	Contemporary Issues 1
<b>Year 2</b>	Senior Cycle SPHE	
	Contemporary Issues 2	Taking Charge

The Senior Cycle SPHE specification is designed for a minimum of 60 hours of class contact time over the final two years of senior cycle education. LCA programmes must include SPHE across all four sessions. The other four modules should be completed, one in each session, in the sequence indicated above.

- Module 2: My Community
- Module 3: Contemporary Issues 1
- Module 5: Contemporary Issues 2
- Module 6: Taking Charge

### **MY COMMUNITY**

This module promotes a sense of place and encourages students to examine different aspects of their own community. Primary research skills are developed and applied to investigating and reporting the landscape, history, amenities, resources and other features of the local community.

### **CONTEMPORARY ISSUES 1**

This module aims to develop students' understanding of contemporary social, political, economic and cultural issues. A number of contemporary issues are investigated and the forces and interests involved in each issue are identified. Human Rights education is central to this module and students are encouraged to view issues from a human rights perspective.

### **CONTEMPORARY ISSUES 2**

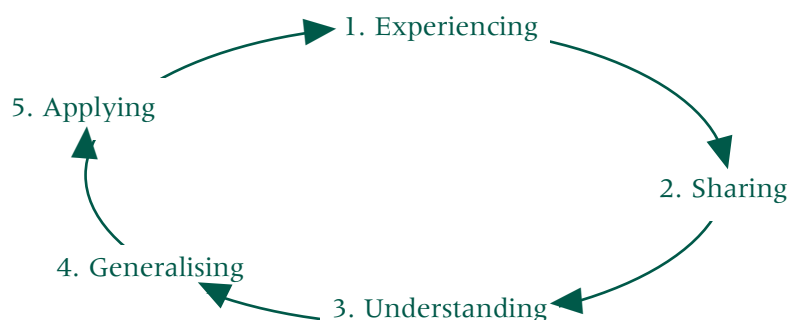
This module examines the influence of both the media and interest groups/lobby groups/pressure groups on contemporary issues. The students are also encouraged to become active citizens and contemporary issues relating to civil rights and responsibilities, the franchise and the national budget are also explored.

### **TAKING CHARGE**

The purpose of this module is to prepare students for the transition from dependent to independent living. It investigates the cost and availability of different types of accommodation and provides the students with opportunities to explore and discuss how best to plan, manage and organise their personal financial income and expenditure.

## GENERAL RECOMMENDATIONS

While working in a person-centred way it is necessary to be as flexible as possible in order to meet the needs of the students and at the same time address the syllabus requirements. Experiential learning encourages the students to take charge of their own learning. The cycle of experiential learning involves a number of steps:



**STAGE 1.** This involves the student in some type of activity, e.g. quiz, role-play, game, simulation exercise, artwork etc.

**STAGE 2.** Allows the students to discuss and reflect on the experience.

**STAGE 3.** The teacher draws out the learning in a general way through questioning and class discussion.

**STAGES 4 AND 5.** The students are encouraged to explore ways in which the new learning may be applied in their everyday lives, both in the short and the long term.

In order for such work to be effective the climate in the classroom must be such that everyone's contribution is valued and students listen to one another and are sensitive and respectful towards the opinions and feelings of fellow students.

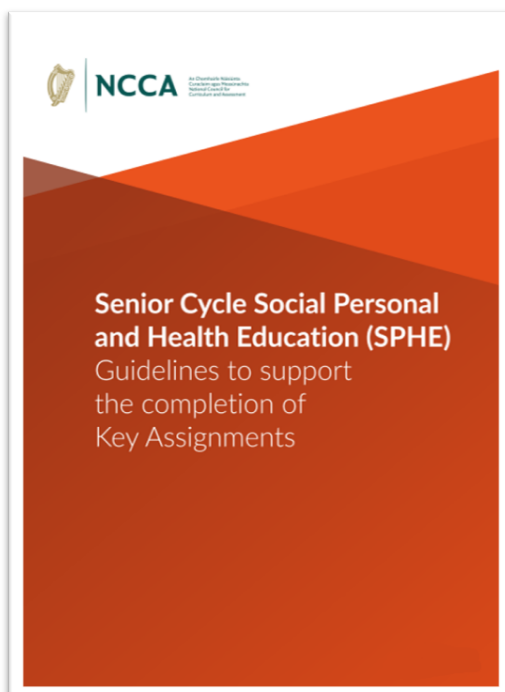
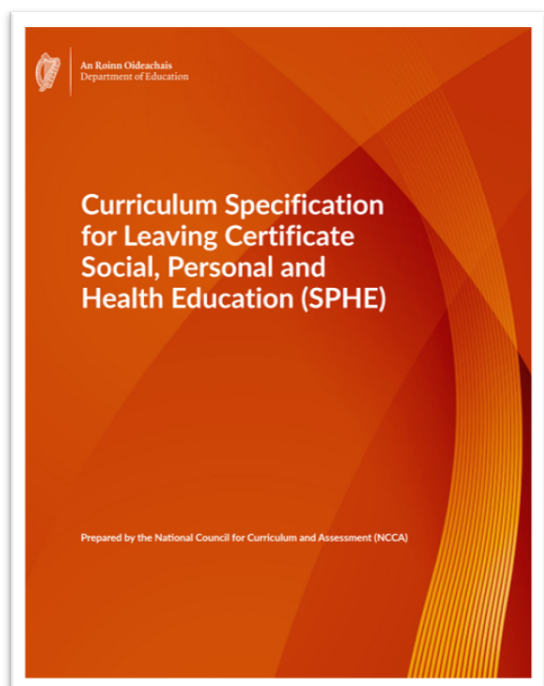
It is essential that teachers of this module have participated in in-service training provided specifically for the Leaving Certificate Applied Social Education course.



MODULE 1

SOCIAL AND HEALTH EDUCATION

**This module has been replaced  
by Senior Cycle SPHE**



SOCIAL EDUCATION

MODULE 2

## MY COMMUNITY



## MODULE 2:

# MY COMMUNITY

### PURPOSE

This module seeks to develop the students' sense of identity and pride in their own local area, and a positive attitude towards what it has to offer. It also provides the students with an opportunity to acquire and develop some of the research skills that they will be expected to use throughout the two years of this programme.

### PREREQUISITES

None.



## AIMS

This module aims:

- to develop the students' research skills by examining the historical and present day development of their local area
- to develop the students' sense of identity and pride in their local area, and a positive attitude to what it has to offer
- to use the local community as a base for learning
- to develop the students' map reading skills
- to develop the students' awareness of the various factors that influenced the planning and development of the local area
- to make the students aware of the resources, amenities and voluntary organisations that exist in their locality.

## UNITS

Unit 1: Research Skills

Unit 2: My Own Place

Unit 3: My Family in the Local Area

Unit 4: My Own Place in the Past

Unit 5: Community Amenities/Resources

Unit 6: Planning in My Own Place

## Unit 1: Introduction to Research Skills

### LEARNING OUTCOMES

The student will be able to:

1. conduct a simple survey
2. design a questionnaire
3. conduct/record an interview
4. create charts
5. find information in a library
6. search the internet for information.

### TEACHER GUIDELINES

- ▶ Conduct a simple survey by asking the students to interview other students in their class on the distance they travel to school etc.
- ▶ Topics for a questionnaire could include e.g. shopping habits and expenditure. Make sure that the questions are unambiguous and that the answers are easy to collate.
- ▶ The students should prepare a set of questions for an interview or use the questions they have already prepared. It is important to allow them to practise their interviewing techniques and to record the interviews on tape for review.
- ▶ Illustrate the findings from the interviews/questionnaires/surveys on pie/bar charts.
- ▶ Arrange a tour of the school/county library with the school/county librarian. Set a simple task while there e.g. *"how will I find information on my local area?"*
- ▶ Conduct a search on the Internet for information on their local area. County sites are the best source for such information.

