

TY Politics & Society Taster Module – Redesigned for online delivery

Week	Class	Topic & Description	Resources
1	a	Course Intro (Strands and Topics of the LC Course & Citizenship Project)	https://curriculumonline.ie/getmedia/ee597f5d-180a-4531-ba50-2f4c966f2df3/Politics-and-Society-new.pdf Podcast intro episode: https://polsocpodcast.com/podcast-episodes/episode-1/
	b	Intro to Human Rights – Basic Structures and Key Terminology	https://polsocpodcast.files.wordpress.com/2020/03/intro-to-human-rights-upload-version.pdf
2	a	Human Rights and Activism – The Active Citizen. The role of NGOs – Amnesty International	Podcast Episode: https://polsocpodcast.com/episode-7-is-live/ Episode Notes and Resources: https://polsocpodcast.com/https-polsocpodcast-com-2019-05-29-episode-7-amnesty-activism-episode-notes/
	b	Intro to Children’s Rights : The Ombudsman for Children’s Office and the Minister for Children’s Affairs (Podcast and worksheet)	Podcast Episode: https://polsocpodcast.com/ep-10-childrens-rights-and-policies/ Episode Notes and Resources: https://polsocpodcast.files.wordpress.com/2020/11/ep-10-listen-along-guide.pdf
3	a	Intro to UNCRC and Children’s Rights in Ireland	Wide range of supporting materials for students to engage with here: https://www.oco.ie/news/oco-launches-free-online-education-resource-for-schools-on-childrens-rights/
	b	Case Study: the 2012 Children’s Rights Referendum	https://polsocpodcast.files.wordpress.com/2020/03/childrens-referendum-case-study-upload-version.pdf
4	a	Intro to Pol Soc Writing : Case study “ <i>Are Children’s Rights Enjoyed equally by all Young People in Ireland?</i> ”	Screencast: https://polsocpodcast.com/2020/03/22/screencast-2-childrens-rights-essay/ Listen Along Guide: https://polsocpodcast.files.wordpress.com/2020/03/screencast-2-listen-along-guide.pdf
	b	Screencast feedback and corrections.	Assessment: Students provide an ‘introduction’ and ‘sample paragraph’ from their essay for assessment by the teacher.
5	a	Intro to Power and Decision Making – outline of course topics in LC and specific areas to be focussed on in this module	Outline some of the Key Thinkers on the Course and briefly examine how power is used in different settings. https://polsocpodcast.files.wordpress.com/2020/03/intro-to-power-and-decision-marking-upload-version.pdf
	b	Civil Disobedience (1) – Learning Outcome 3.1	Theory and practice of Civil Disobedience: Gandhi and King: https://polsocpodcast.files.wordpress.com/2021/01/civil-disobedience-notes.pdf
6	a	Civil Disobedience (2)	Independent Student Investigation: Students take a case study from the options on Page 2 or Page 4 of the Handout and present the ways in which the events described meet the criteria outlined in the ‘theory’ section on page 1. This will be the most challenging component of the 8 weeks to manage remotely, but hopefully by this point, students will be more at ease with the process and willing to participate!
	b	Civil Disobedience (3) Completing ‘odds and ends’ plus assessment	Feedback and Assessment: Google Forms Quiz on Key Terminology and Key Concepts (Self-Correcting! Based on the structure of the handout above) https://docs.google.com/forms/d/16zhpAm3Kog4uPL9UPQk-BERPcXtK7rslj8g17ITnfRo/prefill
7	a	Use of Violence against Undemocratic States (1) Learning Outcome 3.1 intro	Theory and Practice of Use of Violence against Undemocratic States: https://polsocpodcast.files.wordpress.com/2021/01/use-of-violence.pdf

		to Key concepts and Mandela Case study	Student undertake the analysis of the ' Strengths and Weaknesses ' of the approaches outlined. (Bottom of page 2)
	b	Use of Violence against Undemocratic States (2) – Irish Context and Examples	Students complete a ' <i>Close Reading</i> ' of the Gerry Adams interview from Der Spiegel (Pages 4-6 of handout) and answer the sample questions that follow. Particular focus on assessing the reliability of the source and the range of options available. Contrast with John Hume.
8	a	Use of Violence (3) Completing 'odds and ends' plus assessment	Feedback and Assessment: Google Forms Quiz on Key Terminology and Key Concepts (Self-Correcting! Based on the structure of the handout above) https://docs.google.com/forms/d/158IK0yc14t2kSArvxVceO0L5GSjF0X7r_WocKoUjTuo/edit
	b	Guided Reading for Politics and Society – Depending on the speed at which students move through the material, this final class is generally used to allow some students to 'catch up' with assessments, but also allows more engaged students to look at how they can continue to engage with the subject.	TLDR – Guided Reading for Pol Soc: https://polsocpodcast.files.wordpress.com/2020/03/tldr-recording-your-pol-soc-reading-upload-version.pdf Sample Reading: John Locke and Mask Mandates in the US – What a "Key Thinker Might Say???" https://polsocpodcast.files.wordpress.com/2020/10/john-locke-covid-19-article-nbc-news-july-2020.pdf Advanced students investigate John Locke further and engage with the questions at the end of the article.