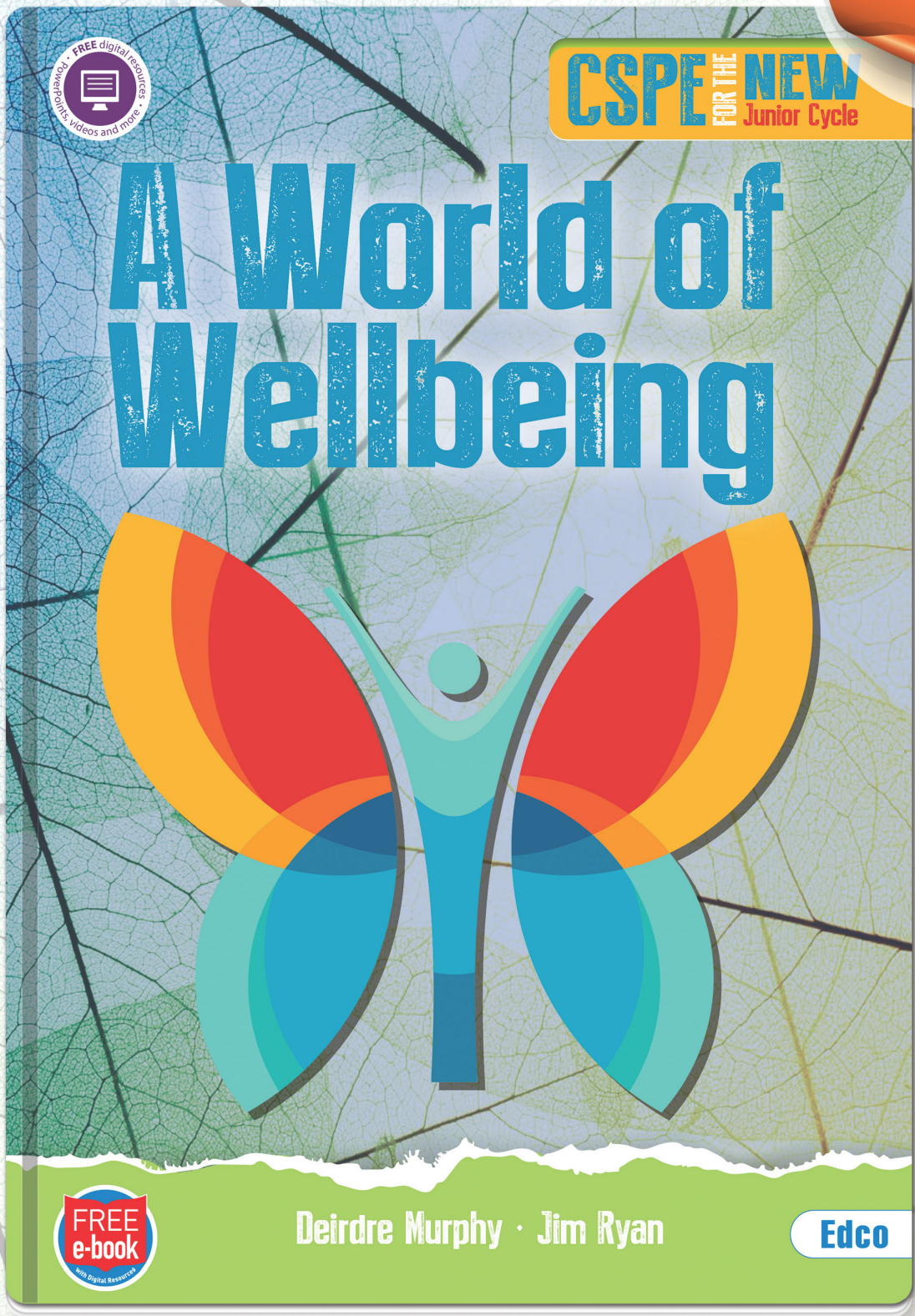


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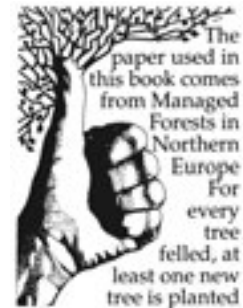
A member of the Smurfit Kappa Group plc

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Web references in this book are intended as a guide for teachers. At the time of going to press, all web addresses were active and contained information relevant to the topics in this book. However, The Educational Company of Ireland and the authors do not accept responsibility for the views or information contained on these websites. Content and addresses may change beyond our control and pupils should be supervised when investigating websites.

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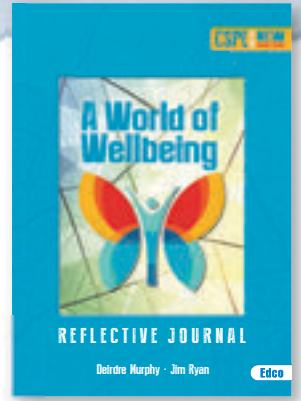
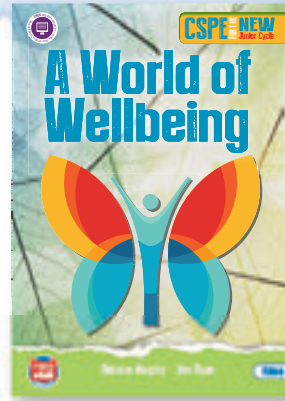
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Introduction

Welcome to *A World of Wellbeing!*

As you begin your journey in secondary school, you have probably become aware that this is a time of great change for you. You are a member of a new school community, with new classmates and teachers. You are also being introduced to new subjects. One such subject is Civic, Social and Political Education (CSPE). CSPE is a short course that belongs to an area of learning called Wellbeing.



A World of Wellbeing is a teaching and learning package that will support your learning as you engage with the CSPE short course. The package consists of:

- 🌐 *A World of Wellbeing* textbook
- 🌐 *A World of Wellbeing* reflective journal
- 🌐 *A World of Wellbeing* digital resources.

CSPE and Wellbeing

CSPE belongs to a new area of learning called Wellbeing. Wellbeing is about feeling well mentally, physically, emotionally and socially. When we have a strong sense of wellbeing, we can cope with the challenges presented by everyday life, live purposeful lives and have a sense of belonging to the wider community.

Through your study of CSPE, you will explore how your wellbeing is connected to the wellbeing of others in your community, the state and the wider world. You will learn about the importance of taking responsibility for your own wellbeing and the wellbeing of others. Happy and healthy citizens can create a World of Wellbeing.

MY WELLBEING + THE WELLBEING OF OTHERS
+ WELL COMMUNITIES + A WELL SOCIETY
= A WORLD OF WELLBEING



Animation Wellbeing Indicators Explained (Overview)

What is CSPE?

CSPE is a course in citizenship that will help you to develop the knowledge, skills and attitudes to participate actively in and make a positive contribution to democratic society.

What do the initials CSPE mean?

- C – Civic** This refers to the idea of citizenship. As a citizen, you are entitled to certain rights. You also have responsibilities not only to yourself, but to others, your community and the wider world.
- S – Social** This is about your relationship to society and the communities to which you belong.
- P – Political** This refers to governments and the role that the government plays in shaping the lives of citizens.
- E – Education** This refers to the knowledge, attitudes and skills that you will develop through your study of CSPE.

CSPE explores the idea of citizenship. Being a citizen involves belonging to a community. As a citizen, it is important that you have a sense of belonging or 'connectedness' to the many communities you belong to: your family, school, the local community, Ireland, the European Union and the wider world. You will learn about social, economic and political structures and how they can impact on individuals, communities and society at large.

Throughout your study of CSPE, you will have opportunities to consider ways in which you can get involved with your community and make a positive difference to the lives of others. For example, in Chapter 1 you will be introduced to the idea of active citizenship and how active citizens can contribute positively to the life of their communities.

As a citizen, you need to be aware of your rights and how these play a role in protecting your human dignity and the dignity of others. You will learn that with rights come responsibilities.

We need to take responsibility for our planet. You will examine the importance of living sustainably in order to protect our environment and natural resources for future generations.

You will also learn the importance of participating in a democratic society. This involves using your voice, getting involved in decision-making and playing a role in shaping the world around you.

How is the CSPE short course structured?

The CSPE short course is built on three strands of learning:

- 🌐 Strand 1: Rights and responsibilities
- 🌐 Strand 2: Global citizenship
- 🌐 Strand 3: Exploring democracy.

In this textbook, each strand is divided into themes called **units**.

Strand 1: Rights and responsibilities

Unit 1: Human dignity: The basis for human rights

Human dignity is the basis for human rights. An individual can live their life with dignity if their needs are met, their rights are respected and they are treated equally and fairly by others. In this unit, you will learn about your rights and responsibilities as a member of a community. Sometimes individuals or groups suffer a loss of human dignity. You will explore some situations where human dignity is not respected.

Unit 2: Human rights instruments

In this unit you will learn about the history of human rights and explore key human rights instruments (documents) that seek to promote and protect human rights. You will be introduced to individuals and organisations that have played an important role in protecting and promoting human rights. You will also understand the importance of taking responsibility to protect your human rights and those of others.

Strand 2: Global citizenship

Unit 3: Sustainability

Sustainability means meeting our present-day needs without endangering the ability of future generations to meet their own needs. In this unit you will learn about the importance of living sustainably. You will explore the concept of sustainable development and the ways in which we can practise sustainable living. Living sustainably involves caring for our planet and ensuring that the environment and our natural resources can be enjoyed by future generations.

Unit 4: Local and global development

Development involves change. Development can be positive or negative. There are many developments taking place in the world around you at both local and global levels. Development is influenced by both individuals and institutions.

Unit 5: Effecting global change

The world is in a constant state of change. Much of this change is caused by human activity. Change can have many consequences. Active citizens ensure that such changes are sustainable and positive.

Strand 3: Exploring democracy

Unit 6: The meaning of democracy

In this unit you will explore the concept of democracy and gain an understanding of how democracy works. You will examine how democracies interact with their citizens. You will explore some national and European democratic institutions.

Unit 7: The law and the citizen

Rules and laws are important in society. In this unit you will examine how laws are made and enforced and how they can impact on your everyday life. You will also explore the ways in which individuals and groups can change the law.

Unit 8: The role of the media in a democracy

The media plays an important role in a democratic society. In this unit you will explore the different forms of media. You will examine the importance of digital media and how it plays an increasingly important role in society today.

Activities

A World of Wellbeing has a range of activities that not only support your learning, but also provide opportunities for you to become actively involved in the learning process.



Connect and communicate

This feature encourages you to connect and communicate with an individual, group or organisation to find out more information about a topic or theme that is central to CSPE.



Create a video

These activities encourage you to engage with digital media to create a video or short film.



Debate

Debates enable you to voice your opinion and views on various issues. These activities encourage you to defend your viewpoint, engage in critical thinking and view situations from different perspectives.



Digital

The digital icon points you towards a wide variety of digital resources, such as animations, video clips and links to websites that can support your learning of CSPE. See page xiv for more details.



Group activity

Group activities provide opportunities to work with a small group to discuss an issue, complete a task, problem-solve or make decisions.



Imagine!

These activities promote creativity and require you to imagine situations or explore different perspectives on an issue.



Individual activity

These activities provide opportunities to think and work independently.



Questions

These activities require you to answer questions about a particular stimulus. They also help you to evaluate your learning.



Research

Research activities will help you to find out more about an issue, theme or topic. Research can be undertaken using books, magazines, newspapers, video clips, the internet or other media. Research can be undertaken independently, with a partner or as part of a group.



Role play

These activities require you to assume a role or identity in order to explore a situation or topic.



Take action!

These activities encourage you to practise active citizenship by taking action on an issue or topic. They also provide an opportunity to make a positive difference to your life and the lives of others, your community, the state or the wider world. You don't have to undertake all the 'take action' activities in this textbook. These activities can act as suggestions for future citizenship actions.



Think, pair and share

'Think, pair and share' activities combine working independently and working with a partner to complete a task, answer a question or problem-solve. These activities provide opportunities for both independent thinking and working with others.

Other textbook features

Learning outcomes:

This is what you should know, understand or be able to do by the end of the chapter.



Key skills you will use in this chapter:

These are the key skills you will use when undertaking the activities in the textbook and reflective journal.

Key words: Important words or terms that you should come to understand as a result of your learning in each chapter.

Wellbeing indicators:

These are the areas of Wellbeing that are important to your learning in each chapter.

Wellbeing indicators

These are questions you can ask about your wellbeing as you work through the CSPE short course. All of the Wellbeing indicators except Active are relevant to the CSPE short course.



Active

- 🌐 Am I a confident and skilled participant in physical activity?
- 🌐 How physically active am I?



Responsible

- 🌐 Do I take action to protect and promote my wellbeing and that of others?
- 🌐 Do I make healthy eating choices?
- 🌐 Do I know where my safety is at risk and do I make the right choices?



Connected

- 🌐 Do I feel connected to my school, my friends, my community and the wider world?
- 🌐 Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, both in local and global contexts?



Resilient

- 🌐 Do I believe that I have the coping skills to deal with life's challenges?
- 🌐 Do I know where I can go for help?
- 🌐 Do I believe that with effort I can achieve?



Respected

- 🌐 Do I feel that I am listened to and valued?
- 🌐 Do I have positive relationships with my friends, my peers and my teachers?
- 🌐 Do I show care and respect for others?



Aware

- 🌐 Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- 🌐 Am I aware of what my personal values are and do I think through my decisions?
- 🌐 Do I understand what helps me to learn and how I can improve?

Taking action

Taking action is at the heart of the CSPE short course. You are required to undertake at least three **citizenship actions** as part of your learning across the three strands of the CSPE course. Undertaking citizenship actions enables you to practise active citizenship and take action on issues that you are interested in or feel strongly about.

Throughout your study of CSPE, you will be given opportunities to consider the ways in which you can make a positive difference to your community or the wider world. Taking action means turning these ideas into reality.

You can undertake a citizenship action as part of your class, as part of a group or as an individual. If you decide to take action as part of the class or as a group, it is important that everyone has a role to play in the planning and execution of the action.

Here are some examples of actions you can undertake:

- 🌐 Fundraising for an organisation
- 🌐 Organising a campaign
- 🌐 Conducting a survey
- 🌐 Inviting a guest speaker to talk to your class
- 🌐 Producing an information leaflet or booklet
- 🌐 Running a mock election
- 🌐 Investigating an issue
- 🌐 Visiting an organisation or institution
- 🌐 Raising awareness about an issue
- 🌐 Lobbying a public representative
- 🌐 Making a presentation
- 🌐 Promoting sustainable living through activities that protect our environment.

You will create a **Citizen Action Record** for **one** of these actions as part of your **classroom-based assessment (CBA)**. This should take place in Second or Third Year. Your Citizenship Action Record should show how you have actively engaged in an issue or topic of interest. You will describe the action undertaken and reflect on the whole process.



Animation Steps to Action

Further information on undertaking and planning actions can be found in Chapter 35 at the end of this book.

And finally...

As a student of CSPE, you should be aware of what is going on in the world around you. It is important, therefore, that you keep track of events happening in your community, Ireland and the wider world. Being informed ensures that you can make connections between local and global events and your learning in CSPE. Newspapers, magazines, television and the radio are important sources of news and information. Don't forget about the digital media! This is a useful platform to access and share information. Social media platforms like Facebook and Twitter and search engines like Google can also be valuable sources of information.

Get informed, take action and help to create a World of Wellbeing!



Digital resources

The digital resources in *A World of Wellbeing* support the Junior Cycle's emphasis on the use of modern technology in the classroom and are designed to cater for different learning styles.

Teachers and students can access the *A World of Wellbeing* interactive e-book at www.edcolearning.ie, plus a bank of free digital resources, including animations and PowerPoint presentations, topic-based videos and useful weblinks.

Animations and PowerPoint presentations

Note: Click on the icons on this page in your e-book to access the animations and PowerPoints.

 **Animation** Wellbeing Indicators Explained (Overview)

 **PowerPoint** Key Skill: Staying Well

 **PowerPoint** Wellbeing Indicator: Responsible

 **PowerPoint** Key Skill: Communicating


 **PowerPoint** Wellbeing Indicator: Connected

 **PowerPoint** Key Skill: Being Creative

 **PowerPoint** Wellbeing Indicator: Resilient

 **PowerPoint** Key Skill: Working with Others

 **PowerPoint** Wellbeing Indicator: Respected

 **PowerPoint** Key Skill: Managing Information and Thinking

 **PowerPoint** Wellbeing Indicator: Aware

 **Animation** Steps to Action

 **Animation** Key Skills Explained (Overview)

 **PowerPoint** Steps to Action

 **PowerPoint** Key Skill: Managing Myself

 **PowerPoint** Citizenship Action Record and Classroom-Based Assessment

 **Video** **Topic-based videos**

A range of informative and insightful topic-based videos is available to students and teachers. Links to these videos are embedded at the relevant points throughout the *A World of Wellbeing* e-book. Please note that the Amnesty International video is flagged as 'Teacher only', as the topic is sensitive, and viewing with the guidance of your teacher is advised.

