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.

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| 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 13): Social and Health Education 2 (credits awarded in May – completed between Sept and May)

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| Learning Outcomes | Aims | Resources/ Activities | Literacy and Numeracy Link | Assessment/Evaluation Methods of KA | Cross-Curricular Link |
| Students will be able to analyse their own feelings, empathise with others and comment on the factors that influence feelings.  Students will be able to identify the physical responses to feelings and how they have a choice in their feelings.  Students will recognise that there are ways of dealing with anger and criticism in a more constructive way and adopt these practices.  Students will be able to address the factors that improve or hinder a relationship.  Students will be able to recognise that there are different forms of families, particularly in an increasingly modern world.  Students will be able to identify the responsibilities needed in raising a child and address their readiness to have one.  Students will be able to explore sexual orientation.  Students will be able to adopt strategies in dealing with issues or concerns. These include mental health, bereavement, sexual harassment, rape, sexual assault and addiction. | To develop responsible and respectful attitudes and behaviour towards oneself and others  To develop students’ awareness and understanding of, and vocabulary for expressing, emotions  To enable students to develop and practise skills for managing feelings constructively  To improve students’ communication skills, thus enabling them to develop strategies for dealing with criticism and managing conflict more effectively  To develop students’ decision-making skills and enable them to learn a model for decision-making  To develop students’ awareness of the responsibilities involved in relationships  To promote understanding of the responsibilities of parents and the needs of children  To develop an understanding of some of the crises and difficulties which students and their families may encounter in life  To inform students of a range of helping agencies and of how to avail of their services  To introduce students to some basic interpersonal helping skills | ***LCA Today* Student Guide**  KAs: pp. 41–48  Exam Qs: pp. 122–124  PowerPoints:   * Dealing with emotions * Conflict resolution * Decision-making * Relationships 2 * Family * Parenthood * Sexual orientation * Sexual harassment * Loss and bereavement   \*\*\*  HSE Leaflets on anxiety, sexual health, sexual orientation  \*\*\*  Magazines/newspapers  \*\*\*  Personal anecdotes from the media  \*\*\*  Guest speakers  \*\*\*  HSE.ie  \*\*\*  Spunout.ie  \*\*\*  Teacher notes  \*\*\*  Garda talk on narcotics  \*\*\*  Local health nurse | 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 | Oral questioning: Higher and lower order  Key concept worksheets: Fill in the blanks  Peer assessment (self-correct)  Mind maps/brainstorms  Peer discussion  Role-play of conflicts and resolutions  Worksheets on criticism and feelings  ‘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 section  Activities on PowerPoints  Completion of Key Assignments | English and Communication: writing and reading materials  Maths: Timelines  ICT: Typing Key Assignments  Art: Creating PIC collages/posters to help others |

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| Key Assignments for Module 4   * As a member of a group, I have made a list/chart/collage or picture of appropriate ways of dealing with feelings of anger. * I have described a method that I have used, either in real life or in role-play, in trying to solve a conflict situation or in dealing with criticism. * I have listed the main tasks and responsibilities involved each day in taking care of:   (a) A three-month-old baby  (b) A three-year-old child  (c) A 10-year-old child   * I have listed the agencies that help with a particular health or addiction problem and identified the sort of help they provide. I have described ways of contacting these agencies and accessing help and advice. |

Module Title (code 14): Contemporary Issues 2 (credits to be awarded in January – completed between Sept and Dec)

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| Learning Outcomes | Aims | Resources/ Activities | Literacy and Numeracy Link | Assessment/Evaluation Methods of KA | Cross-Curricular Link |
| Students will understand the importance of different media forms for current affairs. It is also important that students understand the concept of ‘fake’ news.  Students will be able to address how an issue grows.  Students will be able to differentiate between fact, opinion and comment.  Students will understand the terms of bias, sensationalism and exaggeration and the impact they have on the news.  Students will look at the work of interest groups and be able to track an interest group’s campaign.  Students will be able to recognise the working of democratic institutions in Ireland.  Students will be able to understand the functions of each election and how voting in these elections works.  Students will be able to comprehend the Budget and its impact nationally.  Students can address the legal system in Ireland compared to that of other countries.  Students will evaluate the role of the European Union for Ireland. | To develop the students’ understanding of the social context within which particular issues arise  To examine the process through which events and happenings become major contemporary issues  To broaden students’ understanding of the processes involved in reporting, highlighting and responding to issues  To analyse and study the role of the media and other relevant interest/lobby/ campaign groups in contemporary issues  To encourage students to use the media and the internet  To present students with an insight into the nature of local, national and European politics  To encourage students to have a responsible attitude to their civil rights and responsibilities  To prepare students for active participatory citizenship in Ireland, the European Union and the wider world | LCA Today Student Guide  KAs: pp. 49–60  Exam Qs: pp. 125–128  Cont. Issues: pp. 71–110  PowerPoints:   * The media * Interest groups * Democratic institutions * Voting * Laws * The Budget * Legal systems * The EU   \*\*\*  Newspaper articles and headlines  \*\*\*  Interest group stories in the media  \*\*\*  Dáil/Seanad charts  \*\*\*  Example of a bill becoming a law timeline  \*\*\*  Analysis of both sides of a recent referendum  \*\*\*  Ballot papers to have a class vote  \*\*\*  Most recent budgets and sections that will impact students  \*\*\*  Guest speaker – local councillor, politician, interest groups  \*\*\*  Attending a politician’s clinic  \*\*\*  Participation in an action for their civic duty  \*\*\*  Movies:  Philadelphia (AIDS)  Dallas Buyers Club (AIDS)  The Thin Red Line (War)  1917 (War)  Saving Private Ryan (War)  Midnight Express (Prison)  The Shawshank Redemption (Prison)  The Accused (Rape)  \*\*\*  Websites:  Focus Ireland  Pieta House  HSE  Rape Crisis Network Ireland  Drugs.ie  Drinkaware.ie | **Literacy:**  Mind maps  Understand questions  Key concepts  Model answers  Explaining vocabulary  Games  Writing letters/emails  Quotations  Newspaper analysis  **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  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  PowerPoint activities  Participation in voting: writing public speeches for election  Student activities: Individual and group work  Exam papers  Completion of Key Assignments  Debate contemporary issues  Role-play of elements of the European Union  Contemporary Issues Task – 10 credits! | English and Communication:  Writing and reading materials  Maths: Voting results, impact of budgets  ICT: Typing Key Assignments  VPG: Budget and voting |