## Unit 2: My Own Place

### LEARNING OUTCOMES

The student will be able to:

1. locate on a map the county they live in, the county boundary and their own local area
2. locate major geographical features (rivers, mountains, lakes, rocks, etc.) on the map
3. identify different access routes e.g. road, rail, sea and air to their county/local area
4. identify towns and cities close to their local area
5. prepare a population and age profile for their local area both now and in the past
6. use a 1:1000 Ordnance Survey map.

### TEACHER GUIDELINES

- ▶ A set of atlases and a wall map of Ireland would be useful.
- ▶ On a blank map ask the students to mark in a number of major geographical features in relation to their own area.
- ▶ Choose a journey from abroad or from a distant city.
- ▶ Examine census figures in the county library.
- ▶ Using a 1:1000 map (on which the school appears) ask the students to identify prominent local features e.g. the school, their own home, central business district, local road network, local churches, schools, waterworks, rivers, wooded areas, shopping centres etc.

The Ordnance Survey will produce a map with the school in the centre to this scale if requested (cost circa. £30). See also: "Beginning Map Reading" by Ian Murphy, Geographical Viewpoint 1999.

### Unit 3: My Family in the Local Area

#### LEARNING OUTCOMES

##### REMINDER:

*Teachers need to be sensitive to the different types of families that exist today e.g. single parent family, divorced parent and children etc. Some students may find it difficult or indeed impossible to gather information on their family or particular branches of their family. The Learning Outcomes will have to be adjusted to suit these different circumstances.*

The student will be able to:

1. research her/his own family in so far as it is possible
2. identify family members living in the local area and outside the local area
3. investigate how long his/her family has lived in the local area and elsewhere if applicable
4. interview a senior family member about their life experiences

#### TEACHER GUIDELINES

- ▶ Students should investigate their own family including those living in and outside the local area.

- ▶ Possible topics might include:  
Parents'/grandparents' courtship, religious ceremonies, churches where we have worshiped, special memories, our family's homes, schools attended, organisations joined, trades, crafts, occupations and professions, military service, best friends, pets, cars/motor bikes, special possessions, sports, customs at Christmas, (card-playing etc.) hobbies, memorable outings, family gatherings, disasters, autographs of family members, letters. Memories of particular events; Popes visit to Ireland, Omagh bombing, Kennedy assassination, Good Friday Agreement.

## Unit 3: My Family in the Local Area (Continued)

## LEARNING OUTCOMES

5. Present her/his family story.

## TEACHER GUIDELINES

- ▶ The student could present this in a booklet/poster, scanning in family photographs, primary sources etc.
- ▶ The students should also identify factors/reasons which encouraged their family to stay in the local area or re-locate (if applicable)

(Note: If a student knows the address where her/his family was living in 1901 (or in any other census year), it may be possible for him/her to acquire a copy of the Census sheet for that house from the National Archive. The 1901 Census was particularly detailed. It recorded everyone in the house on the night the census was taken along with interesting personal details. It also includes the signature of the householder (someone's great-great grandparent perhaps?).

## Unit 4: My Own Place in the Past

### LEARNING OUTCOMES

The student will be able to:

1. research the history of her/his local area using local historical documents and present an historical report on her/his local area
2. research and describe the different forms of public transport used in their local area in the past

### TEACHER GUIDELINES

- ▶ The students should visit the local county/city library or local historical society to examine documents/newspapers. They could also contact the National Library and/or Public Record Office for appropriate historical material.
- ▶ Possible headings and topics could include:
  - Place Name
  - Barony
  - Population – examine past census records
  - Economic activity – Old newspapers and trade journals as well as directories e.g. Thom’s Directory, are a great source for advertisements and information.
  - Educational Facilities
  - Religious Facilities
  - Natural Resources
  - Archaeology
- ▶ Look for old railway lines, canals, roads.

## Unit 4: My Own Place in the Past (Continued)

## LEARNING OUTCOMES

3. locate and research different historical sites that are still visible in the local area
  
4. investigate important/interesting personalities and family names from the local area. Select one and prepare a report on their particular contribution to the local area
  
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'

## TEACHER GUIDELINES

- ▶ On a large scale map or hand drawn map of the county/city mark in all relevant historical sites e.g. ancient monuments, sites of noteworthy events, houses, ruins, architecture, graveyards, agricultural/domestic settlements, commercial/retail/industrial premises etc. Large scale maps can sometimes be obtained from the local planning authority.
  
- ▶ Students interview local people or examine a list of important/interesting local personalities e.g. writers, sporting heroes, artists, politicians, musicians etc.
  
- ▶ The students should look for old images (photographs, postcards, archives, news clippings, microfilms, sketches, etc.) of their local area. An important source for old photographs is The Lawrence Collection which can be viewed in the National Library. Other sources include calendars, centenary editions of local papers, sports/club annuals. These can be displayed with present day images from newspapers or photographs taken by the students themselves. If the students are doing photography, black and white photographs are particularly suitable!

The students could be encouraged to use their observation skills to list the difference between then and now.

### Unit 4: My Own Place in the Past (Continued)

#### LEARNING OUTCOMES

6. Listen to a talk from a senior community member on 'Life in my Local Area in the Past'.

#### TEACHER GUIDELINES

- Topics might include work, travel, social contacts and outlets, community spirit, traditions and customs, memories, memorable experiences, important local/national events. The students should write up a report on this talk.



## Unit 5: Community Amenities/Resources

### LEARNING OUTCOMES

The student will be able to:

1. identify the various clubs, organisations and centres servicing the community in his/her own place
2. identify the natural resources in his/her local area
3. examine the local area and report on what his/her local area has to offer in terms of facilities/amenities/industries
4. prepare a tourism guide to her/his local area.

### TEACHER GUIDELINES

- ▶ Students identify local clubs, organisations and community centres. A questionnaire could be a useful way of finding out this information.
- ▶ Survey local area in terms of amenities/resources/industries.
- ▶ Students prepare a tourism guide (leaflet) to their local area to include:
  - Tourist attractions
  - Accommodation
  - Dining options (restaurant, fast food etc.)
  - Shopping
  - Transport
  - Cultural activities – they should also survey the class about their own cultural/social activities: attending a play, film, concert, music sessions, and other entertainment.
  - Special interest activities e.g. walking, golf, equestrian, canoeing, sailing, language and cookery schools, craft and art courses. (Is the local area noted for any annual event e.g. pilgrimage, parade, pattern, race, summer-school, game? Is it on one of the national walking trails such as the Wicklow/Slieve Bloom/Leitrim/Leinster Way?)

## Unit 6: Planning in My Own Place

### LEARNING OUTCOMES

Students will be able to:

1. give the name and address of the agency responsible for planning in his/her own area
2. read a road map
3. suggest possible future development in their local area
4. compare it with the Area/Town/County Development Plan
5. examine her/his town/local area in terms of planning
6. categorise the different types of houses found in his/her local area and explain the process and conditions attached to obtaining planning permission to construct a house.
7. discover the catchment area of the local or nearest Shopping Centre and produce a map to display this.