Weblinks documents

A list of useful weblinks and resources is provided for each strand of this book, as well as an extra set of helpful resources for the Citizenship Action Record. These can be accessed via both the teacher and student e-book.

STRAND

1

RIGHTS AND RESPONSIBILITIES

In this strand you will learn about the importance of human rights and social responsibilities and how they can promote human dignity.

Unit 1 HUMAN DIGNITY: THE BASIS FOR HUMAN RIGHTS

Human dignity is the basis for human rights. We all have a responsibility to ensure that our actions promote the human dignity of each person. In this unit you will examine situations where human dignity is not respected.

Chapter 1: Rights and responsibilities in the community

Chapter 2: Human dignity

Chapter 3: Needs and wants

Chapter 4: Access to food and water: A global challenge

Unit 2 HUMAN RIGHTS INSTRUMENTS

Human rights instruments are key documents that seek to protect and promote human rights. You will examine some key human rights documents and consider how these apply to your life. You will explore ways you can take responsibility for defending your own human rights and those of others.

Chapter 5: Human rights timeline

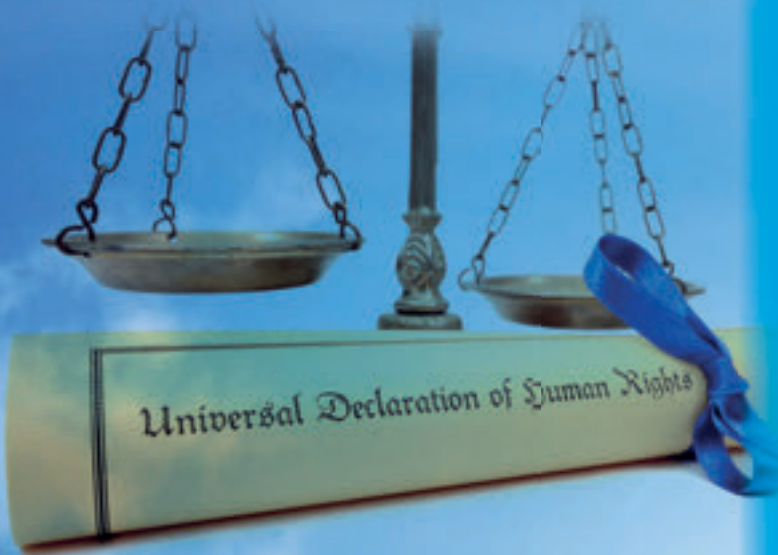
Chapter 6: Human rights champions

Chapter 7: Human rights instruments

Chapter 8: Classification of human rights

Chapter 9: Human rights conflicts and abuses

Chapter 10: Taking responsibility for human rights



Rights and responsibilities in the community



Learning outcomes

By the end of this chapter you will understand what it means to be human and live in a community with rights and responsibilities.



Key words

- | | |
|--------------------|------------------|
| Diversity | Inclusive |
| Human dignity | Community spirit |
| Human rights | School community |
| Universal | Wellbeing |
| Responsibilities | Local community |
| Communities | Active citizens |
| Sense of belonging | Community action |



Key skills you will use in this chapter

- Being Creative
- Being Literate
- Being Numerate
- Communicating
- Managing Information and Thinking
- Managing Myself
- Staying Well
- Working with Others

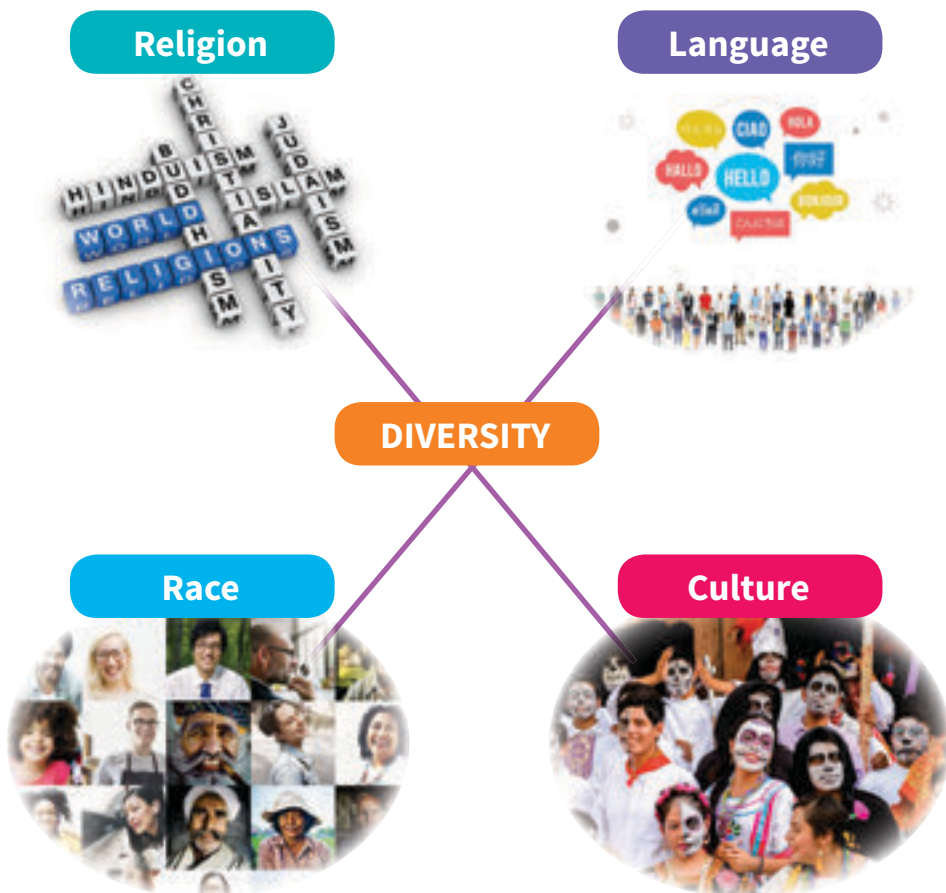
Wellbeing indicators in this chapter



Being human

Despite the fact that almost 8 billion people inhabit our planet, every single human being is unique. Being unique means that you are one of a kind and different from others. These differences mean that there is diversity among all human beings.

You don't have to look far to find **diversity** – it is all around you. Look at your classmates. They all look different and have different personalities, interests and talents. Diversity is also evident in the local community, in Ireland and in the wider world, where differences exist in terms of gender, age, religion, race and culture. Diversity makes our world a more beautiful, colourful and interesting place to live.



Human dignity

When we respect difference, we are recognising that every person is valuable. Every person, no matter how different, is entitled to **human dignity**. Individuals can live their lives with dignity if their basic needs are met. This means having enough to eat or drink, a place to call home and feeling respected and valued by others.

Human rights

Simply because you are human, you are also entitled to **human rights**. Rights are freedoms that enable every person to develop fully as a human being. Human rights are **universal**. This means they apply to every person, without exception. Human rights and human dignity are closely linked because human dignity is the foundation for human rights. When our rights are protected and respected, we can live our lives with dignity. When rights are not respected or are taken away, individuals and groups can suffer a loss of human dignity.

Can you think of some rights every person is entitled to?

Responsibilities

Responsibilities go hand in hand with rights. By acting responsibly and making the right decisions, we can ensure that our rights and the rights of others are respected and protected. It is also important that we act in a responsible manner towards our environment so that it can be enjoyed by future generations.



Questions



- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself

Kofi Annan was Secretary General of the United Nations from 1997 to 2006. The following is an excerpt from a speech he made on Human Rights Day, 10 December 1997 (the 50th anniversary of the Universal Declaration of Human Rights). Read it and answer the questions that follow.



‘Human rights are what make us human. They are the principles by which we create the sacred home for human dignity. It is the universality of human rights that gives them their strength. It endows them with the power to cross any border, climb any wall, defy any force.’

- 1 According to Kofi Annan, what makes us human?
- 2 What gives human rights their strength?
- 3 What is meant by ‘it endows them with the power to cross any border, climb any wall, defy any force’?

Community

Humans are social beings. We have a need to relate to and connect with other people. We also need to be accepted and valued by others. For these reasons, humans tend to organise themselves into **communities**. A community can be described as:

- 🌐 A group of people who have something in common with each other
- 🌐 A group of people who share a common place.

A **sense of belonging** is important to community members. This is the sense of connectedness that an individual has to their community. It is important that all communities are **inclusive**. Inclusive communities respect difference and diversity and ensure that nobody is excluded in the life of the community.

The most successful communities have something called **community spirit**. This is the willingness of community members to participate in the life of the community, co-operate with each other and make their community a better place for all.

You are a member of many communities. Let's look at some examples.



School community



The family community



Sporting communities



*Local communities/
neighbourhoods*



The Irish community

Rights and responsibilities in the school community



When you started in your secondary school, you became a member of a new community. The **school community** is not just a building – it is also a set of relationships between students, teachers, parents, school staff and the wider community. Every member of the school community has certain rights and is entitled to the protection of these rights.



Think, pair and share



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Think about the rights all members of the school community are entitled to – students, teachers, the principal and parents.

Write down one right to which each of these members of the school community is entitled. Now listen to your partner's views. Are there similarities or differences? Decide on the information you will share with the class group. Use the table in your reflective journal to write down your ideas.

One of the most important rights is the right to an education. However, members of the school community also have responsibilities. As a student, you must take responsibility for your education. You have a responsibility to get to school on time, to have your books, copies and equipment, to complete your homework and to make an effort in school.

Not all members of the school community have the same responsibilities.

- 🌐 Teachers have a responsibility to ensure that their students receive the best possible education.
- 🌐 Parents have a responsibility to make sure that their children attend school.



🌐 The school principal has a responsibility to ensure that students are safe and that school rules are followed. The principal is also responsible for the **wellbeing** of those within the school community.



Rights and responsibilities in the local community

A **local community** can be described as a group of people who interact with each other and share a common environment. Local communities are made up of a broad range of people. Although all community members have the same rights, sometimes they have different responsibilities towards the community.

Let's meet some community members. Study the profiles of each community member. Each profile will state a right to which that person is entitled. In your copybook, write down one responsibility of that community member.

Profile 1

John passed his driving test one month ago. He has just bought his first car and is looking forward to driving it.

John has a right to own and drive his car. **What does John have a responsibility to do?**



Profile 2

Margaret owns the local shop. She has run it for the past twenty years. She sells newspapers, confectionery and cigarettes.

Margaret has a right to own and run her business in the local community. **What does Margaret have a responsibility to do?**





Profile 3

Pat owns a mixed farm just outside the village. He sometimes uses pesticides on his crops to ensure that they survive. There is a small stream that runs through Pat's farm.

Pat has a right to use pesticides on his crops. **What does Pat have a responsibility to do?**



Profile 4

Seán owns and runs the local bar, which is located in the middle of a housing estate. Every Friday night is DJ night and the music can get quite loud.

Seán has a right to own and run his bar. **What does Seán have a responsibility to do?**



Profile 5

Suzanne is a local property developer. She buys houses and land to develop them and make a profit. She has recently purchased an area of wasteland on the edge of town. She wants to build high-rise apartments on the site. She has applied for planning permission. All the local people are unhappy about this, as a high-rise development would block their view of the mountains.

Suzanne has a right to develop local houses and land. **What does Suzanne have a responsibility to do?**



Group activity



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Divide into groups. In your group, name three other key members of your local community. Discuss each member's role in the community. Write down one right and one responsibility for each community member.

Active citizenship in the community

People who strive to make their communities a better place are often called **active citizens**. Active citizens are those who act in a responsible way towards other members of the community.

An active citizen is somebody who:



Is aware of their rights and responsibilities



Respects the rights and human dignity of others



Takes action on issues that affect them and their community



Participates in the life of the community



Takes care of the local environment and protects it for future generations

Community action

Sometimes communities face issues or challenges that can affect the wellbeing of community members. Instead of brushing these challenges under the carpet, community groups work together to address these challenges and take action to highlight or resolve them. This is called **community action**.



The River Dodder in Dublin, with the Aviva Stadium in the background

The Dodder is a river that runs through South Dublin. The Dodder Action Group was set up to preserve and protect the river as an important local amenity. This group of active citizens organises monthly clean-ups of the river and educates the local community about conservation (protection) and the ecology of the Dodder (the relationship of living things with the river).



Connect and communicate



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Get in contact with a community action group in your local area to find out the following information:

- 1** Why the action group was set up
- 2** What challenges/issues/problems they are trying to address or resolve
- 3** Actions or projects they have undertaken to address these issues



Group activity

Divide the class into six groups. Each group will choose one of the photographs below. Each photograph represents a community issue. Discuss what issue the photograph is highlighting and answer the questions that follow.



Photograph 1



Photograph 2



Photograph 3



Photograph 4



Photograph 5



Photograph 6

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

- 1 What issue is being highlighted by your photograph?
- 2 Name one action your community could undertake to resolve this issue.
- 3 Describe how you would organise that action.

Citizens' rights and responsibilities

As an Irish citizen, you are entitled to certain rights and the protection of these rights. Some of these rights include:

- 🌐 The right to hold an Irish passport
- 🌐 The right to own property
- 🌐 The right to vote in elections if you are over eighteen
- 🌐 The right to marry.

Can you think of some other rights Irish citizens are entitled to?

As an Irish citizen, you also have duties or responsibilities. These include:

- 🌐 The responsibility to vote in elections
- 🌐 The responsibility to respect the law
- 🌐 The responsibility to respect and protect the environment.

Can you think of some other responsibilities of Irish citizens?



The Irish government also has certain duties or responsibilities towards its citizens. These responsibilities include:

- 🌐 Protecting and promoting the rights of citizens
- 🌐 Protecting and promoting the welfare of citizens
- 🌐 Making laws that are fair and just
- 🌐 Accepting the outcome of elections
- 🌐 Providing services to citizens.

Can you think of others?



Research

As an Irish citizen, you need to be aware of your rights and responsibilities.

To find out more about your rights and entitlements, log on to the Citizens Information website. This website provides information and advice on the rights of Irish citizens.

- ✓ Being Creative
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Staying Well



Take action!

With your class group, create a class charter of rights and responsibilities.

This charter will raise awareness about the importance of rights in your class and the responsibility to respect the rights of others.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Don't forget to complete your reflections in your reflective journal.

Human rights timeline






Learning outcomes

By the end of this chapter you will be able to create a timeline tracing the origin of human rights, showing five or more key dates, events, people and documents.



Key words

-  Charter
-  Declaration
-  Convention



Key skills you will use in this chapter

- Being Creative
- Being Literate
- Being Numerate
- Communicating
- Managing Information and Thinking
- Managing Myself
- Staying Well
- Working with Others

Wellbeing indicators in this chapter



Human rights timeline

An interest in human rights can be traced back as far as early civilisation. Let's examine some key dates, events and documents that have shaped human rights.

The road to human rights

539 BC: Cyrus the Great

The first emperor of Persia, Cyrus the Great, conquered the city of Babylon. He freed the slaves, gave people the right to choose their own religion and established racial equality. A record of these rights and freedoms was carved on a clay cylinder, which is now referred to as the Cyrus Cylinder. Many historians believe that this was the first **charter** of human rights.



Seventh century: Brehon law

Brehon law was written by wandering lawyers called Brehons (male and female). No police force or prison was necessary. Many historians believe that Brehon law was ahead of its time because it promoted equal rights for men and women and prioritised environmental protection.

1789: The Declaration of the Rights of Man

The French National Assembly passed the Declaration of the Rights of Man and the Citizen. The document declared that all men (citizens) 'are born free and remain free and equal in rights'. The **declaration** also promoted freedom of speech and thought.



500 BC

500 AD

1000

1600

1500

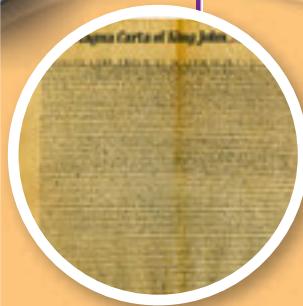
1700

0



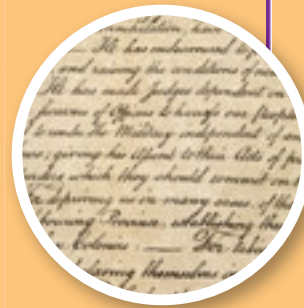
From 500 BC

The Ancient Greeks used the words *isegoria* (freedom of speech) and *isonomia* (equality before the law) for the first time.



1215: The Magna Carta

King John of England reluctantly signed the Magna Carta, which stated that the king was not above the law. The document gave rights to 'freemen' in England. This document ensured that all freemen were entitled to a fair trial.



1689: The British Bill of Rights

The British Bill of Rights was a law that guaranteed free elections in England. It also encouraged freedom of speech and ensured that citizens didn't have to pay huge fines or suffer cruel punishments.



