

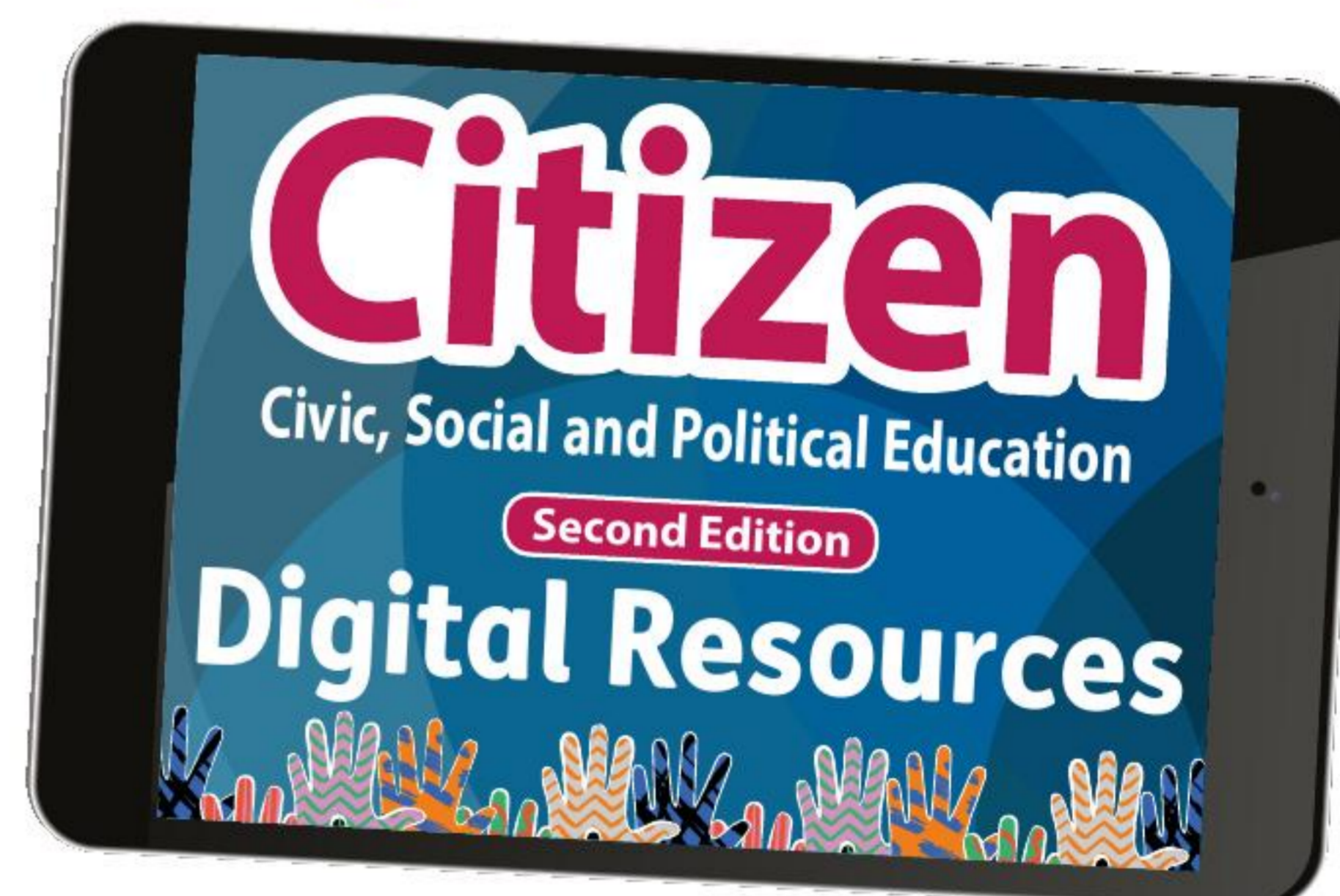