### TEACHER GUIDELINES

- ▶ Local authority phone numbers are in the State Services Directory at the beginning of the telephone directory (Green Pages).
- ▶ Using a national/local road map students understand scale and distance by plotting a journey to or from their local area.
- ▶ Base this on the population and age profiles they have already researched. Is it an area in decline or developing?
- ▶ Acquire a copy of the local plan or bring the students to the local planning authority to have it explained. The question of zoning and re-zoning might be worth exploring here.
- ▶ Identify the key development areas. Describe what is found in these areas already and the types of developments proposed (e.g. mast installations, new roads, new housing)
- ▶ List various housing options and explain when planning permission is required and the procedure required to obtain it.
- ▶ Carry out a survey in the local or nearest shopping centre to discover this information and plot the distance travelled and the number of people who fall within concentric circles drawn around the centre at intervals of 1 kilometre or greater.

## RESOURCES

*Skills Handbook for the Student* by Curriculum Development Centre, Shannon, 1985 – Very useful for research skills: includes worksheets for gallery/museum visits etc.

*Information Studies* by Patricia Wroe Transition Year Support Team and Dun Laoghaire Information Centre, 1998

-Useful and practical on research skills – includes exercises for accessing information via the Internet, newspapers, Aertel etc.

*Oxford Guide to Writing and Speaking* by John Seely, O.U.P., Oxford 1998 – guidelines for report writing, cv's, interviews, e-mails etc.; an excellent handbook

*Ulster Folklife and Traditions* (Schools Edition) issued by the Committee on Ulster Folklife and Traditions, Bryson House, 28 Bedford Street, Belfast, 1957(pamphlet available from the Ulster Folk and Transport Museum) Every question a student might want to ask about life in the past: IDEAL for questionnaires

*Bianconi's Car and Coach Lists*: reprint of the 5th Edition(1842) from the City of Dublin Press, 1982

– shows the fares, starting times etc. of all the Bianconi routes throughout Munster, Leinster and Connaught in 1842; an absolute gem!

*Field Studies in History* by History Teacher's Association, Blackrock Education Centre, Dublin – excellent worksheets on a variety of places all over the country

*Trails*: Senior Certificate, Shannon Curriculum Development Centre: – how to design a tourist trail for your area.

*National Monuments of Ireland* by Peter Harbison

***Thom's Directory*** – in production since the last century, at least one turn-of-the-century edition is usually available in the Reference Section of the local library. Contains information about the businesses, personnel, industries, inhabitants, trades etc. of all the counties of Ireland and is particularly good for the Inner City of Dublin – has to be seen to be appreciated!

***National Library*** – has 19th Century photographs of nearly every town and village in Ireland; copies may be ordered; see their website

***Placenames of Ireland*** by O'Kelly

***Families in Ireland*** by Mc Lysaght – various editions of this standard work – Some have coloured family coats-of-arms

***National Archive (Public Record Office)***, Bride Street, Dublin-copious materials, in particular the hugely detailed 1901 Census

***Local Newspapers*** – many centenary editions have been published and are an excellent source of photographs

***Ironing the Land*** – RTE series and book on the railways, 1999

***Essential Stone*** – by Domnall Fleming, CRH, 1997, (video and booklet) which came to schools; the video would be a simple introduction to the built environment

***Tourism Awareness Study Pack***, CERT, Dublin  
– might be available in the school already; useful for topics in our cultural, historical, social, etc. life

***Old Days, Old Ways*** by Olive Sharkey, The O'Brien Press, Dublin, 1985  
– most useful as a source of information and illustration for life in Ireland long ago

***Modern Irish Lives*** edited by Louis Mc Redmond, Gill and Macmillan, Dublin, 1996 – a dictionary of 20th Century Irish lives

***Families and Friends*** – Town life in story poem and picture, by Curriculum Development Unit, O'Brien Educational, Dublin, 1978  
– as it says "Town life in story....."

*Families and Friends* – Studying People and their Local Area,  
(Activity Book) – Ditto "Beg borrow or steal it"ie essential

*My Own Place* by the LCVP Action Group, Dublin, 1998 full of ideas,  
worksheet, checklists etc. for the study of My Own Place

*Shaping Space* – a Transition Year Support material,  
Blackrock Education Centre  
– came to schools already; useful on the built environment

*Irish Field Monuments* by C. Manning, pamphlet issued by the  
Commissioners of Public Works, Dublin 1985 and sent to schools  
– well illustrated, quick introduction to all kinds of field monuments

*Guides* (in pamphlet form) to most National Heritage Sites – visitor  
information – available from the Department of the Arts, Heritage,  
Gaeltacht and the Islands in booklet form – has details of every park,  
monument, inland waterway, and national cultural institution that is  
open in Ireland, with opening times and admission charges

*Directory of National Voluntary Organisations, Societies etc.* by the  
N.S.S.B. 7th Floor, Hume House, Dublin 4 has information on every  
voluntary organisation you might want.

*County Histories* published by Geography Publications,  
Kennington Road, Templeogue, Dublin 6W  
– Many counties (e.g. Kilkenny, Offaly etc.) have now been covered by  
this excellent, in depth, academic resource. For the school library.

#### **OTHER MEDIA:**

*Best of Ireland* @ iol.ie would be a good place to start exploring the  
Internet. There is endless tourist information about Ireland on the web.

*Local Ireland* a website has an entry for every county in Ireland-useful  
for posting queries on a particular county.

*Discovering Ireland* – a board game from Gosling Games through  
which students learn the map of Ireland

*Auto Route* – a cd-rom programme for planning journeys all over  
Ireland and Europe

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 2: MY COMMUNITY

### CHECKLIST

Four Key Assignments are to be undertaken.  
One of these must be a group activity and one must be an out-of-school activity.

I contributed several images/newspaper cuttings to a class collage about our local area.

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.

I interviewed a senior citizen from my local community about life in the past.

I designed and presented a simple leaflet about five different organisations providing a service for young people in my area.

I plotted a long distance journey by road on a map from my home to another point more than one hundred kilometres away. On this map I marked in the major towns, the distances to them and the distance between them. I also showed an alternative route to this point using a different mode of transport.

I went to my local library and got the names of at least five useful resources/books on the local history of my area.

I took part in a class survey to plot on a map the litter bins provided by the local authority/authorities on my route to school.

SOCIAL EDUCATION

MODULE 3

## CONTEMPORARY ISSUES 1



## MODULE 3:

# CONTEMPORARY ISSUES 1

### PURPOSE

This module will help students to analyse and to develop an understanding of contemporary issues at a local, national and global level. Students will be encouraged to become reflective, active and critically aware citizens. The students' study of Contemporary Issues will be informed at all times by tolerance of diversity and a commitment to human rights and social justice.

### PREREQUISITES

Module 2: My Community



## AIMS

This module aims:

- to develop students' understanding of contemporary society
- to help students recognise the broader global dimension behind many contemporary issues
- to enable students to make links between local, national and international issues
- to develop an understanding and appreciation of the diversity and complexity of contemporary issues
- to recognise the different underlying principles and values which can be attached to contemporary issues
- to highlight the social, cultural, political and economic nature of contemporary issues
- to develop the students' confidence and communication skills when discussing contemporary issues.

## UNITS

Unit 1: Social Context of Contemporary Issues

Unit 2: Forces/Interests

Unit 3: Making Links

Unit 4: Contemporary Issues and Human Rights

Unit 5: Making Connections

Unit 6: Understanding Concepts

## Unit 1: Social Context of Contemporary Issues

### LEARNING OUTCOMES

Students will be able to:

1. understand the term 'contemporary issues'
  
  
  
  
  
  
2. sort issues into different categories.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

- ▶ Bring in poems, cartoons, stories, case studies, to introduce the module.
  