1776: The American Declaration of Independence

The American Declaration of Independence proclaimed that all men are created equal and are entitled to the rights listed.

1865: Slavery is abolished in the US

In 1865 the US House of Representatives passed the 13th Amendment to the US Constitution, which abolished slavery in America. Abraham Lincoln and Frederick Douglass, among others, had campaigned for years against slavery. The amendment reads, 'Neither slavery nor involuntary servitude...shall exist in the United States, or any place subject to their jurisdiction.'



1945: The United Nations is established

The United Nations was founded to advance peace between countries. One of the main aims of the United Nations is to foster 'respect for human rights and fundamental freedoms for all without distinction as to race, sex, language or religion'.



1950: The European Convention on Human Rights

The Council of Europe drafted the European Convention on Human Rights. The **convention** protects the rights of people living and working in Europe. The convention also outlines the role of the state in the protection of human rights.



1994: South Africa holds its first free democratic elections

After apartheid was abolished, South Africa held its first free democratic elections, in which citizens of all races were allowed to vote. Millions queued in lines to cast their vote. The new National Assembly elected Nelson Mandela as the president.



1800

1900

1950

2000

2020



1961: Amnesty International founded

Amnesty International was founded. It is an organisation that promotes human rights and raises awareness about human rights abuses throughout the world.



1893: Women's right to vote

New Zealand became the first country in the world to grant women the right to vote. This happened as a result of numerous campaigns by women in New Zealand who highlighted this serious inequality between women and men.



1948: The Universal Declaration of Human Rights

The Universal Declaration of Human Rights was adopted by the United Nations on 10 December 1948. This declaration set down the rights to which everyone is entitled.



2009: Barack Obama is sworn in as American president

Barack Obama was sworn in as the 44th President of the United States. He became America's first black president.

1789: The US Bill of Rights

The first ten amendments to the US Constitution make up the Bill of Rights. This bill defends civil liberties such as freedom of speech, freedom of religion, freedom of assembly and the entitlement to petition the government to correct wrongs.





Questions



- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well

- 1 Which six human rights documents or events outlined on the previous pages do you think were the most important? Give a reason why you chose each one.
- 2 Choose one of these documents or events and explain how it helped to promote or protect human rights.



Take action!



- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Managing Information and Thinking
- ✓ Managing Myself

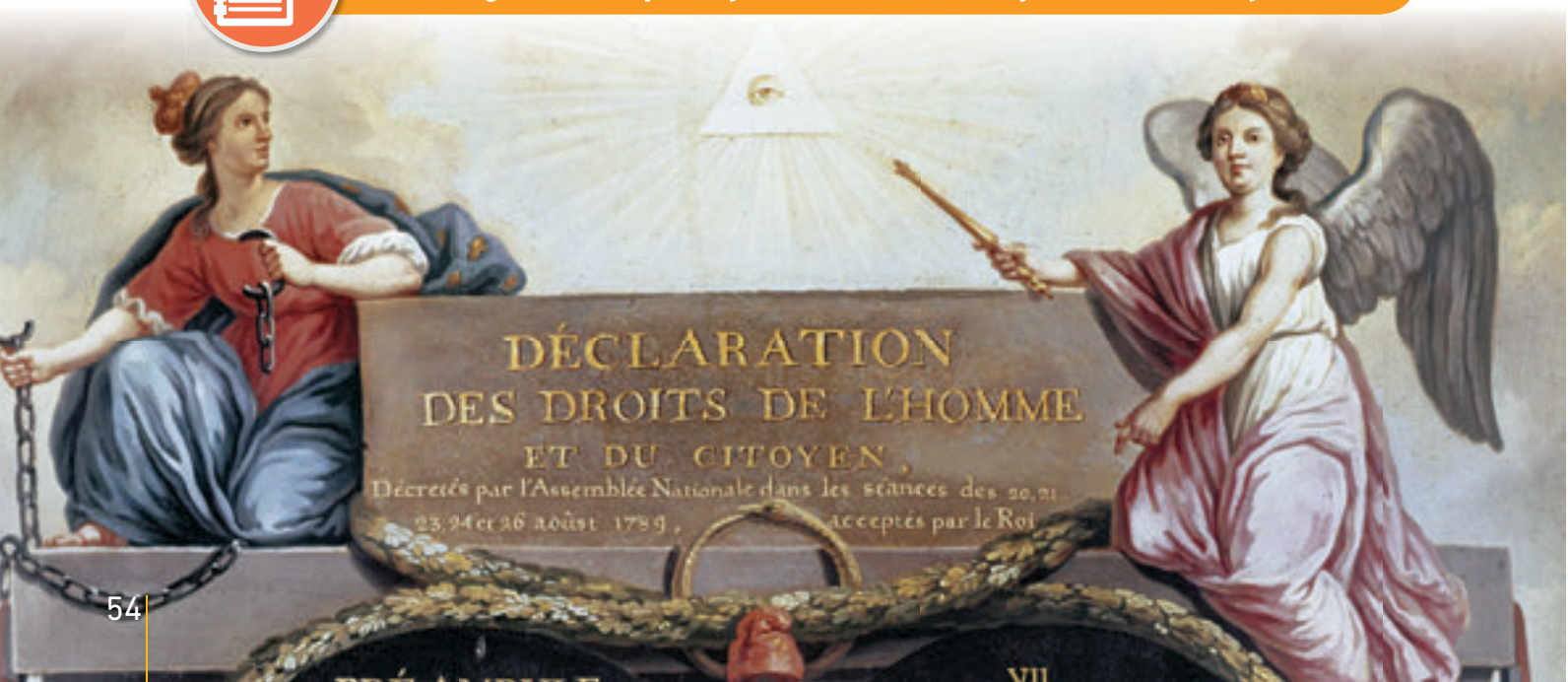
Create a timeline, illustration or story about the evolution of human rights. You may refer to some of the human rights events already mentioned. However, try to include at least five other human rights events. These could include:

- Key human rights documents
- An event that promoted human rights
- A law that protected human rights
- A speech or action that defended the rights of others
- The work of an individual or an organisation in protecting human rights.

Your presentation can be in an audio, visual or digital format. Use the table in your reflective journal to help you.



Don't forget to complete your reflections in your reflective journal.



Human rights champions



Learning outcomes

By the end of this chapter you will be able to share stories of inspirational individuals or groups who have worked for the protection and promotion of human rights in Ireland and throughout the world.



Key skills you will use in this chapter

- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Key words

- 🔑 Human rights activists
- 🔑 Boycott
- 🔑 Segregation
- 🔑 Campaigner
- 🔑 Apartheid

Wellbeing indicators in this chapter



Human rights champions

Throughout history, many people have stood up for the rights of others. Sometimes risking their own lives, these people have inspired others to speak out and stand up for the rights of others too. These human rights champions are also known as **human rights activists** because they took responsibility for protecting and promoting their rights or the rights of others.

Human rights champions from history

Frederick Douglass (1818–1895)

Frederick Douglass was a public speaker, writer, human rights leader and anti-slavery **campaigner** in the nineteenth century. Born into slavery, Douglass experienced first-hand the injustices endured by the many slaves working on plantations and in domestic service in America. After he escaped slavery when he was twenty years old, he campaigned against slavery and social injustices in the world. He even visited Ireland and met Daniel O’Connell. He was also a champion of women’s rights. Douglass went on to become the first African-American to be elected to high office in the US government.



Irena Sendler (1910–2008)

Irena Sendler was a Polish nurse and social worker who worked in the Polish underground movement during the Second World War. During the war, Jewish people were rounded up by the Nazis and placed in ghettos, which they were not allowed to leave. The people who lived in the ghettos were later transported to concentration camps. During this time, Sendler worked for the Department of Social Welfare. As part of her job, she often visited the Warsaw ghetto in Poland. When she saw the conditions and the injustice experienced by the Jewish people, she tried to help them. Sendler helped to smuggle babies and young children out of the ghetto so that they could have a future. She did so by any means possible: in toolboxes, sacks, suitcases and even coffins. It is estimated that she saved the lives of over 2,500 Jewish children. The Gestapo found out about Sendler’s work and she was arrested in 1943, imprisoned and tortured. Despite this, she would not give up the names of the people who helped her. Sendler escaped prison and went on the run until the end of the Second World War. If you look online, you can find clips of Irena Sendler, describing her actions.



Rosa Parks (1913–2005)

In 1955, Rosa Parks boarded a bus in Montgomery, Alabama, in the United States. Not long into her journey, she was asked to give up her seat to a white man. She refused. At that time, there were laws in some US states that segregated white and black people in schools, shops, restaurants and public transport. Parks's refusal to give up her seat meant she was arrested. As a result, she lost her job. In response, many black people boycotted public transport. This became known as the Montgomery Bus Boycott.

A **boycott** is a form of protest where people refuse to use a service or buy a product. Parks's actions sparked a non-violent black civil rights movement in the United States. This movement, led by Martin Luther King, called for the end of racial **segregation** in the United States. Rosa Parks is still referred to today as the first lady of civil rights.



Willie Bermingham (1942–1990)

Willie Bermingham was a member of the Dublin Fire Brigade in the 1970s. During the course of his work, he found the body of an elderly man in a filthy flat. His body had been lying there for weeks. Bermingham was shocked by this discovery. He soon realised that many old people were living in dreadful conditions without fuel or food. He also realised that many of Dublin's elderly were lonely and alone. Some were forgotten by their families. Others were too unwell to leave their homes and so became isolated. Willie Bermingham set up ALONE (A Little Offering Never Ends) in 1977. The aim of the organisation is to help older people in need. This organisation provides food, clothing and fuel to those who most need it. It also provides accommodation for elderly people who find themselves alone and isolated. ALONE campaigns for the rights of older people in Ireland. Willie Bermingham died in 1990, but his legacy lives on.



Research

Go online to find out more about the work of ALONE in its efforts to protect the rights of older people.

- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself



Human rights champions today

Malala Yousafzai

Malala Yousafzai was born in Pakistan in 1997. When Malala was a young child, the Taliban was trying to seize power in Pakistan. The Taliban believed that girls should not receive an education. They started attacking schools. Many parents lived in fear of the Taliban and did not send their daughters to school.

In 2009, Malala began secretly blogging for the BBC, speaking out against the Taliban. She spoke about the right of girls to an education. The Taliban heard about this and issued death threats against her. Despite this, Malala continued to go to school. In 2012, she was shot by a masked gunman on her way home from school. She remained in a critical condition in hospital for many months. Fortunately, Malala made a full recovery. She continues to defend human rights. In 2015, seventeen-year-old Malala became the youngest person ever to receive the Nobel Peace Prize.



Mary Manning and the Dunnes Stores strikers

Mary Manning had heard about the system of **apartheid** in South Africa. It was a system that deprived black people of their human rights. In 1984, she was working on the checkouts at Dunnes Stores in Henry Street, Dublin. Manning refused to put a sale of South African fruit through the cash register. She believed that by doing this she would be sending the South African government a message against apartheid. Manning was suspended from work. Ten of her co-workers went on strike to support her. The strike raised huge awareness about apartheid. The strikers were determined to stand up for what was right. Dunnes Stores refused to change their policy. The strike finally ended in 1987 when the Irish government brought in a ban on South African goods. On his visit to Dublin in 1990, Nelson Mandela thanked the strikers for standing up for the rights of black South Africans. In honour of her activism, Mary Manning has a street named after her in Johannesburg, South Africa.



Fr Peter McVerry

Fr Peter McVerry began working in Dublin's inner city in 1974. In the course of his work, he was shocked to discover a large number of homeless young men living on the streets. He felt the need to do something about this. He opened a hostel for them, which was a great success.

McVerry later founded the Peter McVerry Trust, an organisation that provides a range of services for homeless people. As well as providing accommodation, this trust also offers educational courses and detox centres for its service users. Peter McVerry has tirelessly campaigned for the rights of the homeless and has won many awards for his efforts.



Christina Noble

Christina Noble was born in Dublin in the 1940s. When her mother died, Christina and her brothers and sisters were put into different orphanages. Noble escaped her orphanage and once slept in a hole she had dug for herself in the Phoenix Park. When she was eighteen, she moved to England. While she was there she had a dream that she would help children living in poverty. Years later, that dream brought her to Vietnam. On Noble's first visit, she saw thousands of children living in extreme poverty, with many of them living on the streets. Noble knew she had to help them. She set up the Christina Noble Children's Foundation, a voluntary organisation that provides food, medical care, education and shelter for poor children and their families. This foundation also helps to protect children from exploitation. Noble has expanded the charity's work into Mongolia.





Research



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself

Find out more about the work of the Christina Noble Children's Foundation by visiting its website.



Take action!



- ✓ Being Creative
- ✓ Managing Information and Thinking
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself

Having learned about some human rights champions past and present, select the one who inspires you the most and who you think should be given the title 'Human Rights Champion of All Time'.

Do further research on the life and work of this person. Record your findings in your reflective journal. If you wish, you can make a presentation to the class. Your presentation can be in audio, visual or digital format.

Human rights organisations



Video Amnesty International

Amnesty International

Amnesty International is a worldwide organisation that campaigns for human rights. It was founded in 1961 by a British lawyer,

Peter Benenson. Benenson wrote a letter defending two Portuguese students who were imprisoned simply because they had raised their glasses in a toast to freedom. Benenson realised the power of the pen and encouraged others to write letters on the prisoners' behalf. Thousands of letters were written, which put pressure on the Portuguese president to release the two prisoners. This letter-writing campaign was responsible for the eventual release of the prisoners.

Since 1961, Amnesty International has grown into a worldwide organisation with nearly 2 million members. Amnesty encourages its members to highlight human rights abuses around the globe through letter-writing campaigns, petitions, fundraising drives and protests.

**AMNESTY
INTERNATIONAL**



Amnesty campaigns for an end to human rights abuses such as:

- 🌐 The death penalty
- 🌐 Violence against women
- 🌐 Human trafficking
- 🌐 Prisoners of conscience
- 🌐 Child labour
- 🌐 Torture
- 🌐 Racism
- 🌐 Abuses against refugees.



Connect and communicate

Connect with Amnesty International Ireland online or in person. Find out about some of its campaigns and how you can play a role in ending human rights abuses.

- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Irish Human Rights and Equality Commission (IHREC)

The Irish Human Rights and Equality Commission was set up to promote equality and protect human rights in Ireland. It is an independent public body that works with the government to ensure that laws and government policy in Ireland protect human rights. This organisation also gives advice and information to members of the public whose human rights have been infringed.

Human Rights Watch

Human Rights Watch (HRW) is a non-governmental organisation that promotes human rights internationally. HRW produces research reports about human rights abuses worldwide. This organisation uses these reports to highlight human rights abuses and to put pressure on governments to change policy so that human rights are respected and promoted.

HUMAN
RIGHTS
WATCH



Imagine!



- ✓ Being Creative
- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well

Think about a human rights issue you feel strongly about. Imagine that you have been given a large sum of money to set up your own human rights organisation. Your organisation aims to promote, protect or campaign for this right.

- 1 Name the human right that your organisation is protecting or promoting.
- 2 Give a name to your human rights organisation.
- 3 Briefly describe a campaign that your organisation could undertake to protect human rights.



Take action!



- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Invite a member of a human rights organisation to make a presentation about their work to students in your school.



Don't forget to complete your reflections in your reflective journal.

How we connect with ecosystems



Learning outcomes

By the end of this chapter you will understand your connections to ecosystems, people and places both near and far. You will also understand how you depend on these connections.



Key skills you will use in this chapter

- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Key words

- | | |
|-------------------------------------|-------------------------|
| • Sustainable | • Interdependence |
| • Active citizens | • Slave labour |
| • Ecosystem | • Inequality |
| • Climate change | • Exploited |
| • Butterfly effect | • Child labour |
| • Unsustainable | • Domestic service |
| • Fossil fuels | • Debt bondage |
| • Extreme weather | • Illicit activities |
| • Greenhouse gases | • Morally reprehensible |
| • Carbon dioxide (CO ₂) | • Violate |
| • Emissions | • Informal sector |
| • Biodiversity | • Fair trade |
| • Connected | • Commodities |

Wellbeing indicators in this chapter



Sustainability

If something is **sustainable**, it should last for a very long time. In order to sustain something, we need to keep and support it for the future.

Active citizens try to live their lives in a sustainable way. This means we live in a way that enables all of us to survive and thrive. Try to take no more than you need. Try not to harm life or the environment. However, if you do cause some harm, make an effort to undo that harm or do something positive to help the world.



Think, pair and share

Think about your understanding of sustainability. What is your understanding of the word?

Write down your definition of sustainability in your reflective journal. Now turn to your partner. Listen to their definition. Are there similarities or differences? With your partner, decide on a definition you both agree on. Share that definition with your class group. Use the table in your reflective journal to write down your ideas.

