Teacher Name:

Timetable periods per week:

Aims

The fundamental goal of the Leaving Certificate Applied in our school is to prepare LCA participants for transition from the world of school to that of adult and working life. To encourage and aid this transition, the Social Education programme delivers to our students the opportunity to grow in their personal and social dimensions. The course provides opportunities for our students to examine and explore issues and topics related to self-awareness, interpersonal relationships, healthcare, and contemporary social, economic, political and cultural issues.

The Social Education programme gives students a chance to develop their own conclusions, opinions and judgements. Students can also recognise where their opinions come from. They get the opportunity to participate in group discussions about contemporary issues, allowing them to become more empathetic, compassionate and resilient young adults.

Assessment

In Social Education there are six modules to be completed over the two years of the programme. At the end of each of the modules, there are four Key Assignments that must be completed before students can be awarded credits. In some modules, teachers have the autonomy to choose which Key Assignments students will complete, as there are more than four. However, in other modules there are only four, and all must be completed. The awarding of these credits is dependent on completion of four Key Assignments while also achieving 90% attendance in the Social Education classes. The Key Assignments must have a group assignment and an out-of-class assignment completed per module.

Contemporary Issues Task

The Contemporary Issues task is completed in the third session of Social Education (September–December of Sixth Year), and the interview takes place the following January. Students are required to complete an investigation into, and to take action in relation to, a contemporary issue of social significance in the local, national and/or global community. The action element of the Contemporary Issues task may take the form of a presentation on the issue investigated to the class or to another group or may involve an appropriate practical action in relation to the issue. These practical actions can include, for example, fundraising for a local charity, organising a petition, cleaning up the local community, etc.

Students will complete a presentation to inform their examiner of their chosen task and will also complete a portfolio on which they will be questioned.

The Contemporary Issues Task should also develop links with other relevant areas of the curriculum and apply learning from other Leaving Certificate Applied courses.

The breakdown of the interview is as follows:

(a) Presentation of facts – 2 minutes

(b) Portfolio of investigation and actions – 8 minutes

Integration with other subjects in LCA

* English and Communications
* General Education: Art and Design
* INT
* ICT
* Maths
* Vocational Preparation and Guidance
* Junior Cycle Geography/History/CSPE/SPHE

Using the Scheme of Work

Planning is an important element of Social Education and, as such, a Scheme of Work is required to ensure that course content, key assignments and exam preparation are covered at the relevant times. This Scheme of Work is devised to be a working document teachers are recommended to follow.

Social Health 1 and Social Health 2 are modules that are completed throughout the whole year. This means that Social Health 1 runs concurrently with My Community and Contemporary Issues 1 in Fifth Year, while Social Health 2 runs concurrently with Contemporary Issues 2 and Taking Charge in Sixth Year.

The chart below should make this clear.

|  |  |
| --- | --- |
| Module | Time Completed |
| Social Health 1 | Fifth Year: September–May |
| My Community | Fifth Year: September–December |
| Contemporary Issues 1 | Fifth Year: January–May |
| Social Health 2 | Sixth Year: September–May |
| Contemporary Issues 2 | Sixth Year: September–December |
| Taking Charge | Sixth Year: January–May |

The layout of the Schemes of Work is designed for ease of use and adaptation to class needs. Each column has been chosen to address the learning needs of students and accurately plan to meet these needs. It also addresses what Department of Education Inspectors expect to see in terms of planning.

Learning Outcomes: These are the outcomes or objectives we want for the students in terms of their knowledge and understanding. They do not have to be completed within one class. They are module-based so should be completed in the timeframe allotted for the completion of each module.

Aims: These are the aims that are set out in the module descriptors. They address the skills each module is designed to develop in the students.

Resources/Activities: These are a list of resources that can be used by both teacher and student to enhance their learning experience in the classroom.

Literacy/Numeracy Link: This addresses the ways in which students can promote and use their literacy and numeracy skills throughout each of the modules. It is important that students are aware that they are developing these skills.

