



# **Leaving Certificate Politics and Society**

**A Guide to approaching  
the Citizenship project  
and report  
2018**

## A Guide to approaching the Citizenship Project and Report, 2018

There is no one correct approach to undertaking a Citizenship Project. In fact, project titles are devised so that they can allow for a multiplicity of approaches. Students in different classes and even within the same class will discover many ways of approaching these projects so that they can apply and demonstrate their knowledge and skills in Politics and Society in different ways.

Some important messages:

- Undertaking a Citizenship Project is an important part of the learning and assessment of Politics and Society as it allows the students to develop and demonstrate evidence of learning in both knowledge and skills while engaging in meaningful action on a topic of interest to them.
- Students should be advised of the importance of maintaining a journal throughout their learning (including a record of *both* knowledge and skills learnt) as this will help them when it comes to completing the Citizenship Project and the Report.
- Consult the ***Politics and Society specification*** ([www.curriculumonline.ie](http://www.curriculumonline.ie)) to check the Learning Outcomes that are related to each title. All titles will relate to Learning Outcomes in Strand 2 and also to Learning Outcomes in at least one other Strand.
- Consult the ***Guidelines for the Citizenship Project and Report***, (NCCA, published online) for further information, including information regarding **assessment criteria** for the Citizenship Project Report.
- Remember that while students are encouraged to work collaboratively when engaging in their Citizenship Projects, all students must complete and submit an individual Report. The role and contribution of each student must be clear and significant. It is advisable that groups are not generally larger than four students, to ensure that all students make a significant contribution to the project and can work effectively together. When more than one group of students within a class choose to work on the same Project title it is important to ensure that each group approaches the title differently.

The following pages provide some ideas (which are not prescriptive) to help prompt discussion around possible ways that students might approach project titles. It is important that students are encouraged to discuss and agree their own approach, with teacher guidance.

## **List of Citizenship Projects for candidates sitting the Leaving Certificate Examination in 2018**

1. Conduct a consultation or survey to find out the extent to which different groups of students feel they have a voice in matters that affect them in school. Use the findings to inform an action and evaluate the impact of the action.
2. Focusing on Article 31 of the UN Convention on the Rights of the Child (UNCRC), investigate the degree to which young people in your local area have access to some or all of “the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”. Compare your findings with at least one other context or study. Use your findings to inform an action and evaluate the impact of the action.
3. Create an awareness raising tool or organize an event aimed at promoting understanding about the ways in which Irish identity is changing and being influenced by a process of cultural mixing and adaptation. Evaluate the impact of the tool or event.
4. Design a campaign (or participate in an existing campaign) to communicate with a political representative/or representatives and/or the wider public about a sustainable development issue that concerns you. Evaluate the impact of your campaign.

### **Some initial questions to consider in undertaking the citizenship project**

- Why did I choose this project and how has my learning from the course impacted on my choice?
- What key concepts or ideas studied in the course are relevant to this title?
- What sources of information or research do we already know about that can inform our work?
- Where else can we look to for help in informing our plan?
- What kinds of action are possible? What is the rationale for choosing one over another?
- What might an effective action be? What are the kinds of action that are possible and what are the strengths and limitations of each? What is the rationale for choosing one over another?
- If comparing the findings with another context, where might I/we look? Will I/we compare the findings with another Irish example or with a case study in another country? Can I provide a rationale for the choice?
- How can we use what we have learned about the role of the media in society to inform our project?
- How can we build in opportunities to develop our skills of working with others and being personally effective through this project?
- What outcome do I/we want to achieve?
- How will I/we evaluate its impact?

## Different ways of approaching the same project title

**If more than one group of students are undertaking a project that requires conducting a survey or consultation:**

- Different groups might use *different tools* for gathering data – questionnaire, focus-group meetings, case-studies, etc.
- *Different groups* could be surveyed/consulted with and the data compared across age or gender or cultural identity groups.
- Different groups might focus on *different questions*
- The findings from the research may be different for each group and can therefore lead to *different actions*.

**If more than one group of students are undertaking a project that requires undertaking an investigation:**

- Different groups might *focus on different questions or aspects of a question/issue*.
- Groups can use *different research sources* – both quantitative and qualitative.
- Groups that choose to generate their own research may use *different tools* such as surveys, questionnaires, focus-group meetings, case-studies, testimonies, etc.
- The *comparative element of the project should be different* for different groups (i.e. different groups compare their local context to a different context (local or global)).
- The findings from different investigations may lead to *different actions and outcomes*.

**If more than one group of students are undertaking a project that requires creating an awareness-raising tool, undertaking a campaign or organizing an event:**

- Different groups might identify *a different issue of concern* around which to build their campaign, event or tool. And where more than one group is working on the same issue of concern, groups can approach it from *different perspectives*.
- Different groups will draw on *different research sources* – both quantitative and qualitative.
- Different groups may develop *different aims and messages* as the focus of their campaign, awareness-raising tool or event.
- Different groups may *use technology and the media differently* to support their project.
- Groups may identify *different aims and outcomes* for their projects.
- The different groups may *target different groups/individuals*.