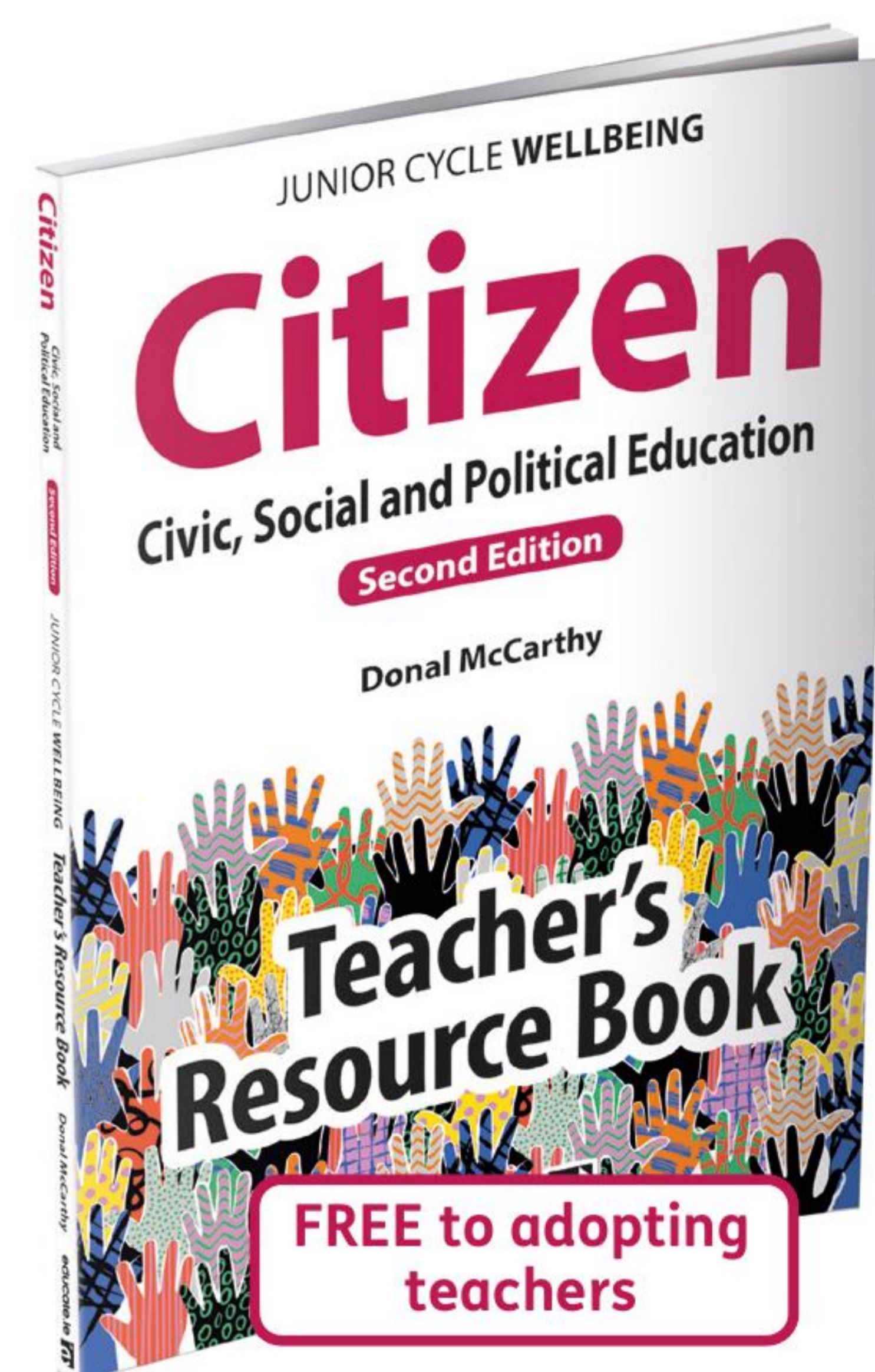
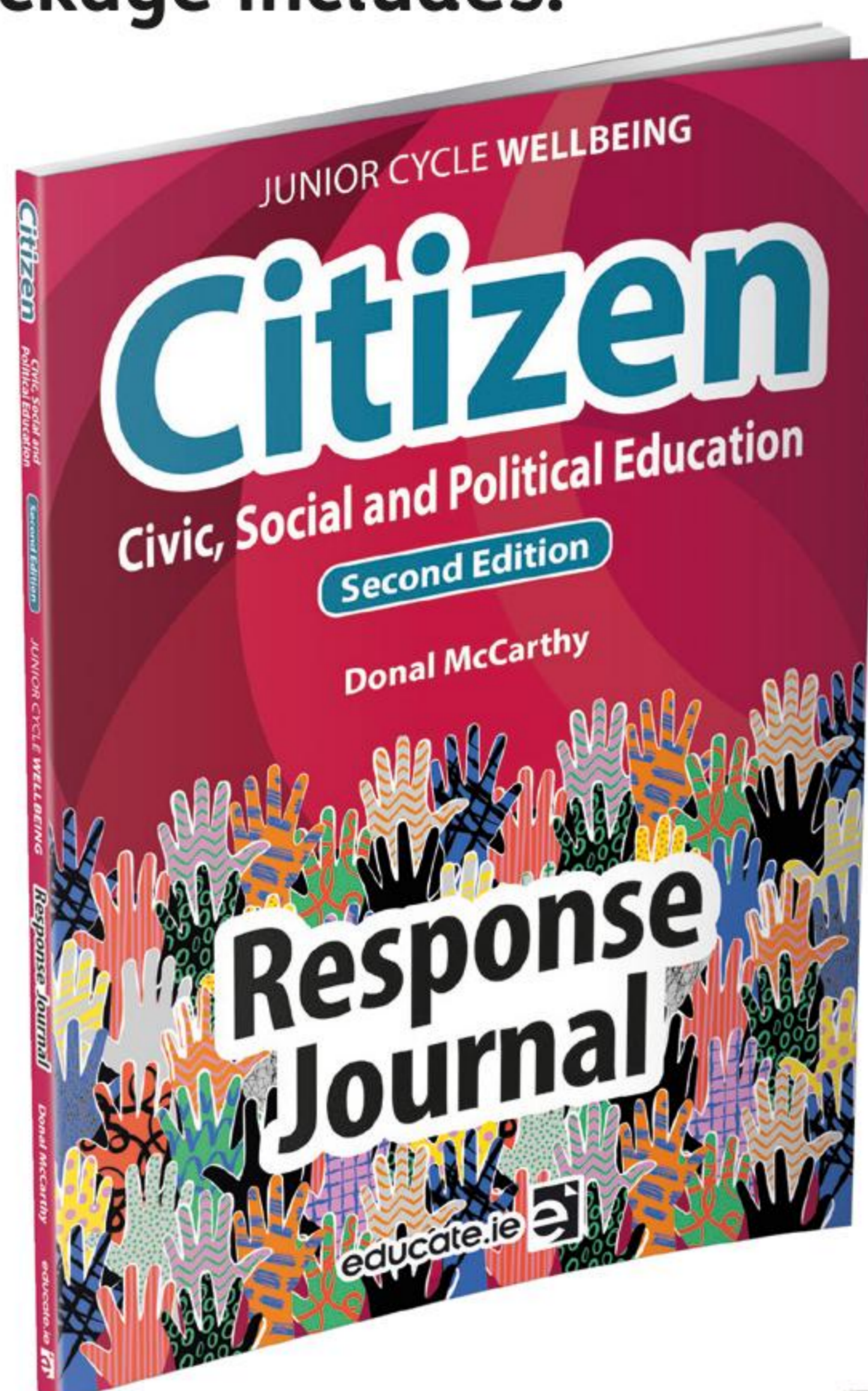