Assessment/Evaluation of Key Assignment: These are tasks that can be used to examine students’ understanding of the coursework. It is important to note that four Key Assignments must be completed for each of the six modules. Students will be awarded 1 credit for each module on completion of their Key Assignments and on condition that they achieve a 90% attendance rate in class. The standard of the Key Assignment is not nationalised. It is your expectation of a student completing the Key Assignment to the best of their ability.

Cross-Curricular Link: This refers to the other subjects that can help students’ learning experience. It is important for students to be able to identify these connections, as this will aid in their understanding of coursework and allow them to see how it can be learned through a variety of subjects.

Module Title (code 10): Social and Health Education 1 (credits awarded in May – completed between Sept and May)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Outcomes | Aims | Resources/ Activities | Literacy and Numeracy Link | Assessment/Evaluation Methods of KA | Cross-Curricular Link |
| Students will understand the multiple ways of communication and understand how to choose the most effective way for different situations.  Students will be able to recognise the differences between passive, assertive and aggressive communication.  Students will understand the importance of emotional intelligence.  Students will be able to identify what constitutes a healthy lifestyle.  Students will be able to explore the negative impacts of illegal drugs, alcohol and smoking.  Students will be able to understand different addictions and how consuming they are.  Students will be able to define stereotypes and what influences society to think this way.  Students will be able to understand the reproduction system, fertility, and safe-sex practices.  Students will be able to identify the causes, symptoms and treatments of sexually transmitted diseases. | To enable the students to work collaboratively in groups  To encourage good listening skills and support for others  To develop the students’ ability to communicate in different ways  To enable the students to experience enhanced self-esteem and self-confidence  To develop the students’ ability to communicate more assertively  To increase the students’ awareness of what it means to be healthy  To enable the students to develop health care strategies  To increase the students’ awareness of the effects of drug and alcohol misuse  To increase students’ understanding of how gender influences behaviour and to raise awareness of gender stereotyping  To explore the students’ attitudes to relationships and sexuality | **LCA Today Student Guide**  KAs**:** pp. 4–20  Exam Qs: pp. 112–15  PowerPoints:   * Communication * Healthy Lifestyles * Friendship * Addiction * Alcohol * Drugs * Learners * Relationships, puberty, reproduction * Sexual activity * Pregnancy * Stereotyping * Smoking   \*\*\*  Spunout.ie  ‘Emotional Intelligence’ online questionnaires  ‘What type of learner am I’ online questionnaires  \*\*\*  Go Ask Alice – book or film on YouTube  \*\*\*  Bordbia.ie  \*\*\*  Drinkaware.ie  \*\*\*  HSE leaflets on drugs, alcohol, sexual activity, stress, healthy lifestyles, etc.  \*\*\*  Magazines  Advertisements  Personal anecdotes from the media  \*\*\*  **Guest speakers:**  AA, GA, NA, nutritionist etc.  Garda talk on narcotics  \*\*\*  Food pyramid images  \*\*\*  Teacher notes | **Literacy**  Mind maps  Understand questions  Key concepts  Model answers  Explaining vocabulary  Debate  Games  Quotations    \*\*\*  **Numeracy**  Timelines  Chronological order  Percentages  Charts – bar/pie  Statistics and graphs  Questioning data  Recognising patterns  Food pyramid levels and portions | Oral questioning: Higher and lower order  Key concept worksheet: Fill in the blanks  Peer assessment (self-correct)  Mind maps/brainstorms  Peer discussion  ‘Just a minute’ task: After revision, students must talk for one minute without hesitation, deviation or repetition  Explain topic in own words  5 W’s game:  Who? Where? Why?  What? When?  Class test  Student activities: Individual and group work  Exam papers – including aural exam section  Completion of Key Assignments | English and Communications:  Writing and reading materials  Maths: Counting, measuring portions  ICT: Typing Key Assignments  Art: Creating PIC collages  Agriculture/Horticulture: Growing own food  Leisure/Recreation: Improving fitness levels |

|  |
| --- |
| Key Assignments for Module 1   * I completed exercises and worksheets on assertive, aggressive and passive behaviour and different communication styles. * I collected information on healthy lifestyles and made a plan to improve one aspect of my own lifestyle. * As a member of a small group, I collected information from magazines and newspapers and used it to make a collage illustrating ways in which the media promote sex-role stereotyping. * I presented a report on a drug in which I described five things that I learned about the drug, its effects and the risks involved in taking it. |