- ▶ Collect newspapers, photographs, recordings from local radio/television. (A suggestion: When you have finished with these hold on to them as they will be useful in Unit I of Contemporary Issues 2).
  
- ▶ Conduct a survey to determine the main issues.
  
- ▶ Discuss the past week in school and ask the students to identify the issues that arose.
  
- ▶ Introduce the different categories:  
 local/national/global  
 or  
 social/cultural/political/economic
  
- ▶ Provide a list of randomly selected contemporary issues for the students. Select a number of relevant issues from this list. Separate these into local/national/global issues or look for the local/national/global dimensions of these issues.

## Unit 2: Forces/Interests

### LEARNING OUTCOMES

The student will be able to:

1. select and prioritise issues relevant to themselves including issues from their local area
  
2. identify forces/interests which have an effect on particular issues.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource highly recommended.*

- ▶ Straight ranking, diamond ranking, or a moving debate could be used to select and prioritise issues. It is advisable to include an issue with a local focus, one with a global focus and one other that incorporates both. An Issue Chart could be developed to provide a visual, dynamic aid to learning.
  
- ▶ Use some of the following to identify forces/interests:
  - show a video/documentary/feature film
  - devise a quiz/crossword
  - case studies (might include refugees, Travellers, unemployment, planning)
  - simulation exercise
  - board games
  - role play
  - out of school activity
  - the Development Compass Rose (a discussion tool created by the Development Education Centre, Birmingham)
  - an imaging exercise.

### Unit 3: Making Links

#### LEARNING OUTCOMES

The student will be able to:

1. make local and global links
2. relate the importance of issues and current affairs to their daily lives.

#### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

- ▶ Use stimulus materials such as newspapers, television news bulletins, 'In.Tuition' from the Irish Independent etc.
- ▶ A simple drawing (e.g. shock wave drawing) could be used to illustrate the relevance of these issues to the students' lives perhaps after some role play activities.

## Unit 4: Contemporary Issues and Human Rights

### LEARNING OUTCOMES

Students will be able to:

1. explain the origins and background of the Universal Declaration of Human Rights

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

N.B. Teachers should check how much the students remember about the Universal Declaration of Human Rights from their Junior Certificate CSPE course in order to avoid repetition.

- ▶ Lead students into the origins and background of the Universal Declaration of Human Rights (UDHR) through an activity which simulates injustice or unfairness such as:
  - The Exclusion Game
  - Unfair Noughts and Crosses
  - Peas Power.
- ▶ Following one of these activities hold a discussion to explore students' feelings of exclusion, fairness and power. Use this to help them with the language and origins of the UDHR.

## Unit 4: Contemporary Issues and Human Rights (Continued)

## LEARNING OUTCOMES

2. recognise the fundamental principles which inform the Universal Declaration of Human Rights
  
3. distinguish between the different kinds of rights, civil/political/social/economic/cultural.

## TEACHER GUIDELINES

- ▶ Triggers such as films, books, photographs and programmes on CD-Roms would probably help students to be more receptive to the basic information they need to acquire –
  - The key dates
  - The immediate background
  - Brief description.
- ▶ In an Imaginative Exercise students could prepare a list of basic human rights and then compare them with the UDHR. A simplified text of rights could be distributed.
- ▶ Students need to become familiar with the thirty Rights and make them their own as a prelude to distinguishing between different kinds of rights. A Human Rights Card Game or something similar would be helpful here.
- ▶ An exercise based on
  - the Human Rights House
  - the Human Rights Tree
  - Cassin's Model could help students understand the different kinds of rights.

## Unit 5: Making Connections

### LEARNING OUTCOMES

Students will be able to:

1. make connections between human rights and contemporary issues
2. give examples of contemporary issues, both local and global, where human rights are under threat.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

- ▶ Teachers might return to the Issue Charts already created, or carry out a Student Interaction exercise to link human rights and contemporary issues
- ▶ A quick review of the media for a class or two might identify issues where human rights are under threat.

## Unit 6: Understanding Concepts

### LEARNING OUTCOMES

Students will be able to:

1. understand some of the key concepts relevant to the study of human rights – in particular the concept of rights and responsibilities and relate these to contemporary issues
  
2. understand the idea of conflicts of rights in relation to contemporary issues.

### TEACHER GUIDELINES

*The activities suggested in these guidelines are presented in greater detail in a resource book specifically designed for this course titled "Exploring Contemporary Issues: A Guide to Teaching Contemporary Issues Module 1". See the resource list at the end of the module for details. Use of this resource is highly recommended.*

- ▶ The seven concepts (democracy, rights and responsibilities, human dignity, interdependence, development, law and stewardship) which were studied in the Junior Cycle (CSPE) could be a springboard to understanding other concepts and issues such as identity, ageism, health, participation, justice, equality, and peace.
- ▶ Worksheets could be given to check students' knowledge of these and to assist them in analysing their rights and responsibilities in relation to the issue(s) being studied.
- ▶ Two suggested methods for examining conflict of rights might be:
  - A simulation exercise i.e. organising a public meeting to address a relevant but controversial issue.
  - Debates on controversial motions that might have arisen as they studied Contemporary Issues.



## RESOURCES

*Exploring Contemporary Issues* by Barbara Gill and Catherine Loughman, published by the Combat Poverty Agency, NCDE and the LCA Support Service, Dublin, 1998  
Specifically written for this course, it has information and worksheets on how to teach any contemporary issue that might come up; resource list included.

*Why Don't We?* By the National Youth Council of Ireland, Dublin  
– useful for case-studies

*Issues 1, 2, 3, 4, 5*, by John Foster, Collins Educational, London, 1996  
– cross-curricular textbooks dealing very successfully with a wide range of contemporary issues in a student friendly manner; links personal experience with global issues; teacher's resource has photocopyable questionnaires etc.

*Homelessness as a Contemporary Issue* by Barbara Gill published by Focus Ireland, Dublin, 1999 – written specially for this course, it is an excellent, short, relevant resource

*In.Tuition*, the Irish Independent, Dublin, 1999  
– useful, relevant supplement 'bringing the world into the classroom'

*Human Rights* in the 'Citizenship in Focus' series from Collins Educational – full of student friendly information

Trócaire and the Irish Commission for Justice and Peace have published many very informative, accessible pamphlets and booklets on contemporary issues e.g. *the Sudan, Teaching About Disasters, Latin America, Burma, War in Europe, Human Rights and Refugees*  
– look up their website: <http://www.trócaire.org> or e-mail them

*Contemporary Social Issues* by Independence Educational Publishers, Cambridge – at least 40 titles ranging from Genetic Engineering, Poverty, Single and Lone Parents, Child Abuse to Young Offenders and many other relevant titles

*Poverty Pack*, from Combat Poverty Agency, Bridgewater Centre, Conyngham Road, Islandbridge, Dublin 8 – up to date figures for Ireland

*Human Rights Education/Information Pack*, Comhlamh, 1997  
– very useful for many H.R. topics

#### **OTHER MEDIA:**

*Rafiki* – a cd-rom from Trócaire 1999 – games, stories etc.

*Saving Private Ryan* – film, 1998 – the first 20minutes are a powerful statement about courage and war.