- 
- ✓ Being Creative
 - ✓ Being Literate
 - ✓ Communicating
 - ✓ Managing Information and Thinking
 - ✓ Managing Myself
 - ✓ Staying Well
 - ✓ Working with Others

Ecosystems

An **ecosystem** is all the living things, including plants, animals and small micro-organisms, that share an environment. An ecosystem can be as small as a single tree or as large as an entire forest.

The word *eco* describes anything to do with the environment and your connection to it. Humans depend on ecosystems and can be part of ecosystems. We have an important role to play in ecosystems.

Ecosystems provide humans with much support. For example, soil and crops are necessities for humans and each of these shares its ecosystem with us. Bees help pollinate plants and without them many species would not exist.





Questions



- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself

- 1 Think about how humans positively influence our ecosystems. In your copybook, write down three steps humans can take and explain why they are positive.
- 2 Think about how humans can have a negative impact on ecosystems. Now write down three examples and explain why you think they are negative.

How we are connected to and depend on ecosystems

Impact of climate change



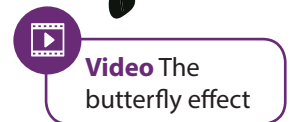
Climate change has been causing severe weather events in Ireland in recent years. We have experienced long cold spells, droughts and flooding. The impact of these extreme weather events depends on the ecosystems and on the condition of those ecosystems.

For example, flooding is a natural event, but when it affects the areas we live in, it can cause severe hardship.

Events such as flooding are not just a result of local conditions. They can be triggered by some event in another part of the world.

This is sometimes referred to as the **'butterfly effect'**.

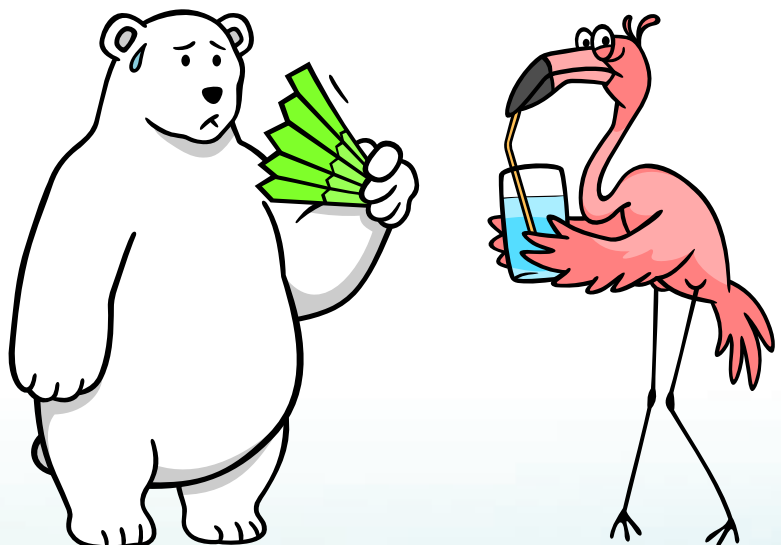
Often people living in an **unsustainable** way in one part of the world can contribute to problems such as flooding in another part of the world.



Climate experts believe that burning **fossil fuels** (e.g. coal, oil) contributes to overheating the Earth, which can cause an increase in **extreme weather** such as storms and coastal flooding. Burning these fossil fuels produces large amounts of pollution known as **greenhouse gases**. These gases have had a serious effect on raising temperatures around the world, particularly over the past fifty years.

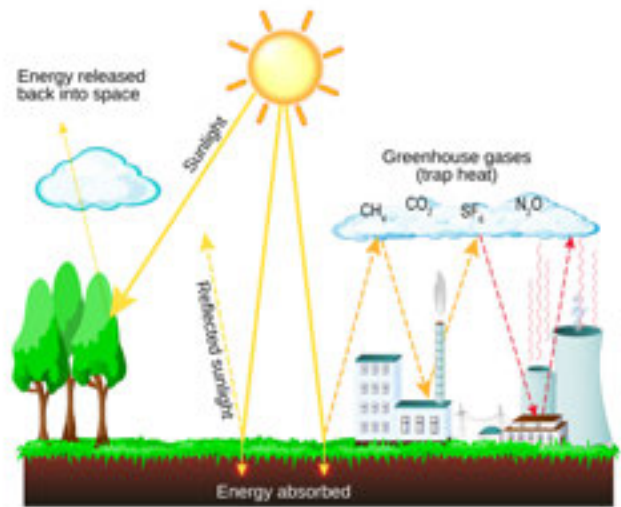
The main greenhouse gas is **carbon dioxide (CO₂)**. When fossil fuels are burned:

- 🌍 They release huge amounts of CO₂ into the atmosphere.
- 🌍 These high levels of CO₂ absorb heat from the Earth's surface, so less heat escapes from the atmosphere.
- 🌍 This means that the temperature rises and the Earth becomes warmer.
- 🌍 This increases evaporation of water, which leads to more rain.
- 🌍 This increased heating of the Earth also means more frequent and intense storms.



The main contributors to climate change are countries that have lots of industry. The countries producing the highest **emissions** of dangerous greenhouse gases in recent times are China, the United States and India.

Greenhouse effect



Group activity



- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

In groups of four, do the following:

- 🔄 Share your ideas as to why flooding has become more frequent in Ireland in recent years. Consider how what happens in one part of the world can influence what happens elsewhere.
- 🔄 Discuss in your group how humans all over the world can interact with their ecosystems in order to reduce the problem of flooding.

The rainforest ecosystem

The world's rainforests are spectacular because they contain a wide range of plants, species, people and resources. Rainforests have great biodiversity. **Biodiversity** means a large variety of plant and animal life can be found. The more biodiverse a place is, the richer its resources are.

Scientists have managed to study less than 1% of rainforest species, but from these studies they have been able to improve the lives of people across the world. For example, 25% of the world's medicines have been developed from resources found in rainforests. Scientists estimate that 70% of plants they have studied have anti-cancer properties. Undiscovered properties in the world's rainforests could help create cures for some of our most common diseases.

This is the Madagascar periwinkle plant. Scientists have used its properties to create two important cancer-fighting drugs. They are used to treat childhood leukaemia and Hodgkin's disease.



Madagascar periwinkle

Rainforests are also important to people all over the world because they can clean the air of dangerous greenhouse gases such as CO₂. Rainforests are sometimes called the 'lungs of our planet' because the large number of hardwood trees can take in vast quantities of CO₂. They act as a filter to clean the gas from our atmosphere. For example, it is estimated that more than 20% of the earth's oxygen is created in the Amazon rainforest of South America.

Unfortunately, since 1950, over half of the world's rainforests have been destroyed by humans. Environmental studies show that more than 200,000 acres of rainforest are destroyed every day.



Questions

- 1 Can you suggest one other negative impact humans have on the world's rainforests?
- 2 How, do you think, do the world's rainforests impact on our wellbeing?
- 3 Study the graph on deforestation in your reflective journal and answer the questions on it there.

- ✓ Being Literate
- ✓ Being Numerate
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well





Research



- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Go online to research the many ways in which humans are destroying the world’s rainforests.

You could also find out about some organisations that actively encourage people to protect the rainforests. Be sure to record your findings according to your teacher’s instructions and report back to your class.



We are connected to people both near and far

How we are connected to and depend on people and places

There is a saying, ‘no man is an island’. This means that no one person exists in isolation. We are all **connected** to people and depend on people both near and far. Likewise, other people, both near to us and far away from us, depend on us. A word often used to describe this relationship between people is **interdependence**.

It is easy for us to name people we are connected to in our locality. For example, we are all members of local communities and we connect with people from our local communities every day. At the moment, you are connecting with your classmates and teachers. During class, you will also depend on these people, as they will depend on you.



Interdependence



We are all interconnected



Imagine!

You are connected to and depend on many people in your community.

Examples of other people in your locality who you depend on and are connected to:



A farmer



A supermarket worker



A postal worker

In your copybook, name five other people you are connected to and depend upon in your local community.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others



Think, pair and share

Think about the ways you might be connected to each of the people in the photographs above.

Now turn to your partner. Listen to their ideas. As a pair, discuss how each of these people can go about their work in a sustainable way. Share your ideas with the rest of the class group. Use the table in your reflective journal to write down your ideas.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others





Sometimes it is difficult for us to imagine that we are connected to and depend on people we have never met and who may live far away from us. For example, when you meet with your friends in a local coffee shop, do you ever wonder who has had an input into producing the hot chocolate or cappuccino you drink? What about your school uniform? Where was it made? Could it have been someone your own age, working in terrible conditions?

Joshua, a child labourer

Joshua is twelve years of age and lives near the city of Abengourou in the eastern part of the Ivory Coast, which is on the west coast of Africa.

Joshua has not been to school in the past four years and works extremely hard every day of the week at a stone mine. He has friends who have been taken from their families in Mali and Burkina Faso and forced to work on other plantations hundreds of kilometres away. This is known as **slave labour** and is a growing problem in West Africa.

Joshua would love to be in school because education would provide an escape for him. He would love to become an engineer and help to build better roads and schools in his home town.



The Ivory Coast, Mali and Burkina Faso



Questions

- 1 How are you connected to Joshua?
- 2 How do you feel about this connection?
- 3 Do you think that this is a sustainable way of life for this young boy? Explain your answer.
- 4 How could you help to make a difference in the lives of children like Joshua?

- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself

Take action!

With your class, produce an information pack for your school community showing the plight of children like Joshua. You could do this in a digital format and ask permission from the school management to display it on your school website.

When we consider our connections to people living in other parts of the world, we often begin to realise that there is a lot of **inequality** in the world. Sometimes, in order for us to have the things we want, other people have to do things that make their lives quite difficult. When young children are forced to work in difficult conditions and are **exploited**, we refer to this as **child labour**.



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Myself
- ✓ Working with Others

The following is a United Nations definition of child labour:

‘It is work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them.’

It goes on to say:

*‘There are many forms of child labour worldwide. Children are engaged in agricultural labour, in mining, in manufacturing, in **domestic service**, types of construction, scavenging and begging on the streets. Others are trapped in forms of slavery in armed conflicts, forced labour and **debt bondage** (to pay off debts incurred by parents and grandparents) as well as in commercial sexual exploitation and **illicit activities**, such as drug trafficking and organised begging and in many other forms of labour. Many of these are “worst forms” of child labour as they are especially harmful, **morally reprehensible**, and they **violate** the child’s freedom and human rights. Child labour tends to be concentrated in the **informal sector** of the economy. For some work, children receive no payment, only food and a place to sleep. Children in informal sector work receive no payment if they are injured or become ill, and can seek no protection if they suffer violence or are maltreated by their employer.’*



Child labour



Child soldier



Debate

Organise a walking debate on one of the following topics:



- ‘Our actions can contribute to the problem of child labour?’
- ‘We should not buy products from shops or cafés that source their material from countries where child labour takes place.’
- ‘Our choices can make the world a more sustainable place.’

Having completed the debate, has your opinion remained the same or has it changed? Can you explain why?

Copy the following KWL table in your copybook to help you record the process.

<div style="background-color: #e91e63; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">K</div> What I knew before the debate	<div style="background-color: #00bcd4; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">W</div> What I wanted to know more about	<div style="background-color: #ffc107; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">L</div> What I learned more about

-
- ✓ Being Creative
 - ✓ Being Literate
 - ✓ Communicating
 - ✓ Managing Information and Thinking
 - ✓ Managing Myself
 - ✓ Working with Others

The fair trade movement

We can make a difference to the lives of people who are being exploited if we consider our actions. One simple way to make such a difference is to insist on buying goods we know have not been created by exploiting others in places far away. Many movements are now actively helping to stop the exploitation of these people. One such movement is the **fair trade** movement.



The Fairtrade Mark

The fair trade movement started when consumers began to realise that the people who produce our food are often not paid fairly for their hard work and are exploited by trading relationships. Fair trade tries to address this by ensuring that producers, especially those in the least economically developed countries, receive a fair price for producing **commodities** such as rice, sugar, coffee, tea and bananas.



When you see the Fairtrade Mark, it means that producers are getting a better deal from what they sell. When you buy items with the Fairtrade logo, you know that you are making a positive difference to the lives of these people.



Cocoa farmers and workers

Chocolate is one of the world's favourite foods but growing cocoa is a hard task. The fair trade movement is helping to make it more sustainable.



Take action!



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

The fair trade movement connects people who depend on us and on whom we depend.

Contact Fairtrade Ireland and invite them to send a guest speaker to your school. The guest speaker will be able to help you and your classmates to understand how the fair trade movement is helping to develop a more sustainable way of life for people in less developed regions of the world.



Don't forget to complete your reflections in your reflective journal.

The causes of poverty



Learning outcomes

By the end of this chapter, having examined some of the causes of poverty, you should be able to form your own opinion on the reasons for poverty at home and abroad.



Key skills you will use in this chapter

- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Key words

- Non-governmental organisations (NGOs)
- Colonies
- Legacy of colonialism
- Colonialism
- Civil war
- National debt
- Restructure
- Infrastructure
- Immunisation
- Write-off
- Gender discrimination
- Natural disasters

Wellbeing indicators in this chapter



Governments, charity organisations, **non-governmental organisations (NGOs)** and individuals throughout the world have different views on the causes of poverty. It is difficult to point to one single reason why poverty exists in our world.



NGO working in a poverty-stricken area

While we all may have different opinions as to why poverty is such a problem, it is important that we examine the different reasons that may be at the heart of the problem. If we can understand the issues that cause poverty, then we may be able to tackle the problem more effectively.

We will examine some of the issues that cause poverty both locally and internationally. However, you may also be able to think of other issues that cause poverty. The following are some of the causes of poverty.



Video What is poverty?

History

Many of the poorest nations in the world used to be **colonies**. (A colony is a region that is under the control of another country and occupied by settlers from that country.) These colonies were slave-exporting areas and regions from which resources have been taken and used to benefit colonial powers to make them richer. You may have learned about some of these examples in your history or geography classes.

For example, it is believed that the conquest of South America by Spain and Portugal has contributed to the problem of poverty in many parts of that continent. It is often referred to as the **legacy of colonialism**.



Colonial slave trade between Europe, Africa and South America



Questions



- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself

- 1 Write down a list of five countries that you believe are suffering from poverty as result of colonialism.
- 2 Name three countries that used to be colonial powers.

War and political problems

In many countries where war and political problems exist, we can often trace the origins of the problems back to **colonialism**. In other countries, war and political problems may not result from colonialism. Regardless of the causes, it is clear that safety, stability and security are essential for a country to develop. Without these basics, it is impossible for a country to progress.

Likewise, laws are needed to protect people's rights, property and belongings. Political problems in certain countries mean laws are not enforced properly. Often it is the weaker members of society who suffer most as a result. When law and order breaks down, it can lead to **civil war** and people may become poor as a result. The poorest countries in the world all experienced civil war and serious political problems at some point in the twentieth century. Many of them have weak governments that cannot, or don't, protect people against violence.

The Democratic Republic of the Congo (formerly known as Zaire) was a colony. Ever since it became an independent country, it has been ravaged by war. It has had two major wars since independence. Almost 6 million people have been killed. It is one of the poorest countries in the world.



Democratic Republic of Congo (DRC)



War and poverty are major problems in the DRC



The DRC has a beautiful landscape and varied wildlife



Research

Research the origins of war and political instability in the Democratic Republic of the Congo (DRC).

- Find out why this country has experienced such problems with war and political instability.
- How does poverty associated with war and political problems in the DRC affect day-to-day living?
- You can present your findings to your class in a digital format. For example, you can use PowerPoint, Movie Maker or any similar software or app.

- ✔ Being Creative
- ✔ Being Literate
- ✔ Communicating
- ✔ Managing Information and Thinking
- ✔ Managing Myself
- ✔ Working with Others



National debt

Many former colonies carry significant **national debt** due to loans from wealthier nations and international financial institutions. The problem for these countries is that for every \$1 received in grant aid, they have to pay back an average of \$2.30.

Read the following article.

Brazil to write off \$900m of African debt

Brazil has said it plans to cancel or **restructure** \$900 million worth of debt in 12 African countries, as part of a broader strategy to boost ties with the continent.

Brazilian officials said on Saturday that President Dilma Rousseff, visiting Ethiopian capital Addis Ababa to mark the African Union's 50th anniversary, was set to announce a new development agency alongside the cancellation that will offer assistance to African countries.

'The idea of having Africa as a special relationship for Brazil is strategic for Brazil's foreign policy,' Thomas Traumann, presidential spokesman, told reporters in Addis Ababa.

'Almost all (aid) is cancellation,' Traumann said.

Among the 12 countries whose debts were pardoned, Congo-Brazzaville was the highest with a \$352 million debt cancelled, with Tanzania's \$237 million debt the second largest.

Traumann said the move was part of Brazil's efforts to boost economic ties with Africa, home to some of the world's fastest-growing economies.

He added that Brazil recently established an agency to support investments in industry and development in Africa and Latin America.