Module Title (code 11): My Community (credits to be awarded in January – completed between Sept and Dec)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Outcomes | Aims | Resources/ Activities | Literacy and Numeracy Link | Assessment/Evaluation Methods of KA | Cross-Curricular Link |
| Students will be able to see the importance of developing different strategies in seeing the opinions of people in their local area.  Students will be able to use their statistics to identify the majority viewpoints of their school or local community.  Students will revisit their map reading skills from JC Geography and be able to understand the use of maps in the modern world.  Students will be able to identify the process involved in looking at their own personal family tree or that of a local family (being considerate of family situations for students).  Students will be able to complete a family tree and make judgements of where they are from.  Students will be able to track the development of their town by creating a timeline of its changes.  Students will critically analyse their own local areas to identify its strengths and weaknesses.  Students will be able to understand the process of planning permission and town developments.  Students will understand the role of a local library. | To develop the students’ research skills by examining the historical and present-day development of their local area  To develop the students’ sense of identity and pride in their local area, and a positive attitude to what it has to offer  To use the local community as a base for learning  To develop the students’ map-reading skills  To develop the students’ awareness of the various factors that influenced the planning and development of the local area  To make the students aware of the resources, amenities and voluntary organisations that exist in their locality | ***LCA Today* Student Guide**  KAs: pp. 21–30  Exam Qs: pp. 116–18  PowerPoints:   * My local area – past and present * Research * Town planning   \*\*\*  Census records  \*\*\*  Sample surveys, questionnaires, bar charts, etc.  \*\*\*  Survey Monkey to create their own survey  \*\*\*  OS maps  \*\*\*  Local newspapers, local websites, local newsletters  \*\*\*  Ancestry.ie  \*\*\*  Local Church records  \*\*\*  Glasnevin Cemetery website  \*\*\*  Local Development Plans  \*\*\*  Newspaper notices for planning permission  \*\*\*  Guest speaker from the community – senior citizen, local business owner, historical society, etc.  \*\*\*  Class walk around the local area taking photos | **Literacy**  Mind maps  Understand questions  Key concepts  Model answers  Explaining vocabulary  Games  Quotations  **Numeracy**  Timelines  Chronological order  Percentages  Charts – bar/pie  Surveys  Statistics and graphs  Questioning data  Recognising patterns  Analysing old records  Comparing dates | Oral questioning: Higher and lower order  Key concept worksheets: Fill in the blanks  Peer assessment (self-correct)  Mind maps/brainstorms  Creation of surveys and reporting findings  Creating an accurate family tree and presenting their family story  Peer discussion  ‘Just a minute’ task: After revision, students must talk for one minute without hesitation, deviation or repetition  Explain topic in own words  5 W’s game:  Who? Where? Why?  What? When?  Class test  Completion of interviews  Student activities: Individual and group work  Exam papers  SWOT analysis of their communities  Completion of Key Assignments | English and Communication: Writing and reading materials  Maths: Counting, measuring portions  ICT: Typing Key Assignments  Art: Creating PIC collages or family trees  JC Geography: Reading maps  VPG: Community development  JC History: Changes in patterns and how to find historical data |

|  |
| --- |
| Key Assignments for Module 2   * I contributed several images/newspaper cuttings to a class collage about our local area. * I took part in a class discussion about Our Local Area in the Past. * I contributed to three different topics on this issue during the discussion. * I interviewed a senior citizen from my local community about life in the past. * I designed and presented a simple leaflet about five different organisations providing a service for young people in my area. * I plotted a long-distance journey by road on a map from my home to another point more than one hundred kilometres away. On this map I marked in the major towns, the distances to them and the distance between them. I also showed an alternative route to this point using a different mode of transport. * I went to my local library and got the names of at least five useful resources/books on the local history of my area. I took part in a class survey to plot on a map the litter bins provided by the local authority/authorities on my route to school. |