*On the Road Again* – a board game from the Limerick Education Centre – raises some Travellers' issues

*Fair Shares* by Combat Poverty Agency, Bridgewater House, Conyngham Road, Islandbridge, Dublin 8 – a classic, newly updated; has a photopack

*The Rights Stuff* by Pdraig Quigley and Kevin Kelly, DEFY, Dublin, 1998 – very useful for teaching the UN Convention on the Rights of the Child

*Ceartha Daonna* – a thrice yearly newsletter from Trócaire – excellent on Human Rights issues

*Voices of the Traveller* – a magazine produced by the N.A.T.C. at 11 Main Street, Finglas, Dublin 11 – authentic voices

*Exploring Sex Stereotyping*, Department of Education, 1994  
– came to schools; useful

*Schools and Clubs against Racism Educational Pack*, EYAR/NYCI, 1997,  
– came to schools; useful for activities

#### **Amnesty International**

e-mail them:

info@amnesty.iol

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 3: CONTEMPORARY ISSUES 1

### CHECKLIST

Four Key Assignments are to be undertaken.  
One of these must be a group activity, one must be an out-of-school activity.

I took part in a role-play (either as a participant or observer) and recorded my observations about a situation where the denial of a human right was at issue.

I informed the class about a human rights issue/campaign I found in the newspaper or elsewhere.

I created an A1 sized promotional poster upholding one of the Rights in the Universal Declaration of Human Rights.

I explained to my class three things I considered right and three things I considered wrong with regard to a particular contemporary issue.

I contacted an organisation/centre outside school that had information about a contemporary issue and gave a report to my class about what I had found out.

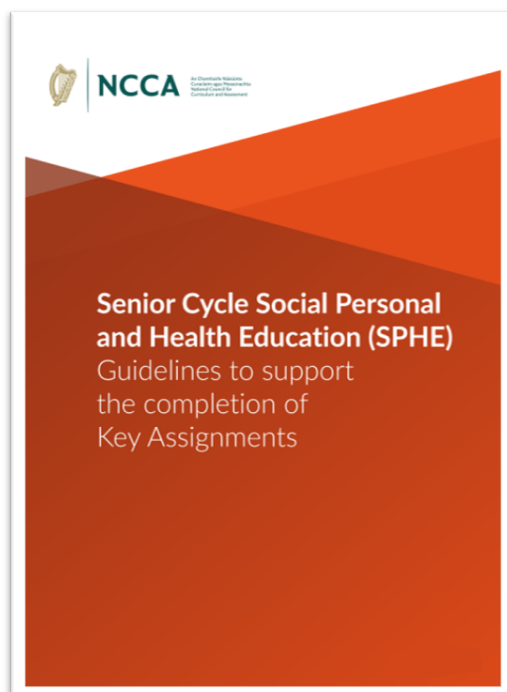
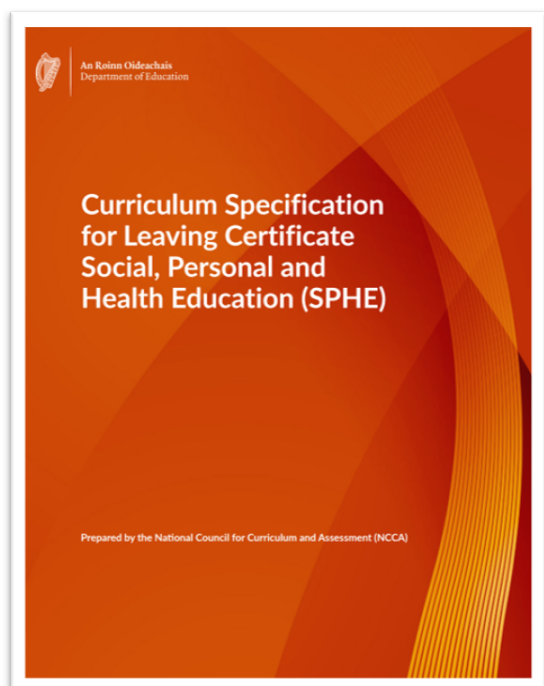
With other members of my class I organised a survey on attitudes in our local area to a particular contemporary issue



MODULE 4

SOCIAL AND HEALTH EDUCATION 2

**This module has been replaced  
by Senior Cycle SPHE**



[www.curriculumonline.ie/senior-cycle/sphe/](http://www.curriculumonline.ie/senior-cycle/sphe/)

SOCIAL EDUCATION

MODULE 5

## CONTEMPORARY ISSUES 2



## MODULE 5:

# CONTEMPORARY ISSUES 2

### PURPOSE

This module examines the influence of both the media and interest groups/lobby groups/pressure groups on contemporary issues. It also investigates how the students themselves can have an impact on contemporary issues and in doing so aims to develop their level of participation in the world in which they live. Finally it explores the workings and nature of democracy and law at local, national and international levels.

### PREREQUISITES

Module 3: Contemporary Issues 1.

## AIMS

This Module aims:

- to develop the students' understanding of the social context within which particular issues arise
- to examine the process through which events and happenings become major contemporary issues
- to broaden students' understanding of the processes involved in reporting, highlighting and responding to issues
- to analyse and study the role of the media and other relevant interest/lobby/campaign groups in contemporary issues
- to encourage students to use the media and the internet
- to present students with an insight into the nature of local, national and European politics
- to encourage students to have a responsible attitude to their civil rights and responsibilities
- to prepare students for active participatory citizenship in Ireland, the European Union and the wider world.

## UNITS

- Unit 1: Influences on Contemporary Issues: Media
- Unit 2: Influences on Contemporary Issues: Interest Groups
- Unit 3: Democratic Institutions
- Unit 4 a: Active Citizenship: Voting  
*Or*  
b: Active Citizenship: The Budget
- Unit 5: Civil Rights and Responsibilities
- Unit 6: The Wider Picture



## Unit 1: Influences on Contemporary Issues: the Media

### LEARNING OUTCOMES

Students will be able to:

1. identify different types of media
2. to examine newspaper coverage given to issues that either concern or are of interest to young people

### TEACHER GUIDELINES

- ▶ Students will be aware of the different types of print and electronic media from their English and Communications course. A simple brainstorm/media survey is probably all that is needed here.
- ▶ A series of trigger questions could be drawn up to initiate a discussion about issues that are of concern or interest to young people. Then examine the newspapers to see how many of these issues are reported on. Ask the students to note:
  - Where these issues were reported?
  - How many/at what length?
  - With photos/captions?
  - Location in paper?
  - Tone/attitude?
  - How were young people portrayed?

### Unit 1: Influences on Contemporary Issues: the Media (Continued)

#### LEARNING OUTCOMES

3. examine how events can become significant issues
  
  
4. identify bias and sensationalism in the presentation of issues
  
  
5. recognise the difference between fact, opinion/comment in the reporting of issues.

#### TEACHER GUIDELINES

- ▶ Students could be asked:
  - How does an event that happens in school, for example, develop into an issue? (see in particular Encyclopedia Britannica referred to in the resource list)
  - How do local issues become national issues?
  - How do national issues become international issues?

Issue tracking is another way of looking at how issues are treated. Following a news story as it unfolds over the course a day on a news channel such as Sky News can be very effective. A comparison could be made with the coverage of issues at the beginning of Unit 1, Contemporary Issues 1.
- ▶ Pre-recorded television programmes and/or photocopied newspaper articles could be examined under the following headings:
  - Points of view
  - Language
  - Images
  - General impression.
- ▶ Appropriate articles/documentary could be examined to establish fact and opinion/comment.