SIGNING AGREEMENTS

Rousseff has met with several African leaders, including Ethiopian Prime Minister Hailemariam Desalegn, with whom she signed a series of co-operation agreements on agriculture, education, air transport and science.

Brazil's interest in Africa is part of a larger trend boosting so-called South-South Co-operation, which has attracted investment from emergent economies in developing countries, namely in Africa.

Brazil, one of five members of the BRICs emerging nations group and with a GDP of \$2.425 trillion in 2012, is the world's seventh largest economy.

The BRICs countries – comprising Brazil, China, India and Russia – are now Africa's largest trading partners and its biggest new group of investors. BRICS-Africa trade is seen eclipsing \$500 billion by 2015, according to Standard Bank.

Traumann said most of Brazil's future assistance would target **infrastructure**, agricultural and social programmes.

'Brazil has great expertise in what we call tropicalising European crops. We have that technology,' he said. 'The idea is how to transfer that technology from Brazil to other African countries.'

Source: Al Jazeera, 27 May 2013

The nations that grant these loans often insist on the poorer countries buying expensive products from them. This means that there is less money to invest in education, healthcare and jobs. Therefore, the poorer countries become poorer and get caught in a cycle of poverty. A cycle of poverty is when poverty keeps happening because the causes of poverty are not dealt with. Zambia is an example of such a country. Massive debt and interference from the people who gave Zambia loans meant large cuts were made in health and education. Many children did not receive **immunisation** because the government was too poor to provide the service.

One hope for countries experiencing poverty due to debt is if the people who give the loans agree to reduce or even **write off** (cancel completely) the debt.

Discrimination and social inequality

Poverty and inequality are two different things, but inequality can lead to poverty. For example, if people live in an area with few services, this can create an environment where poverty can flourish. If an area has minimal access to jobs, poverty can take hold.

Gender discrimination can also lead to poverty. In most societies, females are discriminated against. Women may receive very little pay for work done or may not be allowed to work. This means that women are often unable to provide for their families. The United Nations has declared that gender discrimination has been a significant factor in keeping many women and children around the world in poverty.



Zambia



Girl carrying rubbish on her head near Lusaka



Women working hard for little pay on the far side of the world



Women working hard for little pay closer to home

Vulnerability to natural disasters



Flooding in Bangladesh

In regions of the world that are already less wealthy, catastrophic **natural disasters** keep these regions in a constant state of poverty. The impact of flooding in Bangladesh, the drought in the Sahel region of Africa and the 2010 earthquake in Haiti show the havoc such devastation causes.

In each of these cases, people who were already poor became refugees within their own countries. They lost whatever little they had and were forced out of their homes, becoming almost completely dependent on others for survival.

Without assistance in the form of aid from other countries or organisations, governments in these countries would have been unable to meet the needs of their people.



Drought in the Sahel



People receiving aid from NGOs in Haiti after the earthquake in 2010



The location of Bangladesh, the Sahel region and Haiti



Take action!



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Make contact with a governmental organisation or a non-governmental organisation, such as Irish Aid or Trócaire.

Ask if a guest speaker from one of these organisations could make a presentation to your class on the issue of natural disasters and poverty.



Don't forget to complete your reflections in your reflective journal.

Power and influence



Learning outcomes

By the end of this chapter you will be able to identify people and institutions with power and influence in the world today.



Key skills you will use in this chapter

- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Key words

- ✓ Constitution
- ✓ Budgetary matters
- ✓ Legislation
- ✓ Sanctions
- ✓ Veto
- ✓ Trusteeship

Wellbeing indicators in this chapter



The European Parliament is an example of a powerful institution

Examine the following photographs showing powerful people in our world.



*Angela Merkel –
Chancellor of Germany*



*Vladimir Putin –
President of Russian Federation*



*Christine Lagarde –
Managing Director of the IMF*



*Xi Jinping – General Secretary of the
Communist Party of China*



*Janet Yellen –
Chair of the US Federal Reserve*



*António Guterres –
UN Secretary-General*

Let's examine another powerful role in some detail.

A powerful position: President of the United States of America



The White House, Washington, DC

Donald Trump is the 45th president of the United States



The US president is part of a larger system of government. There are three main branches of the US government:



The legislative branch makes laws

- **Senate**
100 elected senators in total
2 senators per state
- **House of Representatives**
435 representatives, representing the 50 states



The executive branch carries out laws

- **President**
 - **Vice-president**
 - **Cabinet**
- Nominated by the president and must be approved by the Senate (with at least 51 votes)



The judicial branch makes sure laws are fair

- **Supreme Court**
9 justices nominated by the president and must be approved by the Senate (with at least 51 votes)
- **Other federal courts**

The following are some of the powers that the American **constitution** gives the president:

- 🌐 Chief of state with the power to agree treaties with other states
- 🌐 Selects people to run the country
- 🌐 Commander-in-chief of the US military
- 🌐 Pardons people who have been convicted of crimes
- 🌐 Introduces and signs **legislation**.

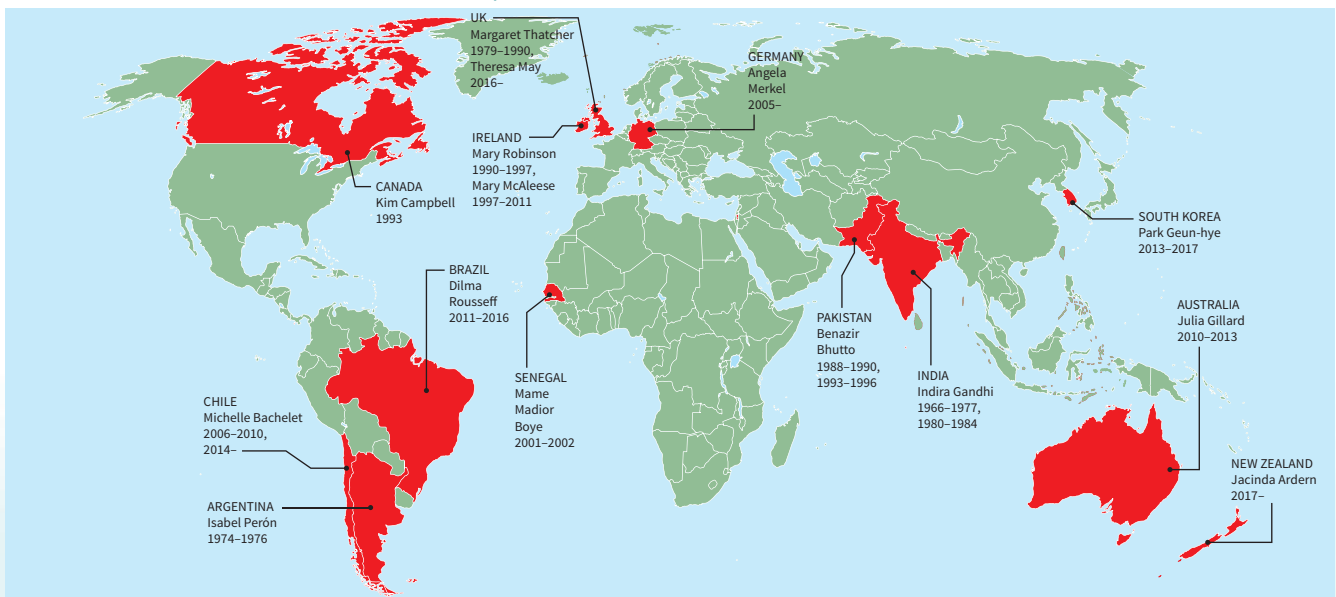
The president has the power of **veto**. This means that the president can reject a decision made by a law-making body, such as Congress. Even though a majority of people want the bill to be made into law, the president can refuse to sign it into law.



Barack Obama was the US president from 2009 to 2017

The president is elected to serve a term of four years and may serve a maximum of two terms of office.

Barack Obama was elected president in 2008 and became the first African-American president. There has yet to be a female president of the United States. This is in contrast to over sixty other nations. India's first woman leader came to power in 1966. In Argentina, it was 1974 and in Pakistan it was 1988.



Some example of nations that have had female leaders



Debate

Organise a walking debate on the following topic:



‘The next president of the United States of America should be a woman.’

When you have completed the debate, reflect on the arguments made in favour of and against the motion.

It is important to realise that people have differing perspectives on this issue. How did you feel about these differing views?

Did you change your mind at any time during the debate? Why?

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others



A powerful institution: The United Nations

The United Nations is an international organisation. It was founded in 1945 as a response to the terrible death and destruction caused by the First and Second World Wars. Its aim is to promote peace and security among all the states of the world.



Structure of the United Nations

General Assembly

There are currently 193 member states that make up the General Assembly of the United Nations. In order to become a member, each state must be recommended by the United Nations Security Council.



General Assembly in session

Each year, in September, the full UN membership meets in the General Assembly Hall in New York for the annual General Assembly session and general debate, which many heads of state attend and address. Decisions on important questions, such as those on peace and security, admission of new members and **budgetary matters** (how finances are used) require a two-thirds majority of the General Assembly. Decisions on other questions are by simple majority. Each year, the General Assembly elects a General Assembly president to serve a one-year term of office.

Security Council

Under the UN Charter, the Security Council is responsible for international peace and security. It has fifteen members: five permanent and ten non-permanent members. Each member has one vote. Each member state must follow the Council's decisions. The Security Council monitors threats to peace around the world. When there is a threat to peace, it calls upon the parties to the dispute to settle it by peaceful means and recommends methods to sort out their differences. In some cases, the Security Council can impose **sanctions** (penalties) or even authorise the use of force to keep or restore international peace and security. The Security Council has a presidency, which changes every month.

Economic and Social Council

The Economic and Social Council monitors economic, social and environmental issues. It also implements international agreements and goals, such as development goals. It regularly sets goals to help improve people's lives, such as the United Nations Sustainable Development Goals. We will look at some of these goals in more detail later on in this strand.



South Sudan and surrounding countries

Trusteeship Council

The Trusteeship Council monitors territories that want to become independent states. It can take these territories under its control until a more permanent solution is found. Currently, there are no **trusteeships** (administration of a territory under UN supervision).

It has been recommended that South Sudan come under the trusteeship of the UN. It is an unstable territory, but as of early 2018 it has declined to do so.

International Court of Justice

The International Court of Justice is located in the Peace Palace in the Hague (Netherlands). The court's role is to settle, in accordance with international law, legal disputes submitted to it by states and to give advice on legal questions referred to it.

Secretariat

The Secretariat comprises the Secretary-General and tens of thousands of international UN staff members who carry out the day-to-day work of the UN. The secretary-general is the chief administrative officer of the organisation.

UN staff members are recruited internationally and locally. They work in duty stations and on peacekeeping missions all around the world. Serving the cause of peace can be a dangerous occupation. Since the founding of the United Nations, hundreds of brave men and women have given their lives in its service.



International Court of Justice



Irish troops in UN uniform



Research

Irish peacekeepers have worked in many dangerous situations and many have given their lives. In groups, research one of these missions and report your findings back to the class group.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others



Imagine!

Imagine that you are one of the influential people you've learned about. In your copybook, write down five key words you would use to show why you are powerful.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others



Irish democratic institutions



Learning outcomes

By the end of this chapter you will know and understand some of the democratic institutions, structures and political parties that help democracy to work in Ireland. You will be familiar with the terminology associated with democracy in the Irish state.



Key skills you will use in this chapter

- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others

Wellbeing indicator in this chapter

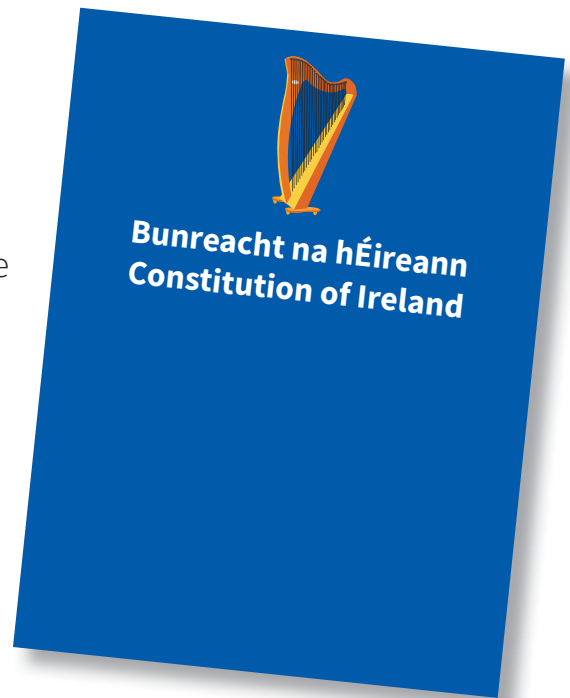


Key words

- 🔑 Bunreacht na hÉireann
- 🔑 Articles
- 🔑 Amended
- 🔑 Referendum
- 🔑 Oireachtas
- 🔑 President
- 🔑 Áras an Uachtaráin
- 🔑 Dáil Éireann
- 🔑 TDs
- 🔑 Leinster House
- 🔑 Constituencies
- 🔑 Independents
- 🔑 Election campaigns
- 🔑 Canvassing
- 🔑 Majority government
- 🔑 Coalition government
- 🔑 Taoiseach
- 🔑 Tánaiste
- 🔑 Minister
- 🔑 Cabinet
- 🔑 Government departments
- 🔑 Budget
- 🔑 Attorney General
- 🔑 Civil service
- 🔑 Seanad Éireann
- 🔑 Senators
- 🔑 Cathaoirleach
- 🔑 Local government
- 🔑 Councillors
- 🔑 Electoral register
- 🔑 Electorate
- 🔑 Local elections
- 🔑 By-elections
- 🔑 General elections
- 🔑 Presidential elections
- 🔑 European elections
- 🔑 Polling card
- 🔑 Polling station
- 🔑 Polling clerk
- 🔑 Ballot paper
- 🔑 Polling booth
- 🔑 Ballot box
- 🔑 Quota
- 🔑 Total valid poll
- 🔑 Spoiled votes
- 🔑 Eliminated
- 🔑 Returning Officer
- 🔑 Proportional representation

Ireland: A democratic state

Ireland's constitution is called **Bunreacht na hÉireann** and was enacted in 1937 when it was accepted by the Irish people. The constitution is a legal document that describes how Ireland should be governed. It is divided into a series of fifty **articles**. The main articles are set out below.



Articles 1–11:	The Irish nation and state
Articles 12–14:	The roles and powers of the Irish President
Articles 15–28:	Describes how the government is organised
Article 29:	Describes international relations between Ireland and the wider world
Articles 30–33:	Describes the role of government advisors such as the Attorney General
Articles 34–39:	Explains the Irish court system
Articles 40–44:	Refers to the rights of Irish citizens, family rights, education rights, the right to own private property and religious rights
Article 45:	Sets out Ireland's social policy – this is the way in which the state looks after the welfare of its citizens
Articles 46–50:	Describes how the constitution can be amended , or rewritten

Society is in a constant state of change. Laws reflect these changes and sometimes help change. The constitution may need to be amended or changed when laws change. Since Ireland is a democracy and the power is in the hands of the people, the constitution cannot be changed unless the majority of people in Ireland agree to do so. To change the constitution, the government must hold a **referendum**.



In 2015 the Irish people were asked to vote on the marriage equality referendum

How Ireland is governed

Ireland's national parliament is called the **Oireachtas**. The main role of the Oireachtas is to govern the country and make laws on behalf of the citizens. The Oireachtas is made up of the President and the two houses of the Oireachtas:

- 🌐 Dáil Éireann (House of Representatives)
- 🌐 Seanad Éireann (Senate).

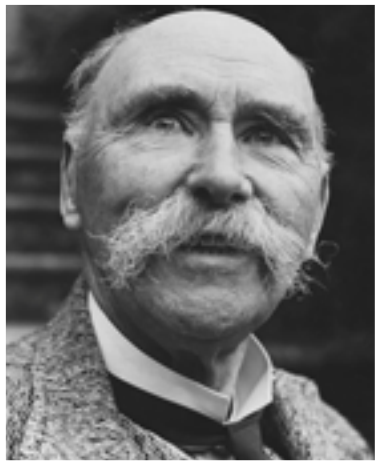
The Irish President (Uachtarán na hÉireann)

The Irish **President** is the head of state in Ireland. The President is elected by the Irish people for a term of seven years. The President can serve no more than two terms in office. The official residence of the President is **Áras an Uachtaráin** in Dublin's Phoenix Park.

Bunreacht na hÉireann outlines the role and powers of the President. These include:

- 🌐 Safeguarding the constitution
- 🌐 Signing bills so that they become law
- 🌐 Ensuring that proposed laws don't infringe on the rights of Irish citizens
- 🌐 Representing Ireland abroad
- 🌐 Acting as commander-in-chief of the Irish defence forces
- 🌐 Giving new government ministers their seal of office.