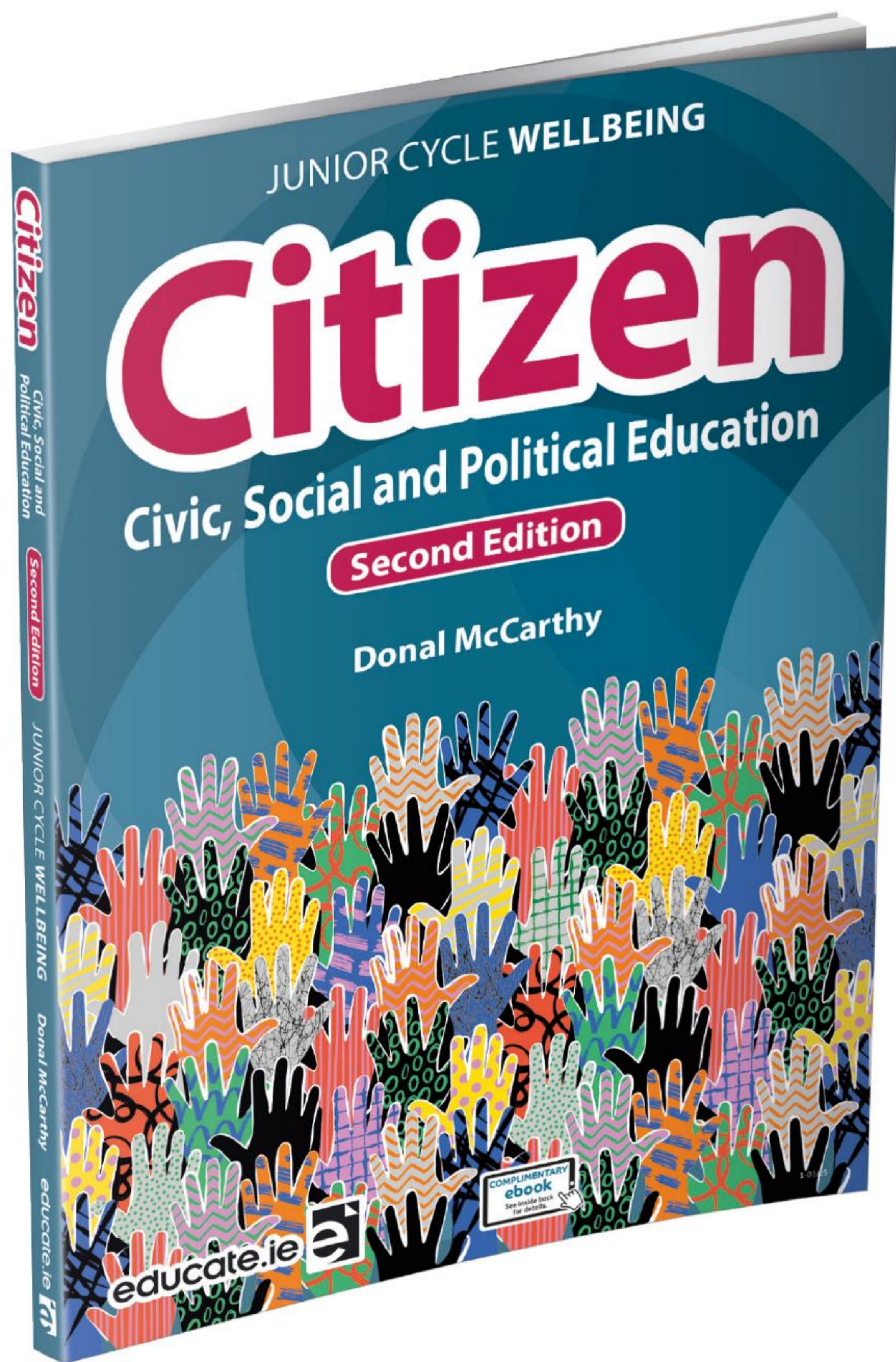
JUNIOR CYCLE WELLBEING

