

# Topic 4:

## Rights and Responsibilities in communicating with others

### Learning Outcomes

- 4.1 Rights to freedom of expression in small-group contexts
- 4.2 Developing skills in listening and communicating
- 4.3 Acknowledging differences and negotiating and resolving conflicts
- 4.4 Seeking and evaluating information and ideas
- 4.5 Relating democratic practices in small groups to the sorts of practices that are appropriate for citizens in wider society

**See specification for full detail of Learning Outcomes**

## Topic 4: Rights and Responsibilities in communicating with others

### Possible Learning Activities

LO 4.1 Rights to freedom of expression in small-group contexts

Note links to LO 1.1, 1.4, 2.5, 4.2, 4.3 5.1, 5.2, 5.3, 5.4

- Focusing on Article 12 of the UNCRC: *'Children will have a voice in matters with affect them and their views will be given due weight in accordance with their age and maturity'*.
- Set students to work on identifying:
  - What are the matters that affect them?
  - How can children have a meaningful voice in relation to these matters?
  - Can they give examples of when this has happened for them or others?

You may wish to prompt your students to think back to learning in Topic 1 and the role of student councils in decision making in schools.  
*Link to LO 1.1*

- Use a **placemat learning activity** to facilitate students in considering what needs to happen to facilitate the expression of their own views and be heard on matters that affect them (UNCRC articles 12, 13 & 17) – in their communities, education settings, in relation to their health and wellbeing, and in legal settings.
- Interrogate the role of classmates in ensuring that these rights are respected. Ask students to create/revise their class charter on the basis of their dual role as rights holders/duty bearers.
- Invite students to critique the Action Plan set out in the *National Strategy on Children and Young People's Participation in Decision-Making (2015-2020)*.
- Ask students to consider the term 'seldom heard,' and to brainstorm the groups of young people in Ireland who might be classed as 'seldom-heard' (answers might include: those in care, those in hospital, those disconnected from services (e.g. early school leavers), ethnic minorities, Travellers, LGBT young people, disadvantaged children and young people, those living in rural areas, young offenders and drug users).

### Useful resources

#### UNCRC

Topic 1 teaching, learning and assessment materials are relevant here.

See *State of the Nation's Children, 2014* esp. 114-117 (Participation in decision making)

See *National Strategy on Children and Young People's Participation in Decision-Making, 2015* (Appendix 3 pp. 66-73 for examples).

Placemat methodology – Building key skills through Politics and Society

Creating an active listening space - – *Building key skills through Politics and Society* (p. 6)

*National Strategy on Children and Young People's Participation in Decision-Making (2015-2020)*, the Action Plan (pp 40-53)

- Display the following research question: *'Are the participation rights outlined in articles 12, 13 & 17 of the UNCRC enjoyed equally by all children and young people in Ireland?'* Use a research template for pair work. Each pair might research 3 groups of young people (including at least one seldom-heard group) recording the relevant data/facts and sources of information. Then they should come to a balanced evidence-based judgement about the research question.

**Links to LOs 1.1, 1.4, 5.3 & 5.6**

LO 4.2. Developing skills in listening and communicating

LO 4.3 Acknowledging differences and negotiating and resolving conflicts

LO 4.4 Seeking and evaluating information and ideas

Research question template – Building key skills through Politics and Society (p. 8)

Sample research sources: Those mentioned above and the following:

Giving Children a Voice: Investigation of children's experiences of participation in consultation and decision-making in Irish hospitals

Ireland's progress in relation to Articles 12, 13 & 17 see UNCRC Committee's (2016) concluding observations on the combined 3rd & 4th periodic reports of Ireland p. 7

Developing Key Skills: Ideas for the Politics and Society classroom suggests a range of methodologies that can be used to develop these learning outcomes.

In addition you will find excellent methodologies at <http://www.edutopia.org/>

## LO 4.5 Relating democratic practices in small groups to the sorts of practices that are appropriate for citizens in wider society

- Invite students to complete a cross-classification chart to analyse the communication, listening and conflict resolution skills of different public figures speaking on different contested topics. For example:
  - TDs debating water charges in Ireland
  - An American presidential debate
  - Debating Brexit others?
- Use the bullets in **LO 4.3** (acknowledging differences and negotiating and resolving conflicts) as the criteria across the top of the graphic organizer. List the relevant individuals/groups in the first column on the left.

Facilitate a whole class discussion about the need for skills of democratic participation when engaging in public life.

### Links to LOs 4.2, 4.3

- Use the bullets in **LO 4.3** (acknowledging differences and negotiating and resolving conflicts) as the criteria across the top of the graphic organizer. List the relevant individuals/groups in the first column on the left.
- Invite students to work in small groups to complete and present a **Venn Diagram** comparing and contrasting the listening and communication skills required in these contexts:
  - local level (e.g. Student Council, GAA club meetings etc)
  - national level (e.g. Oireachtas)
  - European level (e.g. Council of the EU)

Cross-classification chart from Using Graphic Organizers in Teaching and Learning, SLSS (2008) (pp.27-30)

'Mary Lou McDonald calls Taniste 'whimp' in water charges debate,' 26 March 2015, Irish Times video (2.01 mins)

Oireachtas TV

## How will students show evidence of their learning?

## What am I looking for? (Sample criteria for success)

### Examples of ongoing assessment related to Topic 4

- Ask students to regularly self-assess their listening, communication and conflict resolution skills through the use of a self-assessment template, such as the examples in [Developing Key Skills: Ideas for the Politics and Society classroom](#) p.37 and p. 39
- Homework task:  
To what extent do you agree that all children and young people in Ireland enjoy the rights outlined in UNCRC articles 12, 13 & 17 equally?  
Your response should draw on examples from your own context and be backed up with relevant qualitative or quantitative data.
- Ability to explore how a topic applies to their own lives
- Ability to look at a topic from different perspectives
- Ability to draw on a range of arguments
- Ability to back up arguments with qualitative or quantitative data