Irish presidential roll of honour



Douglas Hyde –
elected 1938



Seán T. Ó Ceallaigh –
elected 1945



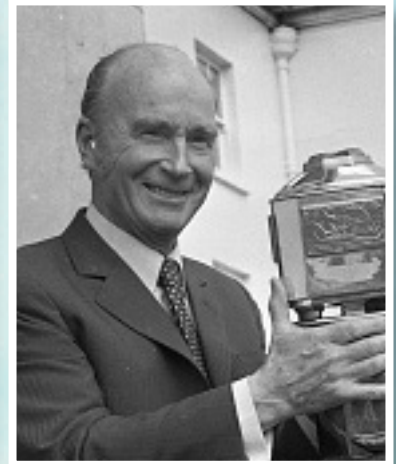
Éamon De Valera –
elected 1959



Erskine Childers –
elected 1973



Cearbhall Ó Dálaigh –
elected 1974



Patrick Hillery –
elected 1976



Mary Robinson –
elected 1990



Mary McAleese –
elected 1997



Michael D. Higgins –
elected 2011

Dáil Éireann

Dáil Éireann is the name given to Ireland's national parliament. The Dáil is made up of 158 **TDs (Teachtaí Dála)**. The Dáil sits at **Leinster House** in Dublin.



Leinster House, Dublin

Ireland is divided into forty areas called **constituencies**. The people in each constituency can elect three, four or five TDs to the Dáil. The number of TDs each constituency elects depends on the size of the population in that area.

TDs play an important role in the Dáil. They represent the interests of the people living in their constituencies. They debate local and national issues. They can propose and pass new laws. TDs are also members of committees that investigate issues or review proposed laws.

TDs don't spend all of their time in the Dáil. It is important that they also meet with the people in their constituency. To do this, TDs hold clinics where they can listen to constituents and advise them on a wide range of issues.

Most TDs belong to a political party. Some TDs run as **independents**. Every candidate and party has its own vision as to how the country should be run. The main political parties are:



During elections, political parties try to influence people to vote for candidates representing their party. Parties run **election campaigns** to encourage people to vote. Candidates use posters, social media platforms and advertising to encourage people to vote for them or for their party.

Many candidates like to meet voters personally, so they call to their houses during election time to speak to them. This is called **canvassing**.



Imagine!



- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself

Imagine that you have formed a new political party.

- What is the name of your political party?
- Draw the logo for your new political party.
- What three issues would you like your political party to highlight?
- Draw a poster to encourage people to vote for you.

The government

The government is decided by a general election. The political party that wins the most seats forms the government. There are two forms of government in Ireland.

Majority government

A **majority government** is formed by the political party that wins the majority of seats in a general election. To get a majority, a party has to win at least 50% plus one seat.

Coalition government

If no party has won a majority of seats, two or more parties can come together to form a government. This is called a **coalition government**.

Parties and TDs who are not in government are called the opposition. The role of the opposition is to question government policies and decisions.

The main role of the government is to run the affairs of the state. This includes:

- 🌐 Making new laws
- 🌐 Managing the finances of the country
- 🌐 Managing the economy
- 🌐 Looking after the social affairs of the people
- 🌐 Overseeing the provision and improvement of services
- 🌐 Forging links and working in partnership with other countries
- 🌐 Planning for the future.

The Taoiseach

The **Taoiseach** is the head of government in Ireland and is usually the leader of the party that has won the most seats in a general election. The Taoiseach must provide leadership and control government business. The Taoiseach appoints a **Tánaiste**, who acts as deputy Taoiseach and head of government when the Taoiseach is absent.

The Taoiseach has many roles and responsibilities and it would be impossible to handle them alone. Therefore, the Taoiseach assembles a team of people to help run the country. The Taoiseach appoints **ministers** who are in charge of a particular department of the government. Collectively, the Taoiseach, the Tánaiste and the ministers are called the **cabinet**.

Government departments

Government departments look after the social, economic, political and cultural affairs of the state. The following are some of the most important government departments.

Department of Finance

This department is responsible for the financial affairs of the country. The Minister for Finance decides how much money needs to be raised in taxes and how much money each department is given. This department also controls government spending. Every year the Minister for Finance draws up a **budget** that sets out how much money the government needs to take in and how much it needs to spend.

Who is the current Minister for Finance?

Department of Health

This department provides health services to the Irish people. It is responsible for our hospitals and for paying salaries to our health staff. This department also promotes healthy living and is responsible for campaigns that encourage citizens to lead healthy lives.

Who is the current Minister for Health?

The Attorney General

The **Attorney General** is appointed by the Taoiseach. He or she is a member of the cabinet and acts as the chief legal advisor to the government. The Attorney General is usually consulted when the government is preparing new laws. She or he may also represent the government when the government is legally challenged.

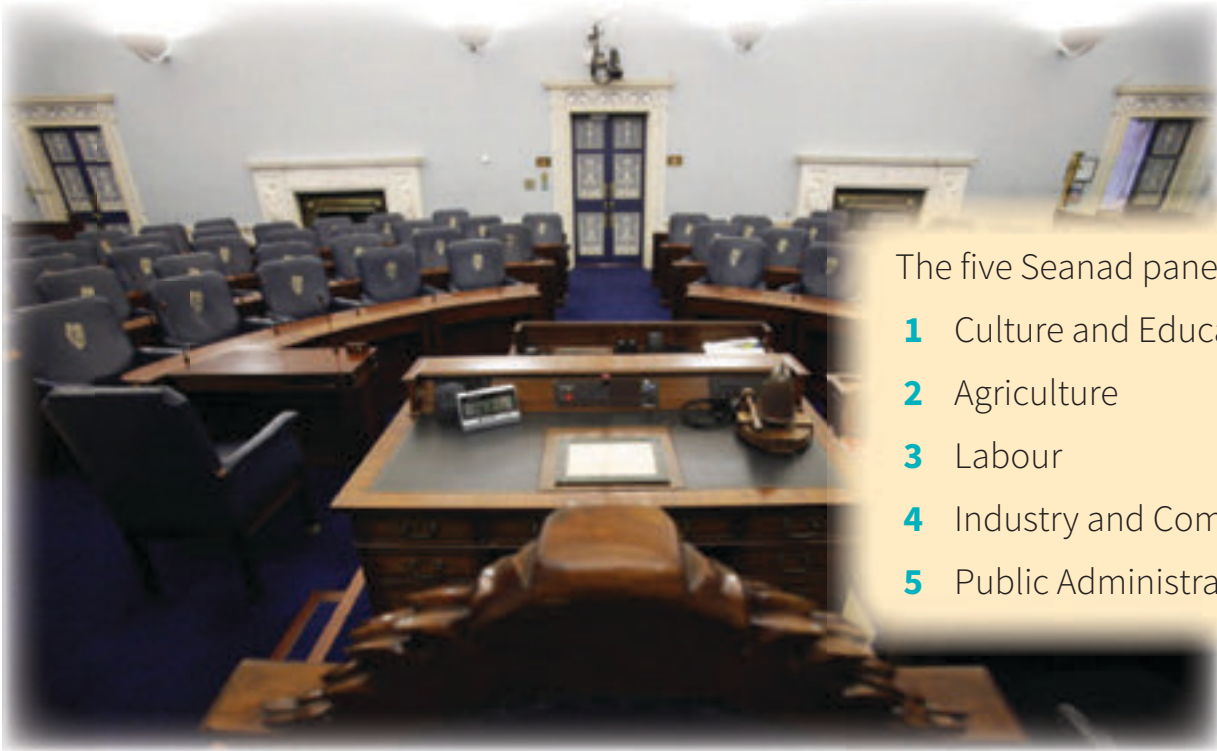
The civil service

The **civil service** is the administrative arm of the government. Its main role is to advise the government on policy and carry out the day-to-day running of government departments. Members of the civil service have a duty to carry out decisions made by the government.

Seanad Éireann

Seanad Éireann consists of sixty members, called **senators**. Senators are either elected to the Seanad or nominated by the Taoiseach. The sixty members are organised as follows:

- 🌐 Forty-three senators are elected to the Seanad by TDs and city and county councillors. These senators are elected from five panels that represent important areas in Irish society.



The five Seanad panels are:

- 1 Culture and Education
- 2 Agriculture
- 3 Labour
- 4 Industry and Commerce
- 5 Public Administration

The Seanad chamber inside Leinster House

- 🌐 Six senators are elected by university graduates of the National University of Ireland and the University of Dublin (Trinity College). Only university graduates from these universities can vote in the Seanad elections.
- 🌐 The remaining eleven senators are nominated by the Taoiseach.

The Seanad is less powerful than the Dáil, but it does play an important role.

- 🌐 Members of the Seanad debate important issues. Members examine any new bills sent from the Dáil. This ensures that laws are not enacted too quickly.
- 🌐 The Seanad can also propose new laws.
- 🌐 Seanad Éireann business is presided over by a chairperson called the **Cathaoirleach**.



Debate

Many argue that Seanad elections are not inclusive because only TDs, councillors, some university graduates and the Taoiseach can elect or nominate senators. Organise a debate on the following topic:

🗨️ 'Seanad elections are not democratic.'

Having completed this debate, has your opinion changed or remained the same? Can you explain why?

- ✔️ Being Literate
- ✔️ Communicating
- ✔️ Managing Information and Thinking
- ✔️ Managing Myself
- ✔️ Working with Others



Local government

Every household in Ireland is served by **local government** in the form of a local authority.

Local authorities provide vital services to householders. These include:

- 🌐 Housing and accommodation
- 🌐 Road transport and safety
- 🌐 Water supply and sewerage
- 🌐 Recreation and local amenities
- 🌐 Environmental protection
- 🌐 Development incentives and controls.

Local authorities are democratic because their members are elected by citizens who live in the local authority area. Citizens can vote in local elections, which are held every five years. The people elected to the local authority are called **councillors**. Their role is to represent the interests of communities in local authority meetings.

Elections

Elections are often considered to be the backbone of democracy. This is because citizens have the power to vote for representatives who act on their behalf. Irish citizens can vote in elections when they reach eighteen years of age and their name appears on the electoral register. The **electoral register** is a list of all the people eligible to vote in an election. People eligible to vote are called the **electorate**. Irish citizens are entitled to vote in the following elections:

- 🌐 **Local elections:** Local elections are held every five years to elect councillors to local authorities.
- 🌐 **By-elections:** These elections take place when a Dáil seat becomes vacant. This can happen when a TD resigns or if he or she dies while in office.
- 🌐 **General elections:** A general election occurs every five years or when the Dáil is dissolved.
- 🌐 **Presidential elections:** These elections occur every seven years.
- 🌐 **European elections:** European elections take place every five years. MEPs to the European Parliament are elected.

The voting process

Prior to an election or a referendum, all those eligible to vote receive a **polling card** in the post. The polling card has the voter's name and address and the location of the local **polling station**. The polling station is usually located in a primary school or community hall.



On the day of an election, you hand your polling card to the **polling clerk**, who marks your name off a list. This helps to calculate the turnout at the election, as well as ensuring that nobody votes more than once.

You are then given a **ballot paper** with the names, in alphabetical order, of all the election candidates. The ballot paper also states whether or not the candidate is connected to a political party.

Elections in Ireland are held by secret ballot. Therefore, **polling booths** are provided in polling stations so that you can vote in private. Voters indicate their preference by writing 1 beside the candidate they want to represent them, 2 beside their second preference, and so on.

When you have cast your vote, you place your ballot paper in a **ballot box**. When the polling station closes, the ballot box is brought to a count centre, where the votes are counted.



Counting the votes

When ballot boxes reach the count centre, they are emptied onto a table. Before the count begins, a **quota** is calculated. This is the number of votes a candidate needs to be elected. For example:

$$\text{Quota} = \frac{\text{Total valid poll}}{\text{Number of seats} + 1} + 1$$

The **total valid poll** is calculated by counting the number of votes cast and subtracting the number of **spoiled votes**. A spoiled vote is a ballot paper that has been filled out incorrectly or has been defaced in some way.



Being Numerate

Total number of votes cast		45,000
Spoiled votes	-	450
Total valid poll		44,550
To calculate the quota:		
Total valid poll		44,550
Divided by numer of seats + 1		5
	=	8,910
	+	1
Quota:		8,911

In the example above, 8,911 is the quota. This means that the candidates need 8,911 votes to be elected.

Once the quota has been established, the count begins. The first count sorts out how many number 1 votes each candidate has. If someone reaches the quota, they are elected. If they have votes to spare, their votes are transferred to the second choices on the ballot paper.

If no one reaches the quota after the first count, the candidate with the least votes is **eliminated**. Their votes are transferred, so their votes go to the second choices on the ballot paper.

This process is repeated until all the seats in an election have been filled. The result of the election is announced by the **Returning Officer**.

The system of voting in Ireland is called **proportional representation (PR)**. This means the number of seats a political party wins is in proportion to the number of votes it gets. In other words, if a party gets 10% of the votes, it should get 10% of the seats.



Take action!



- Being Literate
- Communicating
- Working with Others

Organise a visit to Leinster House to see Dáil Éireann and Seanad Éireann in action. Visits can be organised through your local TD.



Don't forget to complete your reflections in your reflective journal.



Group activity



- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Working with Others

The photographs show powerful European and international institutions. Divide the class into five groups. Each group will be assigned one photograph.

- 1 Write down the name of the institution represented by your photograph.
- 2 Research the role of that institution and the impact it has on the lives and wellbeing of citizens. Report your findings back to the class.



European Central Bank



United Nations headquarters



European Commission



International Criminal Court



International Monetary Fund headquarters



Take action!

You and your class group could research and develop a short account of the ten most influential people in the world today.

When you have completed this account, you could present your work for publication on your school's website.



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others



Don't forget to complete your reflections in your reflective journal.

Local, national and international courts



Learning outcomes

By the end of this chapter you will know about the roles of local, national and international courts. You will be able to describe why these courts are relevant to citizens.

Wellbeing indicators in this chapter



Key skills you will use in this chapter

- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Key words

- Civil law
- Civil action
- Criminal law
- Director of Public Prosecutions
- District Courts
- Circuit Courts
- High Court
- Case law
- Central Criminal Court
- Special Criminal Court
- Court of Appeal
- Supreme Court
- Children's Court
- In camera
- Small Claims Court
- Solicitor
- Barrister
- Judge
- Tipstaff
- Jury
- Stenographer
- Defendant
- Prosecution
- Witness
- Journalists
- Members of the public
- Prison sentence
- European Court of Justice
- International Court of Justice
- International Criminal Court

Irish law

The court system is another way in which the law is enforced in Ireland. As well as enforcing the law, the main function of a court is to ensure that justice is done and that the outcome of any court case is fair and reasonable. In Ireland, courts deal with two main types of law: civil law and criminal law.

1 Civil law

Civil law is concerned with disagreements between people or between an individual and an organisation. Anybody can take a **civil action** against another person or group. This often relates to areas such as contracts, employment, wills and property disputes.

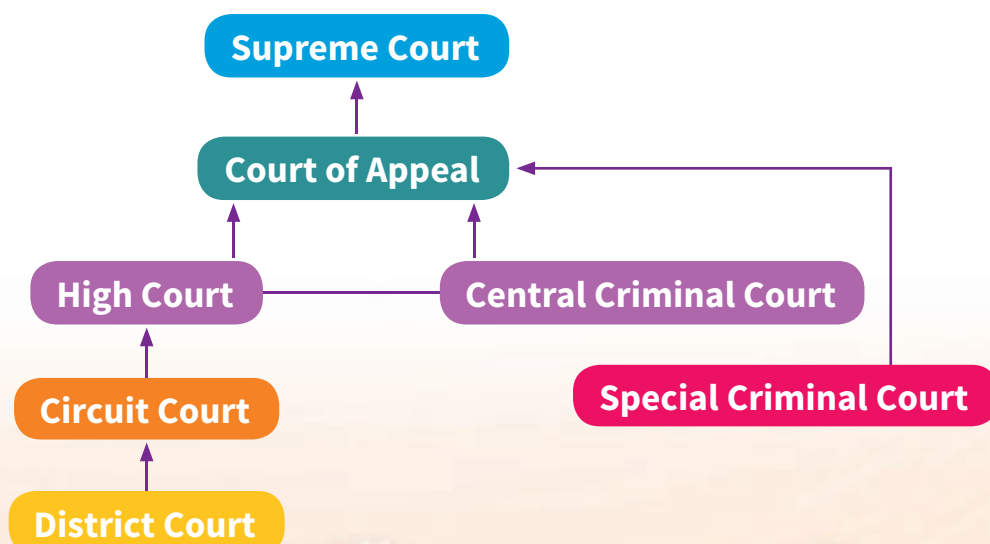
People may take a case if they have been injured through no fault of their own. There is a separate civil court that deals specifically with family law issues such as custody, divorce and separation.

2 Criminal law

Criminal law deals with criminal offences such as theft, assault, armed robbery, rape and murder. Unlike civil cases, the state brings a case against a person suspected of a crime. The person responsible for making a case on behalf of the state is the **Director of Public Prosecutions**. It is up to a jury, under the direction of a judge, to decide the facts of a case and conclude whether or not the defendant(s) is guilty of a particular crime.

