



Professional Development | An tSeirbhís um Fhorbairt  
Service for Teachers | Ghairmiúí do Mhúinteoirí



An Roinn Oideachais  
Department of Education

# Politics and Society

Twitter: @PDST\_PolAndSoc  
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# Online CPD Norms

Time keeping

Audio

Video

Raise hand

Chat function

Confidentiality



***The PDST does not give permission for this CPD event to be recorded or for screenshots to be taken***

# PDST Supports

PDST  
Supports

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graph TD; A[PDST Supports] --> B[Seminars]; A --> C[Webinars]; A --> D[PLCs - Professional Learning Communities]; A --> E[School Visits]; A --> F[PDST Website]; A --> G[Scoilnet]; A --> H[PDST Digital Technologies];
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Seminars

Webinars

PLCs -  
Professional  
Learning  
Communities

School  
Visits

PDST  
Website

Scoilnet

PDST Digital  
Technologies

# Politics & Society



Final Day Seminar

March 2021

# At the end of this session participants will

explore learning outcomes and pedagogical approaches relating to topics

3, 4, 5 and 6  
engage in meaningful conversations about how we use the law in society and how supranational legal frameworks can be employed in social activism and to effect positive change.

reflect on their experience of the Citizenship Project.

support students in formulating arguments around challenging areas of the specification.

create approaches for using graphic organisers for revision and reflection in a blended learning environment.

reflect upon their experience of teaching Politics and Society to date.

# Key Messages

A wide range of participatory and enquiry-focused teaching and learning activities are appropriate for Politics and Society

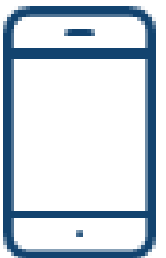
The decisions as to the most appropriate sequence and structure for learning will need to be made by the teacher in light of the needs and abilities of the learners in their class

Developing in learners the skills of analysing and interpreting data is an important objective of Politics and Society

# Padlet - share thoughts, data and evidence based on the essential question



<https://tinyurl.com/PolSocCohort4>



# Seminar Overview

<p><b>Session 1 –</b> 10.00 - 13.00</p>	<p>Introduction, housekeeping and announcements Learning Intentions Key Messages Padlet Guest speaker: Maeve O’Rourke</p> <p><b>Comfort Break - 15 mins</b></p> <p>Citizenship Project Formulating arguments</p>
<p>13.00 - 14.00</p>	<p>Lunch</p>
<p><b>Session 2</b> 14.00 – 15.00</p>	<p>Graphic organiser for revision and reflection Graphic organisers and blended learning Reflection Montage Learning Outcomes Evaluation</p>



# Guest Speaker

**Dr. Maeve O' Rourke**

PhD, LLM, BCL

## Contact Details

Email: [maeveorourke@nuigalway.ie](mailto:maeveorourke@nuigalway.ie)

Twitter: [@maeveorourke](https://twitter.com/maeveorourke)



# Break



# Citizenship Project - Personal Reflection Questions

What are the challenges in completing a particular part of the project?

What worked well?

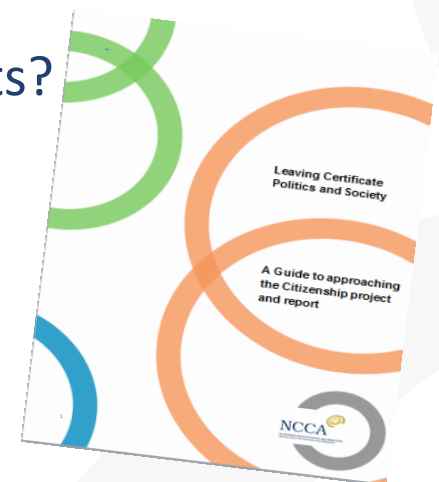
Any key words and/or activities that helped move the project along?

What are/were the challenges of collaborative projects?