Citizen

Civic, Social and Political Education

Second Edition

Package includes:



A fully updated and engaging resource tailored to CSPE and Wellbeing guidelines, offering hassle-free lessons with real-world content and preparation for Politics and Society.

- **NEW!** Watch and Respond video tasks and worksheets for every chapter.
- **NEW!** Active Citizen tasks offer opportunities to interact with the material.
- **NEW!** Data Scientist tasks introduce students to the basics of social science research.
- Up-to-date material and information, with real-world case studies, articles and data.
- Easy-to-follow, clear approach, for ease of lesson planning.
- A wide variety of task types encourage engagement and offer differentiation opportunities.

Empower your students to be active and engaged citizens with *Citizen – Second Edition*.



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Take a look inside ...

Learning outcomes at the start of chapter.

Discover the Facts section provides, in clear language, the essential information students will need in each chapter.

STRAND 1 RIGHTS AND PERSPECTIVES Learning Outcomes: 1.1, 1.3, 1.7, 1.8, 1.10, 1.11, 3.9

3 What are human rights?

LEARNING INTENTIONS

- ▶ **Think** about how the law can protect human rights.
- ▶ **Discover** what it means to have human rights.
- ▶ **Investigate** what human rights every human being has.
- ▶ **Consider** your responsibilities towards the human rights of others.
- ▶ **Create** a pyramid showing what you consider to be the most important human rights.
- ▶ **Reflect** on what you have learned and why human rights are so important.

KEY TERMS

Human rights	European Convention on Human Rights (ECHR)
Inalienable	European Court of Human Rights
Indivisible	Universal Declaration of Human Rights (UDHR)
Interdependent	
Universal	
Irish Constitution/ Bunreacht na hÉireann	

In the previous chapter, we learned how every human being on Earth is entitled to human dignity. Over time, the protection of human dignity has developed into a system of human rights. **Human rights** describe how we are entitled to be respected and treated decently by every other human on the planet, from our family and neighbours to our rulers or governments. Here are some important things to know about human rights before we begin:

- They are **inalienable**, which means they **cannot be taken or given away**.
- They are **indivisible**, which means you are **entitled to all**, not just some, of them.
- They are **interdependent**, which means **losing one can affect others**.
- They are **universal**, which means **every human has them** just by being born.

REFLECT

Before you start learning more about this topic, visit page 10 of your Response Journal to reflect on what you already think about it.

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Clear, student-friendly learning intentions.

Key terms listed at the start.

Key definitions clearly highlighted.

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DISCOVER THE FACTS

Why do children's human's rights need extra protection?

The UNCRC was designed to address threats to children's rights around the world, including:

- children being forced to work long hours in dangerous conditions
- children being used as soldiers in wars
- children suffering abuse or neglect in their families, or in State or religious care
- children living in poverty and suffering malnutrition
- children not having access to education.

The UNCRC defines 'the child' as a person under 18 years of age. It makes it clear that parents and family are children's main source of care and protection, but it also says that the State must help parents and families with these duties. Countries that signed the UNCRC promised to do their best to protect children's rights.

Each of the UNCRC's articles describes a different right. They can be grouped under these themes:

Survival rights: the child's rights to life and their most basic needs, such as food, shelter, an adequate living standard and access to medical services.

Development rights: the child's rights to education, play, leisure, culture and access to information, as well as freedom of thought, conscience (your own sense of right and wrong) and religion.

Protection rights: the child's rights to be safe from all forms of abuse, neglect and being taken advantage of (special mention is given to refugee children). Also included are special protections for children in the legal system and in employment.

Participation rights: the child's freedom to express opinions and to have a say in matters affecting their own lives. Children should have more chances to take part in the activities of society as they grow towards adulthood.

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Consider New Perspectives section invites students to see that there are many different points of view on a given problem or topic, and invites them to think critically before making up their own minds.

Investigate the Data section provides a wide range of data, such as articles, infographics, imagery, reports and posters, to offer real-world context and bring the subject to life.

Chapters are divided into three clear sections.

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CONSIDER NEW PERSPECTIVES

Is democracy necessarily the right system of government for every country? Should we encourage every country towards democracy? Politicians and philosophers have given their opinions on this over the years. Read these perspectives below.

Thomas Hobbes (philosopher)

In his 1651 book *Leviathan*, Hobbes declared that a strong leader or government was the most important thing for any society. Without that, people would stop obeying the law and the resulting chaos would threaten everyone's safety and property. Giving people a democratic say could even weaken a country, because disagreement and division were as good as guaranteed. Strong leadership or a strong government could take decisions quickly and maintain order and control.