The court system in Ireland

The main function of a court is to apply the law, to hear both sides and to ensure that fair procedure has been followed. The court system in Ireland is made up of a number of courts, each with a particular responsibility.



The District Court

The **District Courts** are the busiest in the Irish legal system and hear more cases than any other court. There are twenty-three District Courts throughout Ireland. They deal with minor civil cases such as debt collection, alcohol and lottery licensing and personal injury claims where the compensation is no more than €15,000.

This court also deals with minor criminal cases, such as road traffic and public order offences. The judge weighs up the evidence and decides the outcome of the case. There is no jury in a District Court. If someone is dissatisfied with the judge's decision, they can make an appeal to the Circuit Court.

The Circuit Court

There are eight **Circuit Courts** throughout Ireland. The outcome of cases in the District Court can be appealed to the Circuit Court. This court deals with more serious civil matters and crimes such as armed robbery. A jury decides whether someone is guilty or not guilty of a crime. People who are dissatisfied with the outcome of a court case can appeal to the High Court.

The High Court

The **High Court** hears appeals from the Circuit Court and the most serious civil cases. Depending on the nature of the case, the judge may decide to hold a trial with or without a jury.

Rulings in the High Court are significant because the decisions made there become **case law**. The decisions made in the High Court can be used as a precedent (guide) in court cases in the future.



The Central Criminal Court

When dealing with criminal cases, the High Court is known as the **Central Criminal Court**. It hears the most serious criminal cases, such as rape and murder. In these cases, a jury decides whether the defendant is guilty or not guilty of a crime. If someone is found guilty, the judge determines the sentence.

The Special Criminal Court

The **Special Criminal Court** hears cases related to terrorism and gangland crime. There is no jury present and there are three judges.

The Court of Appeal

The **Court of Appeal** hears appeals from the High Court and the Circuit Court. This court has a president and nine judges.

The Supreme Court

The **Supreme Court** is the highest court in Ireland. The court has five judges and no jury. This court hears appeals from the High Court. In most cases it is not possible to appeal the decision of the Supreme Court unless the decision is in breach of European law.

Sometimes the President may refer a bill to this court to see if it is constitutional. If it is found to be against the constitution, it will not become law.

There are other courts with a special role to play.

The Children's Court

The **Children's Court** deals with cases involving children under the age of eighteen. Children charged with an offence are not allowed to be identified. Therefore, cases in the Children's Court are held **in camera**. This means that the public are not allowed to sit in on cases.

The Small Claims Court

The **Small Claims Court** deals with consumers who have a dispute with a retailer or business. The maximum claim is €2,000.



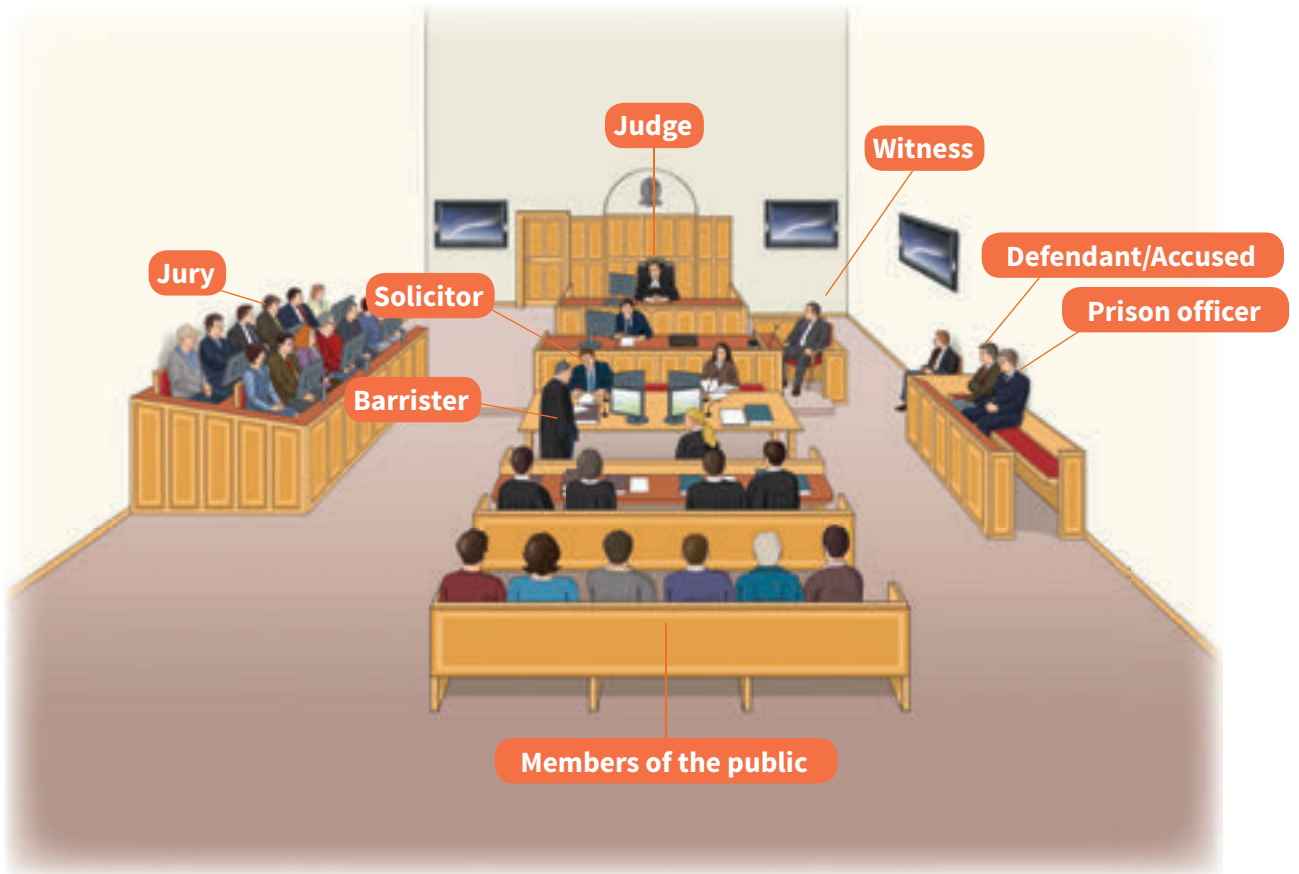
Take action!

Track a high-profile court case that is currently in the media. Who is involved in the court case and what are the facts of the case? Follow this court case through to its conclusion. Do you agree with the verdict? Why or why not?

- ✓ Being Creative
- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself



The key players in the court system



Solicitor

A **solicitor** is usually the first port of call if a person is seeking advice or help with a legal matter. Solicitors advise their clients on both civil and criminal matters. Solicitors deal with a wide range of legal matters, such as family law, property law and criminal law. If a legal matter goes to court, the solicitor prepares the case for court. They appoint a barrister to represent their client in court if necessary, or the solicitor can represent the client themselves.

Barrister

When a case goes to court, a **barrister** is employed by a solicitor to speak on behalf of the person involved in the court case. The role of the barrister is to argue the client's case, state the law and question any witnesses.

Judge

Judges are experts in the law. They are in charge during a court case. The judge instructs the jury on legal issues. If a defendant is found guilty, the judge decides the prison sentence if there is one.

Tipstaff

The **tipstaff** is the judge's assistant in court. He or she announces the arrival and departure of the judge in court and asks everyone in the courtroom to stand when the judge enters or leaves.

Jury

The **jury** is made up of twelve people who decide, based on the evidence presented in court, whether a person is innocent or guilty of a crime. Juries are randomly selected from the electoral register.

Stenographer

The **stenographer** is responsible for taking notes and reporting on everything said during a court case. They produce a transcript, which is useful if the case goes to appeal to a higher court.

Defendant

In criminal court cases, a **defendant** is someone who has been accused of a crime. They can also be referred to as 'the accused'. The defendant is often accompanied by a prison officer in court.

Defence and prosecution

In a criminal trial, the **prosecution** is the state. The prosecution's job is to prove that the accused is guilty beyond a reasonable doubt. The role of the defence is to ensure that the defendant receives a fair trial and that the defendant's rights are upheld. A person is innocent until proven guilty.

Witness

A **witness** could be someone who saw a crime being committed or it could be an expert in a subject that is relevant to the case.

Journalists

In high-profile court cases, **journalists** are usually present in the courtroom. They record decisions made by the court. This keeps the public informed.

Members of the public

In most court cases, **members of the public** are allowed to sit in on proceedings. They sit in the public gallery.

Crime and punishment

If someone is found guilty of breaking the law, they must be punished or penalised in some way.

Sometimes people are given a caution. This is a warning that if they end up in court again, they may receive a tougher punishment.



In the case of driving offences, penalty points can be awarded, or the dangerous driver could be sent to a speed awareness course.

Sometimes people will be fined or given community service to do.

Citizens found guilty of serious crimes receive a **prison sentence**.



Debate



- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Organise a debate on the following topic:



‘The justice system in Ireland is too lenient on criminals.’

Having completed this debate, has your opinion changed or has it stayed the same? Can you explain why?

European courts

EU member states must obey EU laws. The European Court of Justice was established to enforce these laws.

European Court of Justice

Set up in 1952, the **European Court of Justice** is responsible for making sure that EU laws are upheld. It consists of judges from member states who are appointed to the court for a term of six years. This court is based in Luxembourg.

The main responsibility of this court is to reach decisions in disputes that arise:

- 🌐 Between member states
- 🌐 Between the EU and its member states



The European Court of Justice

- 🌐 Between institutions
- 🌐 Between private individuals and their state.

International courts

You have learned about International Law and the importance of keeping peace between countries and protecting the rights of citizens worldwide. There are two main courts that defend international law.

The International Court of Justice

The **International Court of Justice** is located in the Hague in the Netherlands. This court was established by the United Nations in 1946. The main function of this court is to settle disagreements between countries and offer advice and opinions on legal matters. Common disputes involve clashes over territory, maritime (sea) boundaries and violations (breaches) of trade agreements.



This court also deals with criminal law and human rights breaches. Fifteen judges sit on this court.

The International Criminal Court

The **International Criminal Court** is an independent permanent court that investigates and tries individuals suspected of crimes against humanity. This court was set up in 2002 and is located in the Hague in the Netherlands.





Thomas Lubanga

The court is made up of eighteen judges who serve a term of nine years. They make sure that the accused receives a fair trial. If a person is found guilty, the court can impose sentences up to life imprisonment and the person found guilty may be required to pay compensation to the victims.

Thomas Lubanga, a militia commander in the Democratic Republic of Congo, was the first person to be convicted by the International Criminal Court. Lubanga was accused of grave human rights violations. Rebels under his command massacred, raped and tortured civilians. He was also accused of recruiting child soldiers who committed acts of violence and murder. Lubanga was found guilty in 2012 and is now serving a prison sentence.



Take action!



- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Role play

- Hold a mock trial on the theft of a smartphone in your class.
- Decide which person plays the role of the accused and what the evidence is against them.
- Choose someone to play the barrister for the prosecution.
- Choose someone to play the barrister for the defence.
- Nominate twelve people to sit on the jury.
- Nominate one person to play the judge. The judge must decide on the sentence if the defendant is found guilty.
- Make sure that you have witnesses for the defence and for the prosecution.



Don't forget to complete your reflections in your reflective journal.

The impact of digital media: A case study






Learning outcomes

By the end of this chapter you will understand the term *digital media*. You will be able to refer to examples of digital media. You will also understand how digital media influenced a high-profile election.



Key words

-  Candidates
-  Millennial generation
-  Campaign team



Key skills you will use in this chapter

- Being Creative
- Being Literate
- Being Numerate
- Communicating
- Managing Information and Thinking
- Managing Myself
- Staying Well
- Working with Others

Wellbeing indicators in this chapter



The impact digital media can have

The 2016 presidential election in the United States was the most reported-upon campaign in the history of presidential elections. People from all over the world were able to follow the campaign every day. The use of digital media by all the **candidates** (people who put themselves forward for election) made information easily available to everyone.

Case study

It was the use of social media by the two main candidates – Hillary Clinton and Donald Trump – that made information widely accessible. Hillary Clinton first announced on Snapchat that she would be running for President.

Some reports suggest that spending on digital media during the campaign cost approximately \$1 billion. Half of that money was spent on social media campaigns.



Imagine!

Imagine that you were the campaign manager for one of the defeated candidates in the 2016 US presidential election.

- 1 In your copybook, write a list of social media platforms that you would like to use to promote your candidate for the next presidential election.
- 2 Explain why you would use each of these platforms to promote your candidate.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others



How 'real' was the social media campaign?

Critics of these social media campaigns argue that too much of the news associated with them was fake news and was used to mislead voters. However, others claim that social media made the candidates accessible to people. For example, Hillary Clinton and Donald Trump frequently used Twitter to make announcements and sometimes criticise the other candidate.

Advertising on digital media during the campaign



Both of the main candidates, Clinton and Trump, realised the importance of advertising on all forms of digital media. Trump's **campaign team** (the group of people who decide on the best way to promote their candidate) really pushed advertising on social media. Despite this focus, Clinton received the majority of young people's votes.

The Trump campaign knew how important it was to keep Trump's profile high on social media through advertising. In fact, it didn't even matter whether what was being said online was true or not as long as it was promoting Donald Trump's name and personality.



Research



- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Go online to research the impact social media had on the outcome of the 2016 US presidential election.

In your research, identify the type of information that was made available to voters.

- 1 How important was fake news in deciding the outcome?
- 2 How did advertising play a role in the outcome?
- 3 What percentage of the **millennial generation** voted and who did they vote for?



Take action!



- ✓ Being Creative
- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others

Organise an awareness-raising campaign highlighting the uses of digital media in a recent election or referendum. You could present your findings in a digital format.



Don't forget to complete your reflections in your reflective journal.

Sample citizenship action: A mock election

During our study of Strand 3: Exploring Democracy, the Taoiseach announced that he was dissolving parliament and calling a general election. We had recently learned about the voting process in our CSPE class, and in consultation with our teacher we decided to hold a mock general election of our own. The election would mirror the election in our local constituency and all Third Year students in the school would be eligible to vote.

We were organised into seven different committees. Each committee had a specific responsibility and each member of each committee had a specific role to play. The following are the committees and their responsibilities.

- **Register of electors committee:** This committee had to collect the names and details of all Third Year students. The names of all the students were put on a list in alphabetical order and this became our register of electors.
- **Advertising committee:** This committee made posters to advertise the upcoming election. The members made posters and flyers for the candidates. They also put information about the time, date and other arrangements for the election on the school website and the school announcements page.
- **Polling card committee:** This committee designed a polling card based on a real polling card. The members copied and printed the required number of cards for everyone on the register of electors. They also made sure that everyone on the register received their polling card in time for the election.
- **Ballot paper committee:** This committee designed a ballot paper with all the names of the candidates from our constituency. The members made sure that these were put in alphabetical order. They then photocopied the exact number needed for the mock election.
- **Ballot box committee:** This committee had to source a ballot box for the election. A large box was covered in black paper. One of the members cut out an opening in the box for ballot papers to be placed inside. The members of this committee were responsible for the security of the box and the completed ballot papers during the course of the mock election.
- **Presiding officers committee:** This committee had overall responsibility for running the election on the day. The members had to set up the polling station in the school hall. They enlisted the help of the school caretaker to set up a screen so that students could complete the ballot in secrecy. This committee also had responsibility for checking the names off the register and making sure that nobody voted more than once.

- **The count committee:** This committee was responsible for counting votes. Using the PR system, the members decided who was to be eliminated after each count and eventually worked out the candidates who were deemed elected.

The mock election was a great success. It really helped us to understand how voting works. We hope that it will encourage students to become more active in the democratic process.



Citizenship actions: Exploring democracy

You have examined the idea of democracy in this strand by studying three main areas:

- 1 The meaning of democracy
- 2 The law and the citizen
- 3 The role of the media in a democracy

Now it is time for you to complete an action that is relevant to this strand. Here are a selection of options you can choose from to complete your action:

- 🌐 Track and present the process of a local, national or international political election.
- 🌐 Participate in one of the following:

- 📖 A class election
- 📖 A mock election using the proportional representation (single transferable vote) system of voting





A mock referendum



A mock trial



Organise a guest speaker, event or field trip to examine an aspect of the legal democratic system that is of interest to you.



Discuss matters that interest you with the rest of the student body.



Remember, having done the activities in this strand, you may already have a starting point for your action!

Chapter 35

Taking action, recording, reflecting and assessment

There are suggestions and opportunities for taking action throughout this book. Taking action is a very important part of CSPE. It helps you to develop skills and gather more information on a particular topic or issue. It should be an enjoyable experience and your teacher will guide you through the process.