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| Key Assignments for Module 5   * I took part in a debate on a contemporary issue. * I examined a contemporary issue with a group of students in my class. Then each one of us presented this issue in a different format: as a short report/press release/news broadcast/ image/article for a school magazine/collage. * I presented an illustrated Fact Sheet about a contemporary issue.   OR   * I wrote to my local paper/representative about a local issue that concerns me. * I tracked an issue (local, national or international) in a newspaper or on television for three days and gave a brief report to my class about it.   OR   * I created a two-minute slot for a radio programme in support of a local cause. * I gave a brief report to my class about crime in my local area. * I took part with others in a role-play about my civil rights. * I collected a Registration Form, filled it in and posted it off to register my name on the List of Electors. |

Module Title (Code 15): Taking Charge (credits awarded in May – to be completed between Jan and May)

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| Learning Outcomes | Aims | Resources/ Activities | Literacy and Numeracy Link | Assessment/Evaluation Methods of KA | Cross-Curricular Link |
| Students will identify the reasons why people move away from home and how they would find a place to live, as well as signing a lease and the conditions to this.  Students will be able to understand their rights and responsibilities as future tenants.  Students will be able to prepare a weekly budget and a monthly budget for a young person living away from home – including essentials, discretionary spending and irregular bills.  Students will be able to state safety procedures required when moving out.  Students remembering the need for a healthy lifestyle from Social Health Education 1 will budget to ensure a healthy lifestyle is maintained. Students can see the benefits of shopping around.  Students can identify the terms and conditions of different accounts for savings and current accounts.  Students will understand the benefits and the risks that are involved in investment.  Students can appreciate the advantages and disadvantages of hire purchase loan agreements.  Students can recognise the steps that are involved in buying a home.  Students can list the required insurances, their principles and policy conditions. | To examine some of the real and immediate issues involved in living independently  To analyse the decisions involved in moving away from home, by taking into account his/her personal needs and the costs of such a move  To practise and apply their skills of active investigation in the local community  To acquire knowledge of the various ways of organising and managing one’s own finances and expenditure  To develop skills of budgeting, saving and borrowing  To perform simulated activities linked to this module | LCA Today Student Guide  KAs: pp. 61–70  Exam Qs: pp. 129–132  PowerPoints:   * Moving out * Tenants * Living in a new place * Household budgets * Financial institutions * Saving and borrowing * Mortgages * Insurance   \*\*\*  Threshold.ie  \*\*\*  Daft.ie  \*\*\*  Revenue.ie  \*\*\*  Retail websites for grocery shopping  \*\*\*  Citizens Information website  \*\*\*  Budget templates  \*\*\*  BOI.ie  AIB.ie  PermanentTSB.ie  Progressivecu.ie  \*\*\*  Guest speaker – Threshold, credit union, bank rep, investment banker, young person to move out of home | **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  Return on investment  Calculating premiums  Looking at tax and wages  Household budgets | Oral questioning: Higher and lower order  Key concept worksheets: Fill in the blanks  Peer assessment (self-correct)  Mind maps/brainstorms  Peer discussion  Budget analysis/reporting  ‘Just a minute’ task: After revision, students must talk for one minute without hesitation, deviation or repetition.  Explain topic in own words  Activities on PowerPoints  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: Budgets, comparing prices, calculating insurance  ICT: Typing Key Assignments  Art: Key Assignment posters  VPG: Budgeting, insurance  JC Business: Household budget and insurance |

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| Key Assignments for Module 6   * I prepared a step-by-step guide to leaving home and finding a place to live. I included the different considerations that need to be taken into account. * I conducted and recorded (audio, written, etc.) an interview with a young person living away from home on their own. * I prepared a weekly budget for a young person living on their own. I based this budget on the current weekly wage of a young person who has just started working. * As part of a group, I participated in a discussion with a visitor representing a bank, credit union or building society, and reported on what I learned from the discussion. |

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.

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| 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 |