Samuel Huntington (political scientist)

Huntington wrote a book called *The Clash of Civilizations and the Remaking of World Order* (1996), in which he argued that it should not be the job of democratic countries to spread democracy, but rather to protect themselves from non-democratic countries. Huntington argued that some cultures are not suited to democracy and trying to get them to adopt democratic systems would only lead to conflict and possibly war.

Francis Fukuyama (political scientist)

Written in 1989, around the time of the fall of the Berlin Wall, Fukuyama's essay *The End of History?* suggested that democratic governments such as those in the USA and Europe represented the best form of government possible. Fukuyama expected the rest of the world to slowly but surely change their forms of government into versions of these kinds of democracy.

Rosa Luxemburg (communist revolutionary)

Democracy's main rival as a system of government emerged in the twentieth century in the form of communist regimes in China, Cuba and the Soviet Union. Under communism, governments took all private property into public ownership with the supposed intention of distributing wealth and ending inequality. In almost all cases, communist governments tended towards authoritarian dictatorships. In Germany, however, a woman named Rosa Luxemburg argued for a form of communist revolution that would be democratic. In 1919, Luxemburg was interrogated and executed during an attempted uprising in Berlin.

CONSIDER

Visit page 126 of your Response Journal to consider these perspectives on democracy.

CREATE

Visit page 127 of your Response Journal to create a profile of a leader of a non-democratic government.

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INVESTIGATE THE DATA

What can Ireland do to combat climate change?

HALF PROGRAM ON Climate Change Communication | epa | National Dialogue on Climate Action | Rialtas na hÉireann Government of Ireland

Climate Change Beliefs and Attitudes of the Irish People

- 96% of Irish people think climate change is happening.
- 88% say climate change is affecting weather in Ireland.
- 85% are worried about climate change.
- 94% trust scientists as a source of information about climate change.
- 72% of people in Ireland say they discuss climate change with family and friends.

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Active learning opportunities allow students to engage with the material in fresh and interesting ways.

Opportunities to collect, analyse and interpret data, and evaluate findings.

ACTIVE CITIZEN

SCHOOL BYE-LAW
In groups of four or five, come to an agreement on a new bye-law you would like to propose for your school. Appoint one person to pitch the law to the rest of the class. They should include the following information:

- what the new bye-law would be
- whose rights it is designed to protect
- what the punishment would be for breaking this bye-law
- who would be responsible for enforcing it.

Take class votes to see which new bye-laws can get majority support.
You could pass on the laws which receive support to representatives on the student council.



DATA SCIENTIST

Interview a person who is old enough to have been an adult when the Public Health (Tobacco) Act 2004, banning smoking in workplaces and enclosed public spaces, was passed.

Ask them the following questions and record their answers:

- Did you think the Public Health (Tobacco) Act 2004 was a good idea at the time?
- Do you think it has been positive for public health in Ireland since 2004?
- In what way did smokers behave differently in workplaces and enclosed public spaces before the ban?
- Whose rights do you think the government was trying to protect when it banned smoking in these places?
- Would you support keeping the ban or removing it in 2024?
- Can you remember anything about the public reaction?

WATCH AND RESPOND

Watch the following video, then answer the questions on page 130 of your Response Journal. www.educateplus.ie/go/cocos-law

Video tasks and worksheets for every chapter.

Suggestions for exploring a topic further.

CONSIDER NEW PERSPECTIVES

Despite the protections against discrimination in Irish and international law, the only true protection is the watchfulness of ordinary citizens and our willingness to stand up for others when they are met with discrimination.

The following organisations work to support and stand up for groups who face discrimination.

nwc National Women's Council
The National Women's Council of Ireland works to oppose discrimination towards women and girls in Ireland. It highlights issues such as unequal pay, domestic violence and the under-representation of women in politics.

Age Action Age Equality
Age Action is an organisation for older people that challenges ageism (discrimination on the basis of age) and supports older people's access to their rights at work, at home and in the community.

Belong To - LGBTQ+ Youth Ireland
Belong To - LGBTQ+ Youth Ireland is a national organisation offering support and safe spaces for LGBTQ+ young people to gather and connect. Its website provides advice, information and the locations of its LGBTQ+ youth groups.

show racism the red card
Show Racism the Red Card encourages people to report racist discrimination in Ireland and organises educational resources and events to combat racism in schools.

Yi
The Yellow flag programme supports primary and secondary schools to become more inclusive of all cultures and ethnicities, celebrate diversity, and challenge racism and discrimination.

CONSIDER

Visit page 46 of your Response Journal to consider the perspectives of those working against discrimination.

CREATE

Create an information leaflet about one of the nine grounds of discrimination under Irish law. Include:

- which of the nine grounds you have chosen
- which laws make discrimination of this kind illegal
- what someone should do if they are a victim of, or witness to, discrimination of this type
- which organisation(s) are combating this form of discrimination and how you can contact them
- a slogan discouraging this sort of discrimination.