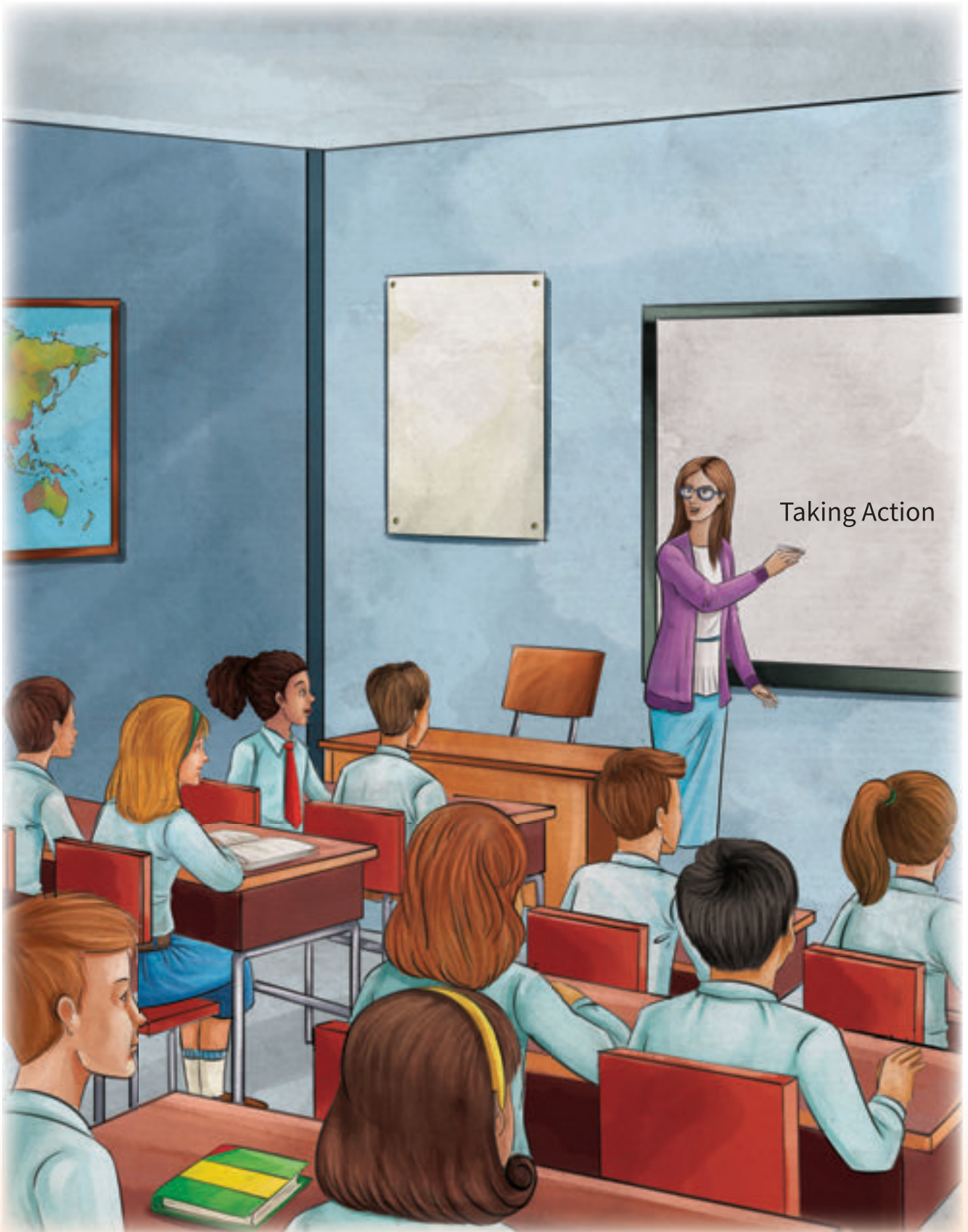
You are required to undertake three actions over the duration of the CSPE short course, one action on each of the three strands:

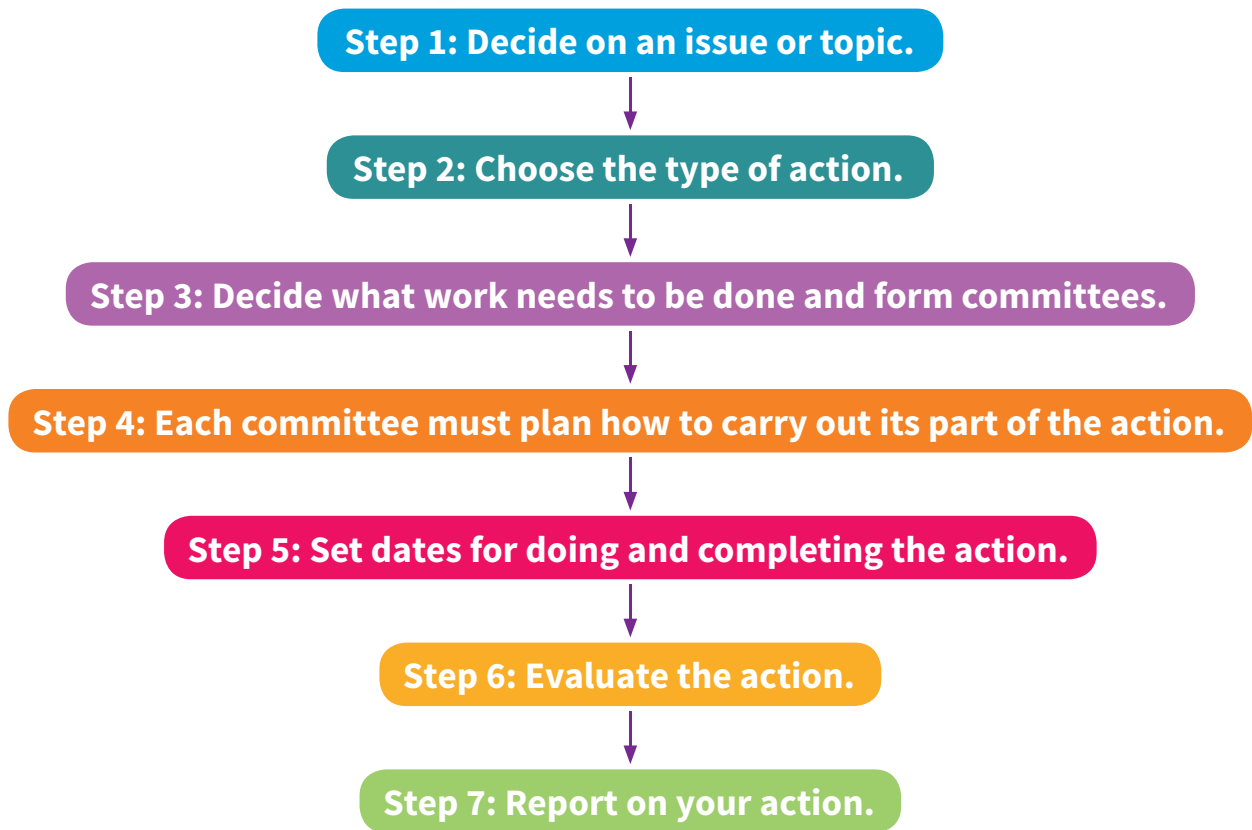
- 1 Rights and responsibilities
- 2 Global citizenship
- 3 Exploring democracy



Taking action

There are a number of steps that you and your classmates can follow to take action.





Step 1

Decide on an issue or topic from the strand you are studying. The issue or topic may have been suggested already in this textbook. If any of the suggestions did not interest you or your classmates, then your teacher could

spend part of a class lesson brainstorming to come up with a suggestion.

Step 2

Choose the type of action that you and your classmates want to do to achieve this. There are many ways in which you can take action. By doing so, you are becoming an active citizen and an active learner.



The following are some ways to take action:

- 🌐 Organise a poster campaign
- 🌐 Sign a petition
- 🌐 Raise awareness about the topic or issue
- 🌐 Write a letter to your local TD, MEP or the relevant minister
- 🌐 Write a letter to your newspaper
- 🌐 Produce an information booklet
- 🌐 Organise a local meeting with a relevant guest speaker
- 🌐 Publish your message on your school website
- 🌐 Create your own digital survey
- 🌐 Get a slot on your local radio
- 🌐 Organise a fundraising campaign
- 🌐 Hold a designated day in your school, e.g. Green Schools Day
- 🌐 Hold a mock election.

As you already know, it is not always easy to get all your classmates to agree on issues. Therefore, your teacher may have to hold a class vote to decide on the type of action you will take. Once this has been agreed, it is time to move on to the next step.

Step 3

Decide what work needs to be done over the course of the action. The best way to divide up the workload is to set up committees (small groups). Each committee takes responsibility for one piece of work. The members will need to report back to the class on a regular basis.



Step 4

Once everybody has been assigned to a committee, each committee must then plan how to carry out its part of the action. Each person in the group must have a task to do. Each person should record the work done and the skills they used to do the work.



Step 5

Set dates for doing and completing the action. Then go ahead and do the action!



Step 6

Evaluate the action. This is a crucial stage of the action. Decide what went well and what didn't go so well. This is a great way for you, your classmates and your teacher to reflect on the action. You may come up with suggestions for how you would improve the action if you were to do it again.



Self reflection

Group reflection

Step 7

Report on your action. There are many ways you can do this. You can choose to:

- 🌐 Produce a video
- 🌐 Write a blog
- 🌐 Give an oral presentation
- 🌐 Have a poster presentation
- 🌐 Create a podcast
- 🌐 Publish a report in a newspaper or school newsletter
- 🌐 Write a report for your class or year group.



How to organise yourself during the action

- 🌐 Keep a record of your work, including any new information you received, anything new that you learned and any resources that you used.
- 🌐 Use an online tool, e.g. Padlet, to keep all of these organised. Online tools can be used by the committee and the class group to keep a record of all the work. Online tools are also a great way to record and share photos and other digital images.
- 🌐 Record all your thoughts on the topic or issue.
- 🌐 Keep a committee diary to ensure you that know key dates for all the committee members.
- 🌐 Record all the skills that you used during the course of the action.

Recording and reflecting on the action

It is critical that you keep a record of all the things that you do during the course of the action. Reflecting on the action is also an important part of self-assessment.

Your reflective journal has templates that you can use to help record and reflect on your thoughts and skills, the resources you accessed and the materials you collected.



Self-assessment and peer assessment

Self-assessment

By reflecting on what you did and the skills you used, you are becoming an active learner. You will be able to judge your own work and ask for help in areas that you don't understand yet. Others, including your teacher, will then be able to make some suggestions as to how you could improve your work. You could then explain your work to someone else to show how



well you understand the topic or issue on which you took action. This is called self-assessment. Self-assessment will be a helpful tool when you prepare to write a Citizenship Action Record in Second or Third Year.

How to self-assess when taking action

Work through steps 1 to 3.

1 Check my understanding

I understand this issue/topic because ...

This main idea is ...

The bit I don't understand is ...

I need to ask my teacher about ...

2 What went well?

The things that went well were ...

I am good at ...

I am proud of ...

My best work is ...

3 How could I improve?

To improve my work I need to ...

To improve the quality of my work, I should ...

Next time I take action, I must remember ...

Peer assessment

You and members of your committee, and indeed your class group, should also take time to look at one another's work. This is **peer assessment**. When you report back to a fellow student on their work, this is called giving feedback. You can learn a lot from looking at how other people organise and present their work, while others can learn from how you organise and present your work. This is a great opportunity to get a better understanding of the topic or issue on which you are taking action.



How to give advice to another student

- 1 Give the other student feedback, e.g. 'Here are some thoughts I have on your work ...'
- 2 Give a short comment on what you thought was really good, e.g. 'The best part of your work is ... because ...'
- 3 Give a short comment on what the student could improve, e.g. 'The part you could improve is ... because ...'

Citizenship Action Record

The last step is to put together a structured report on one of your actions. This is called a Citizenship Action Record. Your Citizenship Action Record will be used as your classroom-based assessment (CBA).

The Citizenship Action Record shows how you have actively engaged in the topic or issue. It requires you to do two key things:

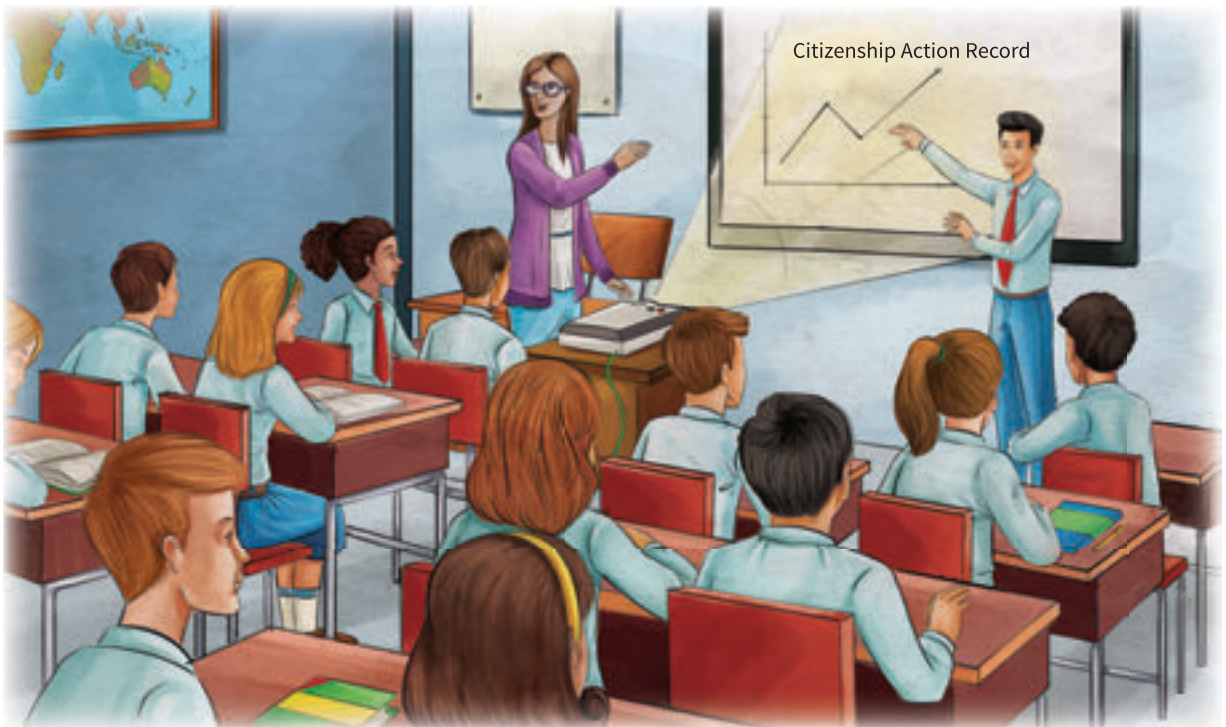
- 1 Report on the action you undertook.
- 2 Give your reflections on the experience.

Use the Citizenship Action Record template in your reflective journal to help you.

How to present your Citizenship Action Record

You can present your Citizenship Action Record in one of the following ways:

- 🌐 Written presentation
- 🌐 Digital presentation
- 🌐 Visual presentation
- 🌐 Audio presentation
- 🌐 Visual and audio presentation.



For example, your record can be handwritten, an oral presentation, a video, a digital presentation, a poster presentation or a mix of these. When your Citizenship Action Record has been created, you might get a chance to present some aspects of it, or indeed all of it, to a suitable audience.

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A World of Wellbeing

**DRAFT
EXTRACT**

Civic, Social and Political Education for the New Junior Cycle

- **Visually appealing, vibrant design** laid out in a clear, student-friendly format with full-colour photos, illustrations and graphs
- Each chapter is introduced with **learning outcomes, key skills and key words**
- Covers the **three strands** central to the CSPE short course:
 - Rights and responsibilities
 - Global citizenship
 - Exploring democracy
- Contains a **wide range of activities and exercises** that stimulate creativity, critical thinking, working with others and active learning while also developing literacy and numeracy skills
- A variety of activities in every chapter support **learning and self-assessment**
- Includes up-to-date **case studies**, such as homelessness in Dublin
- Provides in-depth suggestions for the Citizenship Action Record and a completed sample action at the end of each strand, supported by a 'Steps to Action' animation with useful advice for students on how to carry out their Citizenship Action Record
- Relevant **CSPE key skills and Wellbeing indicators** are highlighted throughout

Digital resources

Teachers can access the **A World of Wellbeing** interactive **e-book** at www.edcolearning.ie, plus a bank of free digital resources, including:

- **Animations** that outline and explain Wellbeing indicators and key skills, as well as providing practical advice for the Citizenship Action Record
- **PowerPoint** presentations on key concepts and skills, plus an explanation of the Citizenship Action Record assessment criteria
- **Videos** covering a wide range of interesting topics
- **Weblinks** for each strand
- **Editable planning sheets** to aid teacher planning