NCCA Guidelines

SEC Guidelines

Leaving Certificate 2021 Update - Circular S07/21



# Citizenship Project - Group Reflection

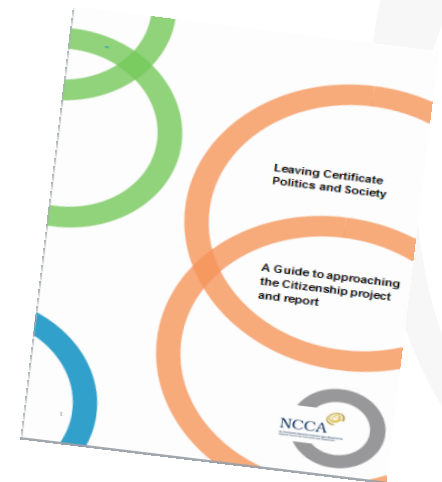
In groups compile a list of suggestions for best practice in facilitating the Citizenship Project in class:

Feedback on the titles and how they work in practice.


How were titles selected- group/individual?

Breakdown of titles.

What advice would you give in relation to the Citizenship Project for future teachers?



# Formulating arguments: challenging areas



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

### STRUCTURE OF A DISCURSIVE ESSAY

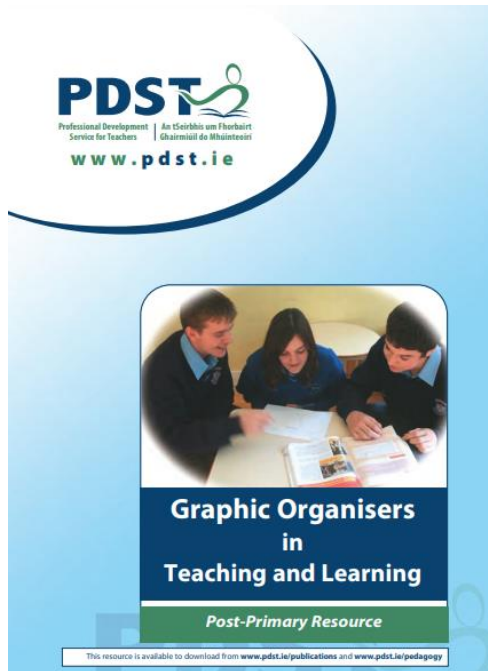
A discursive essay will normally contain an *introduction* followed by a series of paragraphs which gradually, through the *main body* of the essay, build a cohesive argument leading to a concluding statement of the writer's own position on the topic under discussion. This *conclusion* should be natural, convincing and, at best, inescapable.

<b>Introduction</b>	This section will generally provide a clearly stated, balanced and contextualised outline of the topic to be discussed.
<b>The main body</b>	This section consists of several paragraphs each of which may present evidence subjected to analysis and evaluation, and building cohesively towards the final position which the writer may take on the topic.
<b>Conclusion</b>	Here the writer states his/her final position on the topic and demonstrates how the position s/he is taking is derived from the previous arguments / points, is convincingly and comprehensively justified by them, and may even provide a new perception or perspective, or, at least, a deepening of understanding. No new information – arguments / points are presented in the conclusion.

# Lunch



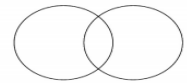
# Graphic Organisers for Revision and Reflection