Students are encouraged to consider new perspectives.

Openings for students to generate creative pieces inspired by the content.

Discussion questions allow students to orally express their opinions, and engage with the opinions of others.

Opportunities to consider prior knowledge, and to reflect on how this has developed.



DISCOVER THE FACTS

What are the SDGs?

The Sustainable Development Goals (SDGs) are sometimes called the Global Goals. They are a call to action by the UN to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030.

There are 17 goals. Each goal has a name and aims to encourage work towards that goal around the world. All of the goals are interlinked, meaning that one goal cannot be achieved without the others.

For example, taking action on world hunger (Goal 2) will also involve action on:

- poverty (Goal 1), so that people are not too poor to afford food
- employment (Goal 8), so that people have decent wages
- inequality (Goal 10), so that wealth and food can be shared more equally
- sustainability (Goal 11), so that food can be grown closer to home and does not have to be transported long distances to those who need it
- responsible consumption (Goal 12), so that food needed by poorer people or countries is not thrown out or wasted by those who can afford more than they need
- life on land (Goal 15), so that farmers can boost their production of healthy, sustainable food.



EXPLORE

Can you find the UN SDGs displayed anywhere in your school or community? If so, take a note of where they were displayed (and a photograph if possible). Why do you think that location was chosen to display the goals?

Or

Visit the SDGs website: www.educateplus.ie/go/sustainable-development-goals

In pairs, research global progress on one of the goals and report back to the class on whether you think the world is on track to meet that goal by 2030.

Comprehension-style questions assess student understanding.


Reflect On Your Learning

UNDERSTAND

1. Give an example of a global citizenship issue related to:
 - (a) politics
 - (b) migration and multiculturalism
 - (c) human rights.
2. What was the reason for the founding of the UN in 1945?
3. What is the UN Charter?
4. Name the six main organs of the UN.
5. Briefly explain how the following bodies work:
 - (a) the UN General Assembly
 - (b) the UN Security Council
 - (c) the ICJ.
6. Explain your understanding of the job of UN Secretary-General.
7. Name two features of Ireland's relationship with the UN.

DISCUSS

Have a short discussion (5–10 minutes) in pairs or groups on the idea that 'global citizenship is just as important as Irish citizenship'. Listen to each other carefully and note down any good points that you had not considered. Report back to your teacher and the class on what you discussed and whether you mostly agreed or disagreed, stating why.



