



## Area of Study

### **Local and global citizenship.**

## Overview

This transition unit intends to place students' community work experience within a context where there is an anti-poverty focus and analysis. Through this unit students will explore the work of local community groups and organisations that enable and empower those who are disadvantaged to participate in society.

Engaging with local organisations, clubs and community development groups can be a valuable and worthwhile exercise because learning about poverty is applied in local circumstances and does not become an academic pursuit. Also this type of engagement can contribute to the development of students as active and reflective citizens. Students will explore various aspects of poverty in Ireland through engaging in active learning methodologies, as well as completing a community work experience diary.

## Related learning

This unit has clear links with C.S.P.E in the Junior Certificate Cycle, Religious Education, Social and Scientific at Leaving Certificate level, Social Education in the Leaving Certificate Applied as well as, links to the proposed new Leaving Certificate Politics and Society course.

## Outline of the unit

- Students play labelling game and discuss the often harmful nature of stereotyping.
- Students using case studies carry out an investigation into the types of poverty and social exclusion and its effects on individuals.
- Students identify and analyse the causes of poverty, differentiate between causes and consequences and in particular the structural causes of poverty.
- Students investigate the link between poverty and human rights.
- Students analyse different types of communities by using photographs as starting point and hypothesis on their needs.
- Students research social exclusion and poverty and its effect on people's participation in society.

## Outline of the unit

- Students use internet and other media to research local and national responses to poverty.
- Students identify local organisations and community groups that have an antipoverty focus and invite in a guest speaker.
- Students prepare for community work placement.
- Students record diary of community work placement and reflect on and analyse the knowledge, skills and attitudes developed and enhanced through their work placement.
- Students make presentation to class on an aspect of poverty in Ireland.
- Students organise a poverty awareness raising event.

## Breakdown of the unit

20 hours of class contact time.

Approximately 25 hours of practical work, in the form of one week's community work placement.

Total: 45 hours

## Aims

*This transition unit aims to:*

- develop learners understanding and knowledge of the causes of poverty, as well as the nature and extent of poverty in Ireland
- develop learner's critical thinking skills through analysing the causes of poverty in Ireland within a human rights framework
- empower learners to engage in anti-poverty action and see its importance in engendering a just and equal society
- encourage learners to interact with organisations /community groups that have an anti-poverty focus
- foster in learners attitudes of respect, understanding and empathy towards people who may be marginalized in our society.

## Learning Outcomes

*On completion of this unit students should be able to:*

- explain how stereotyping results from often negative generalisations, especially in relation to marginalised groups in society
- describe types of poverty, relative, absolute and consistent and identify groups in society that are at most risk of experiencing poverty and social exclusion
- explain why a structural analysis is necessary to explain the causes of poverty in society
- participate in group discussion on the impact of poverty and social exclusion on people's lives
- demonstrate respect and empathy for groups and individuals who are at risk or who are experiencing poverty and social exclusion
- identify local groups/organisations that have an anti-poverty focus as well as a rights based approach
- explain the difference between organisations that 'help' people and those that 'empower' them
- investigate local and national responses to poverty
- plan and present an overview of community work placement in class, based on the community work experience diary
- design and carry out an action that will raise awareness of poverty issues at local and/or national level.

## Key skills

## How evidenced

information processing

Learners will access information from a range of sources and communication technologies in relation to poverty issues. They will develop the ability to record, organize, and summarise information in relation to poverty and social exclusion.

critical and creative thinking

Learners will analyse poverty issues, challenge assumptions, examine evidence and reach conclusions in relation to poverty issues. Learners should be encouraged to think imaginatively, actively seeking solutions in relation to social exclusion.

communicating

Learners will engage in listening and dialogue around poverty issues - expressing opinions, discussing, speculating, challenging, reasoning, and engaging in debate and argument.

working with others

Learners will become more adept at developing good relationships with others through their community placement as well as, skills of acknowledging individual differences, negotiating and resolving conflicts about issues relating to perceptions of poverty within the classroom.

being personally effective

Learners will become more confident, evaluate their performance and achieve personal and collective goals by their involvement in class activities and community work experience. Learners will develop personal qualities such as being flexible and taking initiative through their involvement in class activities and community work experience.