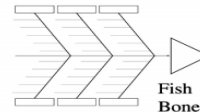
Ranking Ladder



Brain Droplets

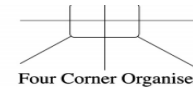


Double Venn

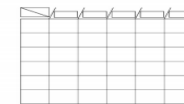


Fish Bone

Research Grid

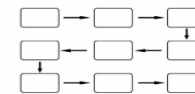


Four Corner Organiser



Cross Classification Chart

Sequence Chart



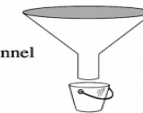
Chain of linked events



Star Burst



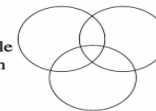
Funnel



Stair Steps



Triple Venn

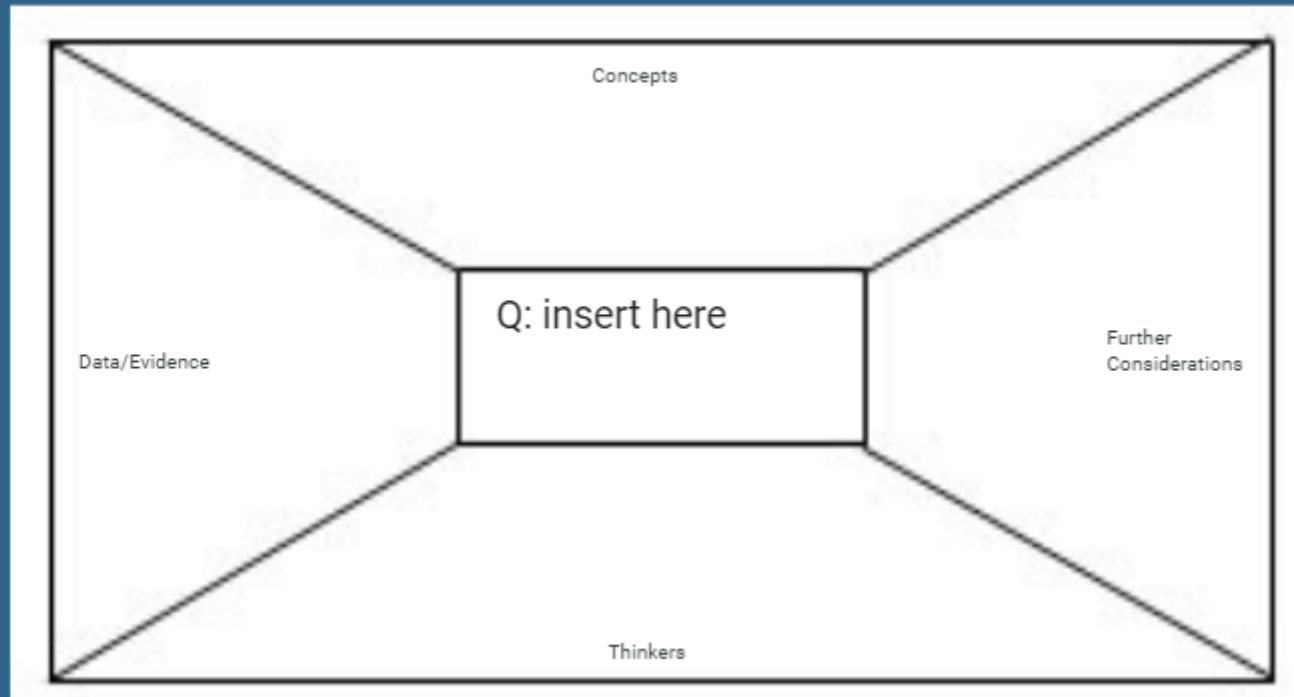


# Graphic Organisers and Blended Learning - Organising a response

## Breakout Room 1

### INSTRUCTIONS:

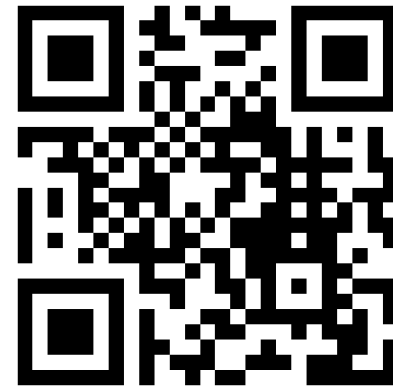
1. Create a sticky note.
2. Write your ideas/  
content/information on it.
3. Insert in relevant section  
on the placemat.





# Reflection - Successes for Students and Teachers

 **Mentimeter**



# Montage

**HISTORY**

**SIXTH YEAR HISTORY**

ASSIGNMENTS:  
Study best  
Men 15th cent  
Islam

RSR SCHEDULE:  
Overdue 4  
30% of class

6th POLI  
& SOCI

ASSIGNMENTS:  
essay due  
Thurs 18th  
17th - 10

PROJECT SCHEDULE:  
over midweek  
bank

## Consider this... and debate.

The west has historically constructed itself ('us') in opposition to the non-western world ('them') and, in doing so, has imagined itself to be rational, civilised and mature and has imagined the non-western world as irrational, deprived and child-like.

Do you agree with the above statement?

1. Get into small groups to discuss, compare notes and share evidence. Include case studies, stats and the theorists.
2. Having considered the issue some more, decide on your final stance.
3. Debate as a whole group. Don't forget to provide both qualitative and quantitative evidence.
4. Evaluate the debate - what went well and what do you all need to improve? Again, make notes on this.

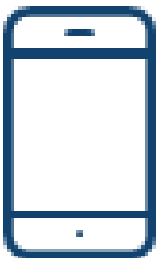
Makes notes of all points that interest you throughout the debate.

00:22

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# Check In: Learning Outcomes