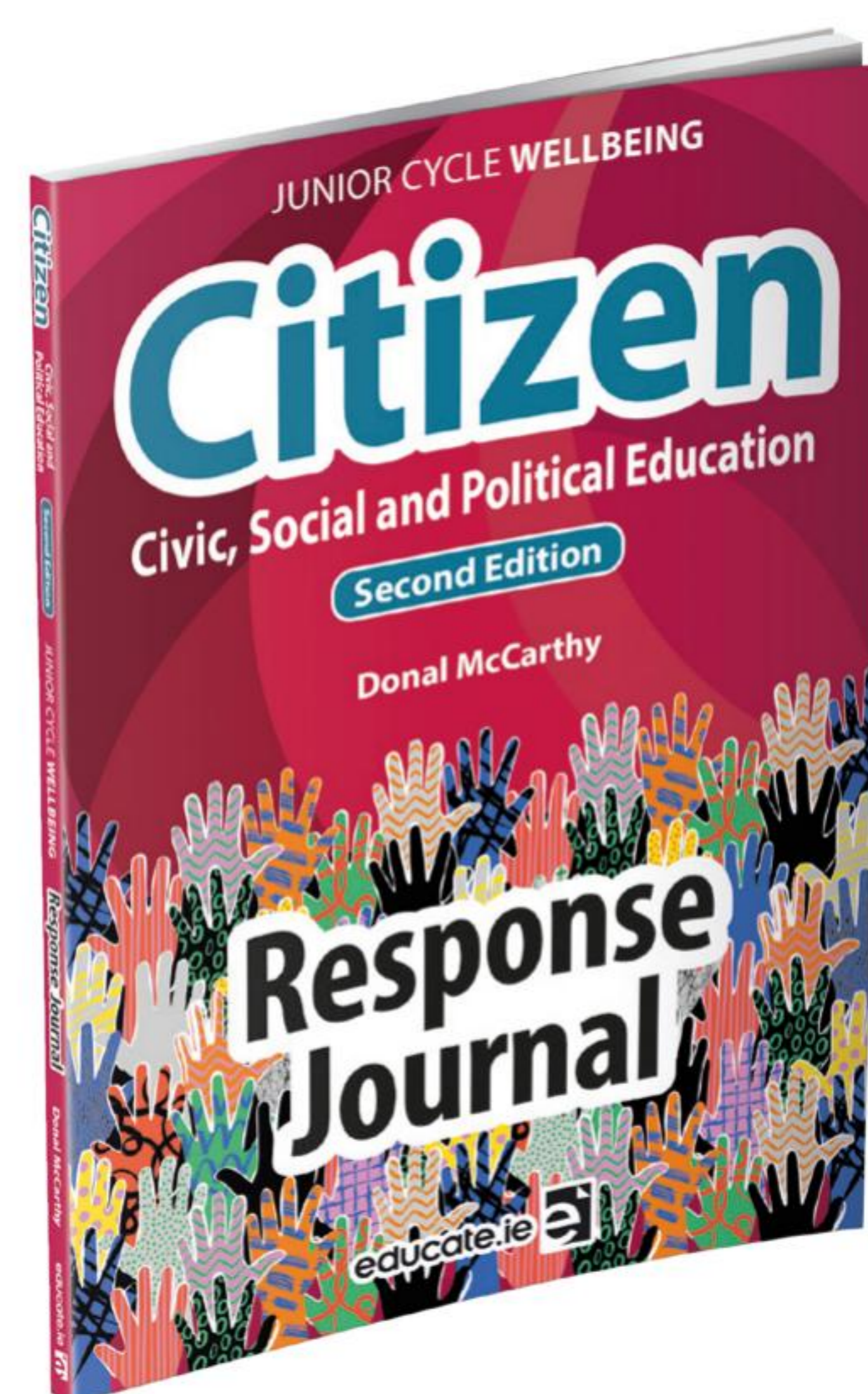
REFLECT

Visit page 83 of your Response Journal to complete your end-of-topic reflection and see how your knowledge has developed.

Response Journal

The *Citizen Response Journal* reinforces student learning and engagement, with:

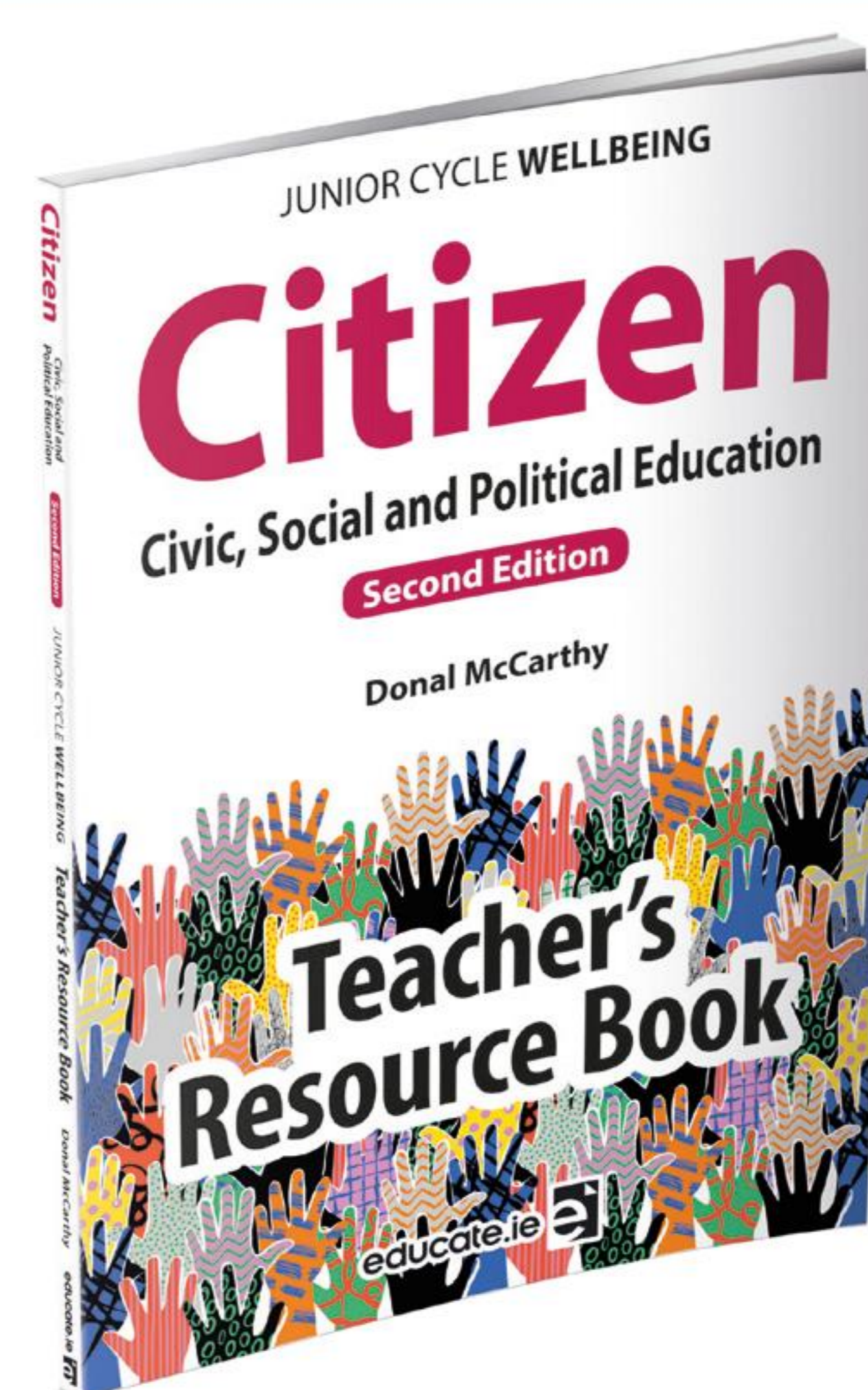
- pre- and post-lesson reflection questions
- templates and scaffolding for creative tasks
- worksheets for all video tasks.