Module Title (Code 12): Contemporary Issues 1 (credits awarded in May – to be completed between Jan and May)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Outcomes | Aims | Resources/ Activities | Literacy and Numeracy Link | Assessment/Evaluation Methods of KA | Cross-Curricular Link |
| Students will understand a definition of a contemporary issue and be able to categorise them accordingly.  Students will be able to recognise the links between the local, national and global dimensions to these issues.  Students will understand that every issue has forces and interests that affect it.  Students will be able to identify how contemporary issues affect their lives.  Students will be able to analyse the Universal Declaration of Human Rights.  Students will be able to recognise that conflicts can arise due to contemporary issues. | To develop students’ understanding of contemporary society  To help students recognise the broader global dimension behind many contemporary issues  To enable students to make links between local, national and international issues  To develop an understanding and appreciation of the diversity and complexity of contemporary issues  To recognise the different underlying principles and values which can be attached to contemporary issues  To highlight the social, cultural, political and economic nature of contemporary issues  To develop the students’ confidence and communication skills when discussing contemporary issues | ***LCA Today* Student Guide**  KAs: pp. 31–40  Exam Qs: pp. 119–120  PowerPoints:   * Contemporary Issues summary * Contemporary Issues 1 * Human rights concepts * Human rights * LCA 1 Mini-Task   \*\*\*  Universal Declaration of Human Rights – simplified version  \*\*\*  Trócaire website  \*\*\*  Concern/Focus Ireland website  \*\*\*  Amnesty International  website/resources  \*\*\*  Newspapers – current Affairs  \*\*\*  Magazines – current affairs  \*\*\*  RTÉ news clips  \*\*\*  Documentaries/films on different contemporary issues depending on class interests  \*\*\*  List of helpful agencies for Contemporary Issues  Pieta House  Jigsaw Counselling Services  HSE.ie  Alcoholics Anonymous  \*\*\*  Guest speaker on any issue | **Literacy**  Mind maps  Understand questions  Key concepts  Model answers  Explaining vocabulary  Games  Quotations  **Numeracy**  Timelines  Chronological order  Percentages  Charts – bar/pie  Surveys  Statistics and graphs  Questioning data  Recognising patterns | Oral questioning: Higher and lower order  Key concept worksheets: Fill in the blanks  Peer assessment (self-correct)  Mind maps/brainstorms  Analysing human rights conflicts  Surveys on local issues  Peer discussion  ‘Just a minute’ task: After revision, students must talk for one minute without hesitation, deviation or repetition  Explain topic in own words  5 W’s game:  Who? Where? Why?  What? When?  Class test  Student activities: Individual and group work  Exam papers  Completion of Key Assignments | English and Communication: Writing and reading materials  Maths: Counting, measuring portions  ICT: Typing Key Assignments  Art: Key Assignment posters  VPG – Community /Global volunteering |

|  |
| --- |
| Key Assignments for Module 3   * I took part in a role-play (either as a participant or observer) and recorded my observations about a situation where the denial of a human right was at issue. * I informed the class about a human rights issue/campaign I found in the newspaper or elsewhere. * I created an A1-sized promotional poster upholding one of the rights in the Universal Declaration of Human Rights. * I explained to my class three things I considered right and three things I considered wrong with regard to a particular contemporary issue. * I contacted an organisation/centre outside school that had information about a contemporary issue and gave a report to my class about what I had found out. * With other members of my class, I organised a survey on attitudes in our local area to a particular contemporary issue. |

Course and module codes for completion of credit sheets

When awarding students credit for each of the modules, teachers must complete a Credit Record sheet. This Credit Record will be then given to the LCA Co-ordinator, who in turn will award the credits to the student on the online portal. When completing this sheet, you will need the course and module codes for each module.

They are copied below for convenience.

|  |  |
| --- | --- |
| 815 | Social Education 10 Social and Health Education 1  11 My Community  12 Contemporary Issues 1  13 Social and Health Education 2  14 Contemporary Issues 2  15 Taking Charge |