## Learning approaches

Ranking/Scoring Exercises, Brainstorming, Walking Debates, Pair and group work, Case Studies, Photographs/images, Games, Newspaper Articles, Drama, Internet research, Visiting speakers, Carrying out interviews, Diary, Creative Writing, Posters/Art Work, Presentations

## Assessment approaches

1. Community work placement diary (see appendix).
  2. Presentation on a specific aspect of poverty in Ireland or on the work of a group/organisation concerned with bringing about change in the area
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1. Diary (see attached) - Community work placement diary marking breakdown
    - Employment Details 10%
    - Daily Diary 20%
    - Work Focus 20%
    - Interview 25%
    - Conclusions 25%
  2. Presentation on a specific aspect of poverty in Ireland or on the work of a group/organisation concerned with bringing about change in the area. Teachers and peers will provide focused feedback to the learner on their presentation under the following headings:

### **Content:** **40%**

- Does the content relate to the title and/or purpose of the presentation?
- Is the breadth and depth of the content sufficient? e.g. does the understanding of poverty outlined go beyond individual explanations based on bad luck, individual failings, family circumstances, to include broader societal causes e.g. how resources are distributed -who has access to them, how they access them.
- Are the learner's ideas, attitudes, and beliefs consistent with a human rights perspective?
- Are their recommendations for future action/s by a range of actors including government in relation to poverty issues evident?

### **Overall Structure:** **40%**

- Is the presentation coherent, easy to follow and suited to its audience?
- Is there an identifiable beginning (summary), middle and end (conclusion).
- Is the material presented in an imaginative way using a variety of media?
- Is the response to questions and comment competent?

### **General Management:** **20%**

- Is there good time management?
- Does the learner demonstrate good presentation skills?

## Evaluation methods

Learners and Teachers will evaluate the success of this unit by completing a questionnaire or engaging in a class discussion, the latter approach can include small groups discussing questions initially and then feeding back key points to the larger group. The evaluation should occur at different stages in the study of the unit.

- What was most enjoyable part of this aspect of the transition unit?
- What was the least enjoyable?
- What skills were developed as a result of doing this part of the transition unit?
- How were they demonstrated?
- What skills need to be improved and how will we do this?
- Did the class work well together as a team and share responsibility for their learning?
- What was the greatest success of the unit for you?
- What was the greatest challenge for you in the study of this unit?
- What would we change or do differently if we were going to do this transition unit again?

## Resources

The main bank of lessons pertaining to this unit are available to download as a PDF file from the Combat Poverty Website - [www.combatpoverty.ie](http://www.combatpoverty.ie)

Student Community Work Placement Diary- see appendix

### Websites:

Age Action info will be inserted

Barnardos: <http://www.barnardos.ie/> Barnardo's supports children whose well-being is under threat, by working with them, their families and communities and by campaigning for the rights of children.

Children's Rights Alliance: [www.childrensrights.ie](http://www.childrensrights.ie) a national umbrella body composed of a wide range of non-governmental organisations and individuals concerned with the rights and welfare of children. The aim of the Alliance is to promote the implementation of the Convention on the Rights of the Child in Ireland.

Combat Poverty Agency: <http://www.combatpoverty.ie/> Information about poverty in Ireland, with reports, surveys, and statistics

Disability Information Ireland: [www.disability.ie](http://www.disability.ie) provides access to a comprehensive online information service for people with disabilities.

Diversity Ireland: <http://www.diversityireland.ie/> This is the site of The National Action plan Against Racism.

Enable Ireland: [www.enableireland.ie](http://www.enableireland.ie) an organisation that enables people with physical disabilities to achieve maximum independence in their local communities.

Exchange House: <http://www.exchangehouse.ie> gives information on services for Travellers and also has pages on discrimination against Travellers and on discrimination and intolerance in general.

Focus Ireland: <http://www.focusireland.ie/> organisation working with people who are homeless.

GLEN - Gay and Lesbian Equality Network: [www.glen.ie](http://www.glen.ie) GLEN campaigns for changes in legislation and social policy in Ireland - in order to advance equality for lesbian, gay and bisexual (LGB) people.

Immigrant Council of Ireland: [www.immigrantcouncil.ie](http://www.immigrantcouncil.ie) - an independent organisation working with and for immigrants in promoting their rights through information, advocacy and awareness.