## Unit 2: Influences on Contemporary Issues: Interest Groups

### LEARNING OUTCOMES

Students will be able to:

1. recognise and identify different interest groups that influence particular contemporary issues
2. analyse the role of interest groups in highlighting and affecting issues
3. understand lobbying and campaigning in relation to certain contemporary issues

### TEACHER GUIDELINES

- ▶ Students should return to work they did earlier on forces and interests and develop them further. For example, how do interest groups aim to bring about change and thus influence issues?
- ▶ The students could look at interest groups and their particular approach to an issue e.g. a charity approach, an approach using public meetings, a civil disobedience campaign, public debates or combinations of these. Students could role play different approaches.
- ▶ Examine how people or organisations can influence issues once they become organised and form a campaign. Examine campaigns run by organisations such as Amnesty International, Trócaire, ICTU etc.

Ask the students to discuss how effective they think the following campaign approaches are. Provide them with examples.

- Changing people's spending habits
- Writing a letter
- Speaking on local radio
- Joining an organisation
- Organising a public meeting
- Inviting speakers or organising a solidarity day in school.

Unit 2: Influences on Contemporary Issues: Interest Groups (Continued)

LEARNING OUTCOMES

4. access the news media using the internet.

TEACHER GUIDELINES

- ▶ The mass media have a very strong presence on the internet as have pressure groups, political parties, government departments etc.

Apart from the obvious ones, one site in particular is worth mentioning here, i.e. **www.about.com** Free updates on international stories arrive daily via e-mail if requested. Local servers have newsgroups (e.g. Indigo) where contemporary issues can be accessed.

### Unit 3: Democratic Institutions

#### LEARNING OUTCOMES

Students will be able to:

1. understand the main function of the following Institutions:
  - The relevant local authority (Corporation, County Council, Urban District Council or Town Commissioners)
  - Dáil
  - Seanad
  - Cabinet
  - European Parliament
  - European Union
2. understand the principal role and functions of:
  - The President
  - The Taoiseach
  - The Tánaiste
  - Government Ministers
  - T.D's
  - M.E.P's

#### TEACHER GUIDELINES

Students are expected to have a general rather than an in-depth understanding of these institutions. The most successful way to learn about these institutions is to interact in some way with them. Any opportunity to do so should be availed of.

- ▶ Many of the students will have covered these institutions already during their CSPE Junior Certificate course. Indeed, many of the resources produced for the CSPE course are useful for this unit. A Table Quiz could be a lively way to revise the institutions etc.
- ▶ A role play involving the members of the Cabinet or local T.D's or Councillors debating a contemporary issue could be useful. (e.g. the closure or opening of a factory). A satirical programme such as 'Bull Island' could also be used.

There is a wealth of free materials for students available on CD-ROM and video that explain the role of MEP's and the various institutions of the European Union. This material is available from the European Parliament Information Service.

**Unit 3: Democratic Institutions (Continued)****LEARNING OUTCOMES**

3. the different kinds of elections:

- Local
- Bye-election
- General
- Presidential
- European.

**TEACHER GUIDELINES**

- ▶ A simple definitions exercise, similar to the Balloons Worksheet in 'Exploring Contemporary Issues' (S17) could elicit the students' level of knowledge and understanding about elections and allow for discussion.

## Unit 4a: Active Citizenship: Voting

### LEARNING OUTCOMES

Students will be able to:

1. understand how the Proportional Representation system of voting works
  
2. understand how an election is used to address a variety of contemporary issues
  
3. understand the function of a politician's clinic

### TEACHER GUIDELINES

- ▶ Running a class election for Prefect, Student Council Representative, or a simulation of a General/Bye/Local/Presidential election could be a way of addressing voting and the PR system.
  
- ▶ If an election is happening the different party policies on issues (local, national, European and global) could be examined, election promises recorded (and checked up on afterwards), fliers and ballot papers collected and the PR system observed.
  
- ▶ If an election is not happening it may be possible for the students to role play and produce these different elements.
  
- ▶ Local politicians could be invited in and interviewed.
  
- ▶ Check out the local clinics (days and times are usually found in the local newspapers). The students could compose a simple questionnaire on a local issue. They should then bring this to the different clinics of the local politicians to find out their views on the issue and to observe how a clinic operates.

## Unit 4a: Active Citizenship: Voting (Continued)

## LEARNING OUTCOMES

4. register to vote
  
5. understand the purpose of a referendum
  
6. understand how a bill becomes law.

## TEACHER GUIDELINES

- ▶ Collect registration forms from the post office or County Council/Corporation. Fill this in. Put a chart on the wall, requesting the students to insert the date of their eighteenth birthday. When appropriate, ask them to leave their registration forms into the school office or nearest post-box. No stamp is required.
  
- ▶ Organise a referendum in the class or school on an emotive issue. The Irish Council for Civil Liberties ([www.iol.ie/~iccl/](http://www.iol.ie/~iccl/)) is a good source for a wide variety of interesting topics.  
*Or*  
If appropriate organise a referendum in school during an actual referendum. This could be taken in conjunction with Unit 2, Interest Groups.
  
- ▶ A new law (which is of some interest to the class e.g. Employment Equality, Maternity Protection, Refugees, Misuse of Drugs, etc.) could be traced from the moment it is debated in the Oireachtas to the time it is written into the Statute Book. The students should also research why this law was introduced in the first place. This may tie into an examination of 'How events become issues' from Unit 1 of this module.



## Unit 4 b: Active Citizenship: The Budget

### LEARNING OUTCOMES

Students will be able to:

1. examine and analyse the submission presented by one interest/lobby group to the Minister of Finance before the Book of Estimates is published
  
2. examine the National Budget in December
  
3. analyse how this is used to address contemporary issues.

### TEACHER GUIDELINES

- ▶ Since submissions to the Minister of Finance, publication of the Book of Estimates and the introduction of the Budget are contemporaneous with this part of the course, it is an opportunity for the students to examine how the government works.
  
- ▶ The submission of one interest group such as the I.C.T.U., I.B.E.C., C.O.R.I., I.F.A., INOU, etc. could be summarised through a simple worksheet.
  
- ▶ The main evening news and relevant current affairs programmes could be recorded on Budget Day. Students would then compare the provisions with the submissions made beforehand.
  
- ▶ Issues that the government deemed important (or unimportant) could be extrapolated from the Budget.
  
- ▶ This would tie in well with Conflict of Rights in Contemporary Issues 1.

## Unit 5: Civil Rights and Responsibilities

### LEARNING OUTCOMES

Students will be able to:

1. demonstrate an understanding of their civil rights and responsibilities

### TEACHER GUIDELINES

- ▶ Role play scenarios could be devised around aspects of law enforcement (e.g. committing a crime, placed under arrest, dealing drugs, sexual harassment, joyriding) to examine rights and responsibilities in given situations.

*Or*

Hold a group discussion around some of the following questions.

- When may the Gardai enter and search your home?
- What are your rights if you are arrested and brought to the Garda Station?
- May a bouncer remove you by force from a disco?
- Do you have to do Jury Service, if called?
- What right have you to play loud music in your home?
- What is the right to silence?

A visit from the Junior Liaison Officer/probation officer/ex-prisoner/solicitor might be appropriate here.

A visit to the District Court or Circuit Court should also be considered. Contact the Clerk of the Court in advance.

**Unit 5: Civil Rights and Responsibilities (Continued)****LEARNING OUTCOMES**

2. have a general understanding of how the Irish legal system works
  
3. compare the working of our legal system with that of other countries.

**TEACHER GUIDELINES**

- ▶ Again a simple question and answer session or research using some of the CSPE resources, the Dictionary of Irish Law, the Irish Almanac and Yearbook of Facts, Know Your Rights (ICCL), would elicit the brief facts required here: e.g. the function of the different courts.
  
- ▶ Reference to other countries could prove interesting here. Topics that could be examined might include: the Death Penalty, Trial and Sentencing, the Appeal system.