Teacher's Resource Book

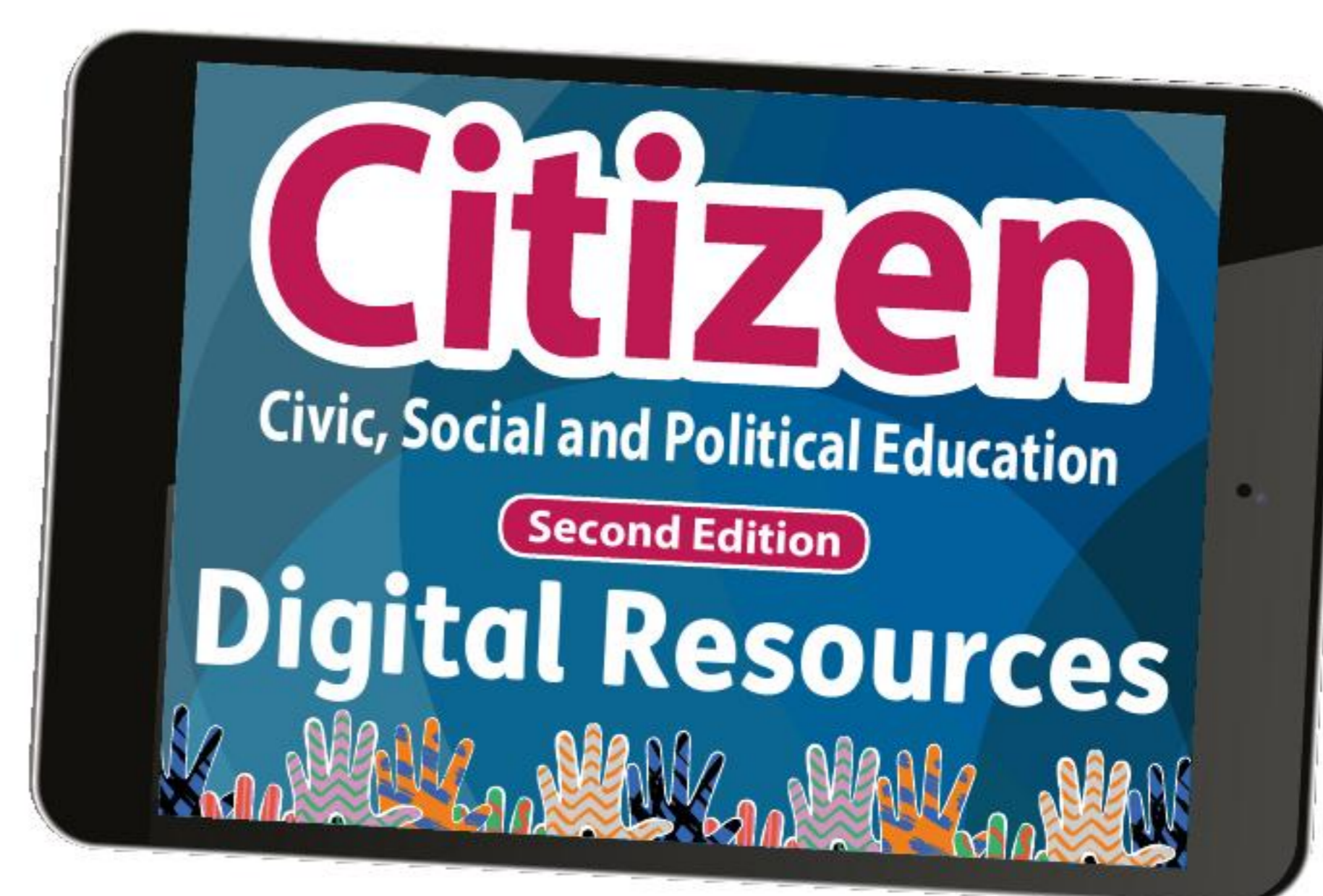
The *Citizen Teacher's Resource Book* offers invaluable support for planning, delivering and assessing CSPE, with:

- guidance on planning
- blank planning templates
- additional worksheets and photocopiables
- information on CBAs and assessment.



Digital Resources

- ✓ Free eBook available with every purchase.
- ✓ Downloadable planning templates.
- ✓ Additional resources.



About the Author

Donal McCarthy has been teaching CSPE, Politics and Society, History and English in Presentation Secondary School, Wexford since 2007. He is a graduate of NUI Maynooth and holds a degree in History and Sociology and a H.Dip. in Education. He has acted as an advisor for Politics and Society, a workshop facilitator at CSPE national teacher conferences and is a former ASTI national subject representative for CSPE.

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