Inclusion Ireland - The National Association for People with an Intellectual Disability: [www.inclusionireland.ie](http://www.inclusionireland.ie) - is a national voluntary organisation working to promote the rights of people with an intellectual disability in Ireland to ensure their full and equal participation in society.

Irish Society for the Prevention of Children's Cruelty: [www.ispcc.ie](http://www.ispcc.ie) Promoting the rights & citizenship of children in line with the UN Convention on the rights of the child.

Irish Refugee Council: [www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie) promotes public awareness and understanding of asylum and refugee issues  
Irish Traveller Movement: <http://www.itmtrav.com/> the site of the Irish Traveller Movement. Issues such as accommodation, equality and education are covered.

National Children's Office [www.nco.ie](http://www.nco.ie) The National Children's Office had overall responsibility for co-ordinating the implementation of the National Children's strategy.

National Council for Aging and Older People [www.ncaop.ie](http://www.ncaop.ie) The Council is an advisory agency to the Minister for Health and Children and others on all aspects of ageing and the welfare of older people in the Republic of Ireland.

National Disability Authority [www.nda.ie/](http://www.nda.ie/) The National Disability Authority is the lead state agency on disability issues, providing independent expert advice to Government on policy and practice.

National Women's Council of Ireland [www.nwci.ie](http://www.nwci.ie)

Office for Social Inclusion [www.socialinclusion.ie](http://www.socialinclusion.ie) for information on the National Action Plan for Social Inclusion

One Family <http://www.onefamily.ie> One Family provides voice, support and action for one-parent families through membership, professional services and campaigning.

One Parent Exchange Network [www.oneparent.ie](http://www.oneparent.ie) OPEN, the national network of local one parent self-help groups, represents the diversity of interests of lone parents (particularly those living in / or at risk of living in poverty) and promotes their inclusion and progression within wider society

Treoir [www.treoir.ie](http://www.treoir.ie) - promoting the welfare of and improve the standards of care for unmarried parents and their children

Pavee Point: <http://www.paveepoint.ie/> Pavee Point Travellers' Centre

People with Disabilities in Ireland (PwDI): [www.pwdi.ie](http://www.pwdi.ie) - an umbrella organisation, which brings people together locally and nationally to work on common, issues that affect all people with disabilities.

Peter McVerry Trust: [www.pmvtrust.ie](http://www.pmvtrust.ie) - committed to reducing the effects of homelessness, drug misuse and social disadvantage among young people in the Dublin area.

Society of Saint Vincent de Paul [www.svp.ie](http://www.svp.ie)

Simon Community: <http://www.simoncommunity.com/Website> drawing attention to the issue of homelessness in Ireland.

The Equality Authority: <http://www.equality.ie/> - The Equality Authority seeks to achieve positive change in the situation and experience of groups and individuals experiencing inequality

The Irish Wheelchair Association <http://www.iwa.ie/> The Irish Wheelchair Association (IWA) is the national organisation of people with limited mobility.

Vincentian Partnership for Social Justice: [www.vpsj.ie](http://www.vpsj.ie) - works for social and economic change, tackling poverty and exclusion.



**Government Departments:**

Department of Community, Rural and Gaeltacht Affairs,

<http://www.pobail.ie/>

Department of Education and Science

<http://www.education.ie>

Department of Health and Children

<http://www.dohc.ie/>

Department of Justice, Equality and Law Reform,

<http://www.justice.ie/>

Department of Social and Family Affairs,

<http://www.welfare.ie/>

**Written Texts**

Developing Facilitation Skills – A Handbook for Group Facilitators. Patricia Prendiville, Combat Poverty, 2004.

Fair Shares? 2nd edition -Maureen Bassett, Combat Poverty 1996.

Left Outside? An educational resource on poverty in Ireland. Maureen Bassett, Neil Haran, Combat Poverty 2006.

Opening Doors – School and Community Partnership in Poverty Awareness and Social Education Initiatives (Guidelines for Partnership Development) Sandra Gowran, Curriculum Development Unit, CDVEC and Combat Poverty, 2005.

Poverty in Focus, Maureen Bassett, Combat Poverty, ASTI 1995.

