

Politics and Society

Topic 3

Effectively contributing to communities

Learning Outcomes

3.1 people who have made positive contributions to their social context

3.2 becoming involved in, or starting an initiative, group or organization

3.3 the range of means of taking action at local, national or international level

3.4 identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans

3.5 developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible, being reliable and being able to persevere when difficulties arise

3.6 appraising oneself, evaluating one's own performance, receiving and responding to feedback

See specification for full elaboration of these learning outcomes

Possible Learning Activities

NB: It is important to encourage students to blog or keep a reflective journal about their learning throughout Topic 3 since this will help later when completing their Citizenship Project and Report.

3.1 people who have made positive contributions to their social context

- Brainstorm people who have made a positive contribution to their social context – both in Ireland and beyond – and then discuss:
 - In what way did they make an impact?
 - How did they achieve impact or change?
 - What do they have in common?
- In small groups, students should research a case-study of one of the following and then complete a Sequence Chart of the steps taken by him/her as they sought to impact positively on society:
 - Someone who has engaged in charity, volunteer or community work
 - Someone who has run for political office
 - Someone who has chosen to work in public service such as a teacher, nurse or social worker
 - Someone who has used the law
 - Someone who has used civil disobedience
 - Someone who proposed the use of violence against an undemocratic state
- Invite students to find a photograph of their chosen individual and a quote that they find particularly interesting, inspiring or insightful.
- Use Duncan Green's ideas to help identify **strategies for change** employed by the various individuals encountered so far in Topic 3. Use a Tri Pie graphic organizer to set out the pros, cons and grey areas associated with each of these strategies.
- Invite each student to write a 140-character tweet about something that they have learned, something that they found interesting or a question that they still have (this can be done on paper or online). Encourage students to read and respond to the tweets of classmates.
- Invite students to use a Cross Classification Chart to compare what they know about the **personal qualities** of their chosen person with the personal qualities mentioned in **LO 3.5** and **LO 3.6**.

Useful resources

It is important that students not only learn about the skills needed for active citizenship but **also** have opportunities to **develop skills for active citizenship**.

This resource provides methodologies to support the development of important skills

Sequence Charts – SLSS graphic organizer resource

For case studies of activists and leaders for change see:

Concern's teaching resource: [Everyday Activism](#)

Also **Trocaire's resource** [Creating Futures](#), especially Lesson 9

Also *80-20: Development in an unequal world*. pp. 288-291.

Fr Peter Mc Verry – [A view from the basement](#), RTE

[Uachtaráin - Mary Robinson - TG4 series](#)

Richard Attenborough (1982) movie

Gandhi: www.youtube.com; and [Resource to accompany the movie](#)

[National Education Association:](#)

[Classroom resources for Nelson Mandela](#)

[The Nelson Mandela Foundation Website](#)

[Rosa Parkes](#)

Read Duncan Green [From Poverty to Power: How active citizens and effective states can change the world](#): Especially chapter entitled 'How change happens' pp. 432-444

Note: an infographic of Duncan Green's theory of change is available in *80-20: Development in an unequal world* (updated version 2016). p. 115.

[What makes an activist? Psychology Today](#)

[Peter Singer: 'The why and how of effective altruism,' Ted Talk 2013](#)

[Ted Talks by kids and teens \(includes young activists\)](#)

[6 things young people can do to change the world](#)

[View this slideshow on how to campaign effectively](#)

- Invite students to create a set of digital posters about people who have made a positive contributions to their social context using the data and supporting visuals they have gathered so far in Topic 3.
- Listen to one or more of the 6 RTE podcasts on 'How to be an Active Citizen'.
- Expose students to different perspectives on how change happens by giving small groups of students either an article to read or a short video to watch. (See suggestions opposite)
- Then use **jigsaw groups** to facilitate sharing of learning.
- Facilitate a whole class discussion using questions such as these:
 - How do you (and others) identify the changes in society, in Ireland and/or the wider world, that you would like to see happen? What are these changes?
 - How can young people become active agents in bringing about desired changes?
 - What personal qualities or characteristics do people need to be effective agents for change?
 - As activists, what supports do young people need? Who do you need to make contact or work with? What tools can you use?
 - Is activism always good?
 - Are there ways of being active in bringing about change that you would not be willing to support? Why?

[Sample Young Social Innovator Action Projects](#)

[How to be an Active Citizen - RTÉ Radio Series and Podcasts](#)

Some theories on how change happens
[Download Duncan Green's book here](#) and give students pages 432-44 to read, 'How change happens'.