## Unit 6: The Wider Picture

### LEARNING OUTCOMES

Students will be able to :

1. describe in general terms the rights and responsibilities of Irish Citizens within the European Union
2. examine and conduct an investigation into an issue of importance to them in the context of the European Union and/or the wider world.

### TEACHER GUIDELINES

- ▶ Students could use some of the large array of materials produced by the European Union etc. to hold a walking debate on a series of statements about our rights and responsibilities as European citizens.
- ▶ Students should be encouraged to investigate a contemporary social issue that is of interest to them. The investigation should allow the student to integrate the skills, competencies, knowledge and understanding that s/he has developed and acquired from this course.

## RESOURCES

*A Guide to Irish Politics* by Ellen Hazelcorn and Tony Murray,  
Educational Company of Ireland, Dublin 1995

*Houses of the Oireachtas*, from the PRO, Leinster House, Dublin 2  
– a pack of 12 pamphlets dealing with government-very useful for class  
work – where you'll find out about all the government  
departments/parties or e-mail.

*Media World* by P. Conboy and M. Mollaghan, DESC, Dublin 1995  
– useful for media analysis.

***The Formation and Change of Public Opinion:***

***Interest Groups, Pressure Groups***, articles in Encyclopedia  
Britannica - bound volumes or cd-rom 1998 – worth reading.

*Know Your Rights* by Irish Council for Civil Liberties, Dublin, 1999  
(new edition) – invaluable for Unit 3 useful as a source of topics –  
a very helpful organisation which produces an interesting newsletter.

***Common Cause:*** It is a long standing lobbying organisation in the  
United States whose site is worth visiting as it shows the power  
of the people to change policies etc.

*The Irish Legal System* by Raymond Byrne and Paul McCutcheon.

*The Rough Guide to the Internet* Angus J. Kennedy, London, 1998  
– you'll never be short of information again! – endless lists of sites.

*The Guardian Guide to the Internet* by Jim McClellan,  
Fourth Estate, London, 1998.

*Champions of Change* Maura Farrell and Karen Gray,  
The Celtic Press, 1997 – written for Transition Years mainly it has  
profiles of 20th Century historical figures and deals with many issues  
and concepts raised in this course.

*Copping On* by Marian Quinn, National Youthreach Crime Awareness Initiative, Centre for Adult and Community Education, N.U.I., Maynooth, 1997 – an excellent resource for Unit 5: Responsible Citizenship. Is available only in the context of training.

*Skills Work and Youth* – a six module resource developed for Transition Years which deals with many topics relevant to the Leaving Certificate Applied course, in particular Bullying at Work and Unions.

*Contemporary Social Issues* from Independence Educational Publishers, Cambridge, is a series of c. forty titles dealing comprehensively with social issues of every hue.

'Now' magazine from IPC Magazines Ltd, King's Reach Towers, Stamford Street, London SE 1 9LS (Phone 0044171 261 7336 for back copies) contains a two page spread in every issue on an up-to-the minute topic of interest.

*Irish Almanac and Yearbook* published by Artcam Ireland Ltd, Inishowen, Donegal is a treasure trove of facts, addresses, information and statistics about the Republic of Ireland and Northern Ireland.

*Discovering Citizenship through Active Learning in the Community* by Francine Britton and Joan Liptrot, CSV Education for Citizenship, 1999 (Teacher's Manual and Student's Workbook) – an excellent resource for practical ideas.

*Human Rights and Refugees* from Trócaire, 1999

#### **FILM/VIDEO:**

- 'Philadelphia' with Tom Hanks – AIDS
- 'Thin Red Line' – War
- 'Roomates' – HIV
- 'Midnight Express' – Prison
- 'The Accused' – Rape

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 5: CONTEMPORARY ISSUES 2

### CHECKLIST

Four Key Assignments are to be undertaken.  
One of these must be a group activity and one must be an out of school activity.

I took part in a debate on a contemporary issue.

I examined a contemporary issue with a group of students in my class. Then each one of us presented this issue in a different format: as a short report/press release/news broadcast/image/article for a school magazine/collage

I presented an illustrated Fact Sheet about a contemporary issue.

*or*

I wrote to my local paper/representative about a local issue that concerns me.

I tracked an issue (local, national or international) in a newspaper or on television for three days and gave a brief report to my class about it.

*or*

I created a two minute slot for a radio programme in support of a local cause.

I gave a brief report to my class about crime in my local area.

I took part with others in a role-play about my civil rights.

I collected a Registration Form, filled it in and posted it off to register my name on the List of Electors.

SOCIAL EDUCATION

MODULE 6

## TAKING CHARGE





## MODULE 6:

# TAKING CHARGE

### PURPOSE

The purpose of this module is to prepare students for the transition from dependent to independent living. It provides students with an opportunity to acquire new skills and knowledge and to develop the self-confidence required for such a transition. Its primary focus is on planning, managing and organising personal financial income and expenditure.

### PREREQUISITES

None.

## AIMS

This module aims to enable the student to:

- examine some of the real and immediate issues involved in living independently
- analyse the decisions involved in moving away from home, by taking into account his/her personal needs and the costs of such a move
- practise and apply their skills of active investigation in the local community
- acquire knowledge of the various ways of organising and managing one's own finances and expenditure
- develop skills of budgeting, saving and borrowing
- perform simulated activities linked to this module.

## UNITS

Unit 1: A Place of my Own

Unit 2: Making Ends Meet

Unit 3: Account Options

Unit 4: Saving and Borrowing

Unit 5: Buying my Own Home

Unit 6: Understanding Insurance

## Unit 1: A Place of my Own

### LEARNING OUTCOMES

The student should be able to:

1. examine the reasons why a young person might wish to move away from home
2. examine the accommodation options available to young people and list the factors he/she would consider when making a choice of where to live
3. research the accommodation options available in the local area and report on the cost and conditions which apply to each
4. list the steps to be taken when finding a place to rent for the first time
5. explain what is meant by a lease and list the points that should be clarified between the tenant and the landlord before signing a lease
6. list the rights and responsibilities of tenants

### TEACHER GUIDELINES

- ▶ Carry out a vox pop on the reasons for leaving home including the attitudes of others to this decision.
- ▶ Brainstorm the factors to consider and the advantages and disadvantages of different accommodation options.
- ▶ Visit a local auctioneer, landlord, local council office or citizen's advice centre. Use newspapers, local directories, shop notices etc.
- ▶ Chart the steps involved in finding a place to rent. List the checks to be carried out when viewing rented accommodation.
- ▶ Use lease forms and worksheets.
- ▶ This is best researched by asking a young person who has been through the process to discuss this with the class. The students should then prepare a poster/learning centre on rights and responsibilities. They should include environmental obligations regarding rubbish, noise etc.

## Unit 1: A Place of my Own (Continued)

## LEARNING OUTCOMES

7. list the people/agencies who can provide support and advice if difficulties arise in relation to the landlord/accommodation
8. discuss the duties involved in running a home and prepare a daily, weekly and monthly schedule of tasks based on two people sharing
9. discuss issues that can cause conflict when living with other people
10. interview a young person living away from home and report on
  - the costs involved
  - the advantages and disadvantages
  - the daily routine
  - use of free time
  - social outlets
  - coping with independence
11. understand the issues which confront single parents when seeking accommodation
12. identify relevant safety practices.