Student Information Leaflets, Combat Poverty in association with Blackrock College, Mount Temple, St Leo's College, Tallaght Community School, 2004.

# Community Work Placement Diary

## Instructions

- For your work placement you will be working in your local community with an organisation.
- This work report is to help you get the best out of your community work.
- You should observe and think about your work and your workplace so that you can answer the questions and comment on your experience.

**This diary will form part of the assessment of this Transition Unit. You must complete the diary and the reflection and return it to your class teacher.**

# Your Employment Details

Name of organisation \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Contact person \_\_\_\_\_

Work hours \_\_\_\_\_

Clothing requirements \_\_\_\_\_

Lunch arrangements \_\_\_\_\_

What time do you leave for work? \_\_\_\_\_

What breaks are you allowed during the day?

\_\_\_\_\_

What facilities are provided for staff (toilets, cloakroom, staff lockers, lunch room, etc.)?

\_\_\_\_\_

What is the procedure in case of an emergency (e.g. a fire)?

\_\_\_\_\_

\_\_\_\_\_

Does your school insurance policy cover your community work placement?

Yes:

No:

# Daily Diary

Describe briefly the work you were involved in each day, work you observed others doing, how you worked with other staff members and any other reflections or comments.

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## Day 2

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## Day 3

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## Day 4

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## Day 5

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# Work Focus

Describe how the community group/organisation that you are working with has an antipoverty/social inclusion focus? (E.g. how does the group/organisation work to empower and/or assist the people they work with?)

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Describe how the group you are working with are or are not able to participate fully in society?

(See bottom of the page for questions which may help answer this question)<sup>1</sup>

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What are the greatest challenges you see for the community group /organisation with whom you have worked? (E.g. facilities; finance; personnel; other resources)

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<sup>1</sup>Can they participate in all aspects of life e.g. - social life -in education/ training: cultural life -in leisure activities: political life-participate in a group that can influence change or stand for election: economic life-get a well paid job or have enough income to have a reasonable standard of living

It is often important to remember that confidentiality is an element of work with community organisations. Give an example of how you would maintain confidentiality in a community work environment.

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In work situations everyone is entitled to the same opportunities, rights and access, regardless of their age, sex and sexual orientation, disability, race, religion or background. In the organisation what is the breakdown of women and men amongst staff and volunteers?

Females:      Males:

Are there certain jobs carried out mainly by women and/or men? Why do you think this is?

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Are there facilities available for people with disabilities?

Yes:              No:

Can all those who wish to participate in the organisation do so? (E.g. does lack of money/ transport/ childcare/physical accessibility prevent anyone from doing so?)

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What rights is this organisation working for?

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What are the top three priorities of the organisation? (It is useful here not just to think of what they do but what they are trying to achieve)

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# Interview

Ask some member of staff about their job. Prepare and write down your questions beforehand. Remember to arrange a time and place for the interview. Be polite, do not ask personal questions and always thank the person at the end of the interview. You can take rough notes as the person answers the questions, you can then add to these notes when the interview is over. Alternatively, you could tape the interview with the person's permission.

### Possible questions:

What is your job title?

## What sort of things do you do in your job?

## What skills do you need to do this job?

## What training have you done?

## What do you like about your job?

What do you like least about your job?

Do you think this work is important for your community/ if so why and how?

What are the main challenges you face in your work?

If you could change one thing about the area/issue you work in/with what would it be?

In the space below give an account of an interview that you have conducted with a key person in the community group/ organisation and say what you have learned from him/her.

[illegible]

# Conclusions

Describe how (if at all) the work that you have done with this community group/organization has affected or changed your attitude to community involvement.

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Name the skills you have gained from school and other places that have been useful in this workplace.(e.g. communications skills; organisation skills; taking initiative; being flexible; being part of a team etc)

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After spending a week in the job, are you still interested in doing this type of work or work you saw others involved in? Why, or why not?

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Was the work experience the same as you thought it would be, or different?  
How did it differ?

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What do you think the staff and the people who use the organisation/service learned from you?

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Did you encounter any challenges or problems during your placement? If so, how did you overcome them?

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What do you think you have achieved from your placement?

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Describe how what you have learned (skills, knowledge, attitudes) can be applied in the future - in school and in the community.

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