[Jeffery D. Sachs *Commonwealth: Economics for a crowded planet*. Chapter 14 'The Power of One':](#)

[Naom Chomksy \(2013\) How to achieve social change](#)

Note: an analysis of many thinkers is available in Tony Daly, Ciara Reagan & Colm Reagan (eds.) 2016. 80-20: *Development in an unequal world*. see esp. chapters 5, 6 & 15.

See '*Developing Key Skills: Ideas for the Politics and society classroom*' for Jigsaw Methodology

3.2 becoming involved in, or starting an initiative, group or organization

- Facilitate a class brainstorm using a Padlet Wall (shared bulletin board) to encourage students to share current political, human rights, cultural diversity or sustainable development challenges affecting society locally or in the wider world.
- Invite students to work in small groups to consider challenges from a variety of perspectives using the 'choosing an issue worksheet' (page 11, *On the Margins* - link opposite). Use completed worksheets to develop a class consensus about the most interesting and compelling challenges.
- In small groups, use a **Problem Tree** methodology to interrogate these challenges in more detail.
- In small groups, identify a range of initiatives, groups or organizations working to address the root causes of the one or more of the challenges chosen by the class.

[PDST, Padlet instruction manual](#)

[Jesuit Centre for Faith and Justice *On the Margins*](#)

Problem Tree methodology – *Developing Key Skills: Ideas for the Politics and society classroom*'

[List of non-governmental organizations based in Ireland](#)

[Activelink website that links up community groups](#)
['Be the change' magazine](#)

- Make contact (online or in person) with these initiatives, groups and organizations to find out about:
 - Aims and objectives
 - Priority areas of work
 - Target group beneficiaries and geographical reach
 - Funding sources
 - Governance structures
 - Opportunities to learn, support and/or participate (e.g. volunteering, work placements, fund raising, educational workshops, campaigning, activism, etc.)

Profiles of campaigns/activist groups are available on pp. 54-158 - Boyle. A. & McCloskey, S. *The Activist's Handbook: A guide to activism on global issues.*

3.3 the range of means of taking action at local, national or international level

How to be an Active Citizen - RTÉ Radio Series and Podcasts

3.4 identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans

Price, J. (2003). *Get Global! A skills-based approach to Active Global Citizenship.* Action Aid: London.

Comhlamh (2013) *Be the Change: a toolkit for taking action against poverty and injustice*

Concern *Everyday Activism*

Young Friends of the Earth (2012) *Young Activist's Handbook: A young person's guide to changing the world while having fun too.*

For activities to support teaching and learning related to these learning outcomes see the links opposite.

3.5 developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible, being reliable and being able to persevere when difficulties arise

Young social innovators resources

3.6 appraising oneself, evaluating one's own performance, receiving and responding to feedback

Developing Key Skills: Ideas for the Politics and Society Classroom

For sample activities to support teaching and learning related to these learning outcomes see the link opposite

How will students show evidence of their learning?

What am I looking for? Sample criteria for success

Examples of ongoing assessment related to Topic 3

Ordinary Level task:

Ask students to watch, listen to or read an extract of [Malala Yousafzai's speech when she accepted the 2012 Tipperary International Peace Prize](#)

Then students write a short piece in which they respond to these questions:

- What social issues does Malala care about?
- What positive impact is Malala trying to have on the world?
- What is Malala's belief about the best way to bring about change?
Do you think that Malala is effective in her approach? Why/not?
- What does Malala say about the power of young people to change the world for the better?
- What personal qualities does Malala demonstrate which are important when working for change?

- Capacity to extract key information from a stimulus text
- Evidence of knowledge and understanding of what constitutes an effective action
- Evidence of knowledge and understanding of the personal qualities associated with being effective in working for change

Higher Level task:

Develop a proposal for taking effective action on a political, human rights, cultural diversity or sustainable development issue of interest. Your proposal should include:

- The issue or problem to be addressed
- Proposed action and strategy
- Rationale for choosing this action/strategy in light of alternatives
- A person who has inspired or influenced your thinking on this
- Your role and the roles of others in carrying out this action
- A summary of research undertaken to date, with appropriate citation of sources consulted.

- Capacity to provide a sound analysis of an issue/problem
- Capacity to provide a thoughtful rationale for a possible action in response to the problem
- Evidence of knowledge and understanding of what constitutes an effective action
- Evidence of being able to use the concepts and ideas learnt in the course to inform and make judgments on different possible actions