## TEACHER GUIDELINES

- ▶ Research support and advice agencies e.g. tenants association, Threshold etc.
- ▶ Draw up a list of duties and daily, weekly, monthly schedule of tasks based on two people sharing.
- ▶ Use case studies to explore issues of conflict and ask the students to suggest possible solutions.
- ▶ The students should prepare a set of questions and conduct personal interviews with young people living away from home.
- ▶ Invite a single parent to discuss these issues with the class.
- ▶ Compile a list of safety regulations.

## Unit 2: Making Ends Meet

### LEARNING OUTCOMES

The student will be able to:

1. list the essential food items required for a balanced diet and calculate the cost per week
2. investigate other items apart from food which must be purchased when living independently and calculate the cost per week
3. list additional financial commitments that occur at irregular intervals
4. investigate the financial systems available for helping people plan their expenditure e.g. Easi-Pay, budget accounts etc.
5. plan a comprehensive and realistic annual expenditure budget for a young person living away from home based on actual costs and current starting pay scales
6. draw up a list of leisure activities that they could participate in given limited financial resources.

### TEACHER GUIDELINES

- ▶ A visit from the Home Economics teacher or out of school person to advise on diet should be arranged. Visit a supermarket to price these items.
- ▶ Carry out a survey to investigate extra costs and make calculations on the cost per week based on the findings.
- ▶ Brainstorm irregular financial commitments and explore strategies to meet these.
- ▶ Arrange a visit from the business teacher or other adviser to explore how to plan a budget.
- ▶ The students should select their choice of career and research the relevant pay scales. They should then compile a comprehensive and realistic annual budget.
- ▶ Carry out vox pop or survey on low cost leisure activities. Conduct visit or invite visitor from relevant bodies e.g. Library, Youth Officer, Clubs etc.

## Unit 3: Account Options

### LEARNING OUTCOMES

The student will be able to:

1. identify the reasons for opening an account in a financial institution
2. investigate his/her local Credit Union and report on findings
3. complete the necessary forms for:
  - joining the Credit Union
  - lodging money in the Credit Union
  - withdrawing money from the Credit Union
4. list the services provided by banking institutions

### TEACHER GUIDELINES

- ▶ Brainstorm and discuss the advantages of opening an account and identify the pitfalls involved in operating on a cash only basis.
- ▶ Invite a visitor from the local Credit Union to the class and prepare a report on:
  - the type of service provided
  - the advantages of using the Credit Union
  - the steps involved in becoming a Credit Union member
  - the procedure for getting a loan and the basis on which loans are given.
- ▶ Visit the Credit Union and complete the relevant forms.
- ▶ Invite a visitor or visit the school/local bank. Compile list of services provided.

## Unit 3: Account Options (Continued)

## LEARNING OUTCOMES

5. complete the procedures for the following banking transactions
  - opening a current account and obtaining a cheque book;
  - opening a deposit account and obtaining a deposit book;
  - lodging money into a bank account;
  - withdrawing money from a bank account;
  - changing money from one currency to another;
  - writing cheques and using cash dispensers.
6. investigate the financial service provided by the Post Office and the advantages of using the Post Office
7. investigate the financial service provided by Building Societies
8. explore the various options for an investment of £100.00.

## TEACHER GUIDELINES

- ▶ The school bank personnel can assist here. Simulate the required procedures using authentic forms and role playing the necessary procedures. For foreign currency apply procedures to forthcoming or past trips abroad i.e. planning the amount of money that would be required for a specific trip and converting punts to relevant currency.
- ▶ The students should visit a Post Office and report on the services available. They should also complete or simulate completing the documentation required for opening a Post Office account.
- ▶ The students should visit a building society and report on the services available. They should also complete the documentation required for opening an account.
- ▶ As a group the students explore investing £100 with the various financial institutions and decide on the best investment option.

## Unit 4: Saving and borrowing

### LEARNING OUTCOMES

The student will be able to

1. explore the reasons for saving
2. investigate saving for a specific item
3. prepare a savings scheme taking into account other financial commitments
4. investigate the possibility of taking out a loan
5. explain what is meant by a hire purchase agreement including the advantages and disadvantages of this scheme.

### TEACHER GUIDELINES

- ▶ Brainstorm and discuss the importance of saving.
- ▶ Select a specific item e.g. C.D. player, motor bike, computer etc and visit agencies to explore:
  - saving options available
  - rates of interest paid
  - length of time required to accumulate desired figure.
- ▶ Based on the weekly budget drawn up in Unit 2, chart a realistic savings scheme.
- ▶ Invite a visitor to describe the procedure (e.g. past student) or role play asking for a loan. The students should then Report on:
  - loan options available (terms, conditions etc.)
  - rates of interest
  - liabilities
- ▶ The teacher explains what is meant by hire purchase. The students should then visit a hire purchase supplier and discuss the advantages and disadvantages of this system.



## Unit 5: Buying my own home

### LEARNING OUTCOMES

The student will be able to:

1. investigate the lending agencies providing finance for house buyers
2. explore and report on options, procedures, and conditions attached to house loans from building societies, banks, local authority etc.
3. research the local house market for new and second hand houses
4. explain what is meant by:
  - bridging finance,
  - mortgage tax relief,
  - home improvement grants
5. describe the main steps and costs involved in buying a house, both new and second hand.

### TEACHER GUIDELINES

- ▶ Brainstorm where one can get finance to buy a house. Compile relevant list of financial institutions.
- ▶ Visit or visitor from each of the agencies. Report on findings.
- ▶ Visit to auctioneers. Property pages of local and national newspapers.
- ▶ Teacher/out-of-school input to explain terms.
- ▶ Brainstorm the services needed (solicitor, estate agent etc.) Prepare a step by step guide.

## Unit 6: Understanding insurance

### LEARNING OUTCOMES

The student will be able to:

1. list the general types of insurance available
2. explain the following terms – premium, insurance policy, insurance broker, certificate of insurance
3. outline one type of insurance transaction and explain:
  - choice of transaction
  - what the transaction involves
  - details regarding the value of the item to be insured, the value of the cover provided, premium costs
  - completed documentation (forms)
  - expected benefits
  - claim procedure.

### TEACHER GUIDELINES

- ▶ Brainstorm types of insurance policy e.g. car, life, holiday, house etc.
- ▶ Input from teacher or out of school person.
- ▶ As a group the students investigate and report on insurance options, holiday, bike, car, home, life, valuables, etc.

**RESOURCES**

*A Place of My Own-for the Taking Charge Module, Leaving Certificate Applied*

by B. Gill, Focus Ireland, 1 Lord Edward Court, Dublin 8

*A Young Person's Guide to Money* by U. Mc Morrow Clarke, PAUL Partnership, Limerick.  
Student's book and Teacher's Manual

*Totally Consumed* by Cláir Ní Aonghusa, Curriculum Development Unit, Sundrive Road,  
Dublin 12. Consumer education study pack which includes a CD-ROM and  
Teacher's manual.

*Over Here*, Emigrant Advice Centre, 1A Cathedral St. Dublin 1. Video and pack.

*Youth Information Guide*

*Paymaster – You're in Control* (video) Irish Bank's Information Service.

# Human rights convention expected to be incorporated into Irish law

## KEY ASSIGNMENTS

MODULE 6: TALKING CHARGE

### CHECKLIST

I prepared a step by step guide to leaving home and finding a place to live. I included the different considerations that need to be taken into account.

I conducted and recorded (audio, written etc.) an interview with a young person living away from home on their own.

I prepared a weekly budget for a young person living on his or her own. I based this budget on the current weekly wage of a young person who has just started working.

As part of a group, I participated in a discussion with a visitor representing a Bank, Credit Union or Building Society, and reported on what I learned from the discussion.



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