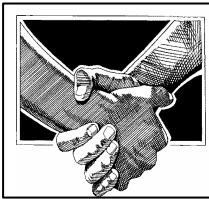


The 7 Concepts



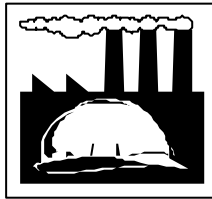
Rights & Responsibilities



Human Dignity



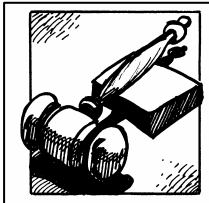
Stewardship



Development

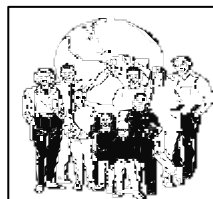


Democracy










Law

Compiled by
the CSPE Support Service



Interdependence

In the CSPE Syllabus (pages 10 –12) the **7 course Concepts** are explained as follows :

	<p>Rights and Responsibilities: Pupils should be aware that every individual is entitled to basic social, cultural, economic, civic, religious and political rights and to the safeguarding and protection of these rights. Denial of human rights results in the domination and oppression of people. Responsibilities go hand in hand with the rights accorded to individuals. Every person is responsible for their actions towards other people at all levels. Irresponsibility results in self-interested or careless actions which can be damaging to other people at all levels.</p>
	<p>Human Dignity: Pupils should be aware of the dignity which every individual should be accorded as a human being, and of how the provision of basic needs (e.g. food, health, security, education) is vital to human dignity. Failure to fulfil the basic needs of people results in loss of human dignity, deprivation, etc.</p>
	<p>Stewardship: Pupils should be aware that as individuals born on the planet every person becomes a temporary owner or steward entrusted and empowered with its care and maintenance e.g. with constructive management of its finite resources, appreciation of the cultural diversity of its peoples, etc. This stewardship will be passed on to future generations and includes complex decision-making on complex issues, particularly in the area of development, where compromise is often the only way forward for those involved. Absence of stewardship leads to the belief that our role in relation to the natural world, the environment, other peoples and cultures is incidental or inconsequential. This results in phenomena like unnecessary depletion of resources, pollution of the environment, diminishment of cultural heritage etc.</p>
	<p>Development: Development can be defined as a process of improvement (social, economic, cultural, political) to meet the needs in people's lives at all levels (personal, local, national, international). Pupils should be aware that development is usually planned and can often be influenced through the democratic process. They should also be aware that the process of development is complex, often controversial, and one where planned solutions do not always meet the needs of all parties involved. Failure to develop leads to decline and underdevelopment.</p>
	<p>Democracy: Pupils should be aware that through the democratic process, at all levels of society, every individual can exercise power through participation. Participation at an individual or group level represents a central right and responsibility in an ordered democratic society. Non-participation or exclusion can lead to alienation, apathy and lack of responsibility on the part of the individual.</p>
	<p>Law: Pupils should be aware that laws and rules serve important purposes in any community or society, including the peaceful resolution of conflicts, the protection of life and property etc. They order and set out common codes of conduct for relationships between individuals, and between individuals, groups and society as a whole. They are a means through which we ensure that the rights of individuals are protected and promoted. They inform us of our rights and of our responsibilities for the observance of those rights. Laws and rules are subject to change. Changes in laws may reflect developments in society, or may result from the actions of individuals. A belief in justice and fairness is basic to the process of developing, implementing and valuing laws. Lawlessness and ignorance of the value of laws results in the denial of the rights of each and every individual and a decline in the quality of life in communities and society.</p>
	<p>Interdependence: Pupils should be aware of the interrelatedness of all human life at the individual, community, national and global levels. The actions of an individual can have effects, sometimes in places and situations they have never seen e.g. the effects on economies, businesses and the environment of the purchases we make as consumers, the effects of our votes in elections on developments at local, national and international levels. Absence of an understanding of interdependence leads to an isolated, powerless and self-interested view of events.</p>

CONCEPTS OF RIGHTS AND RESPONSIBILITIES AND HUMAN DIGNITY

Buzz Words		
Human rights	UDHR	Needs
Wants	Respect	Racism
Discrimination	Prejudice	UNCRC
Equality	Dignity	Value

Note issues occurring at local, national and global level.

What is the difference between needs and wants?

What are human rights? What ones come immediately to mind? Classification of human rights.

What is the Universal Declaration of Human Rights? Who conceived it? Why was it considered necessary?

What is the United Nations Convention on the Rights of the Child? What are the four main areas of rights that are protected under this convention?

Denial or abuse of basic human rights such as shelter, food, healthcare, education leads to loss of human dignity.

Some human rights issues that could be explored further: - poverty - bullying - disabled - homeless - travellers...

Case studies or stories where human rights are being denied. Name the different human rights that might be involved.

What are prejudice, discrimination, racism? Discuss and give examples where students can clearly understand and possibly identify with.

Why do responsibilities go hand in hand with rights? Highlight some rights that children have but which have correlating responsibilities.

Name and discuss some people who have been involved or who are currently involved in promoting human rights.

Name and discuss some organisations that promote and defend human rights.

CONCEPT OF STEWARDSHIP

Buzz Words

Environment	Resources	Actions
Consequences	Responsibilities	Litter
Reduce	Reuse	Recycle
Repair	Global Warming	Acid rain
Conservation	Sustainable Development	Landfills

Note issues occurring at local, national and global level.

What is stewardship? Do we have rights and responsibilities in terms of our planet and environment?

What are the current problems facing our environment? Global warming - greenhouse effect - ozone layer - deforestation - acid rain - waste disposal (industrial, nuclear, household...)

What is the world doing about these problems? What is Ireland doing? (Unleaded fuel, NCT, refuse collections.)

How can an individual do, to help protect the environment? Reduce - reuse - recycle - repair.

What does each of these terms mean? Name items that could fit into each of the above categories.

Do the actions of an individual have consequences positive or negative? What about groups of people or countries?

Why is waste management such a contentious issue in this country? (Incinerators – landfills.)

What is sustainable development?

Is there a connection between stewardship and politics?

Case studies of places where environmental issues have featured or are currently featuring.

CONCEPT OF DEVELOPMENT

Buzz Words

Change	Planning	Improvement
Underdevelopment	Local Government	Democracy
Conflict	Controversy	Negotiation
Compromise	Local Government	Community

Note issues occurring at local, national and global level.

What is development? Why do we need development? What levels do developments take place at? (Local, national, global.)

How does development occur? Who is responsible for development? Development involves conflict, controversy, negotiation and compromise. Why?

What is the local authority. What are the main functions of local authorities? Who are our local representatives?

What is the Local Development Plan? Where is it to be found? Why is it in this place?

Study a recent or current issue involving planning. Identify the issue and suggest or evaluate the solution.

How can individuals or communities influence planning decisions?

Name and discuss some organisations that are involved in national development. (IDA, BIM, Údarás na Gaeltachta.)

Ireland receives grants from Europe to aid development in this country. Highlight some of the areas where this money has or is currently being spent.

Lack of development leads to underdevelopment. Study communities in the developing world.

Compare your local community to one from the developing world.

Name some of the global plans for world development. (Peace, health, education...)

CONCEPT OF DEMOCRACY

Buzz Words

Citizens
Seanad
Referendum
Northern Ireland

Elections
Voting
Politics etc
Participation

President
Constitution
P.R.
Rights

Note issues occurring at local, national and global level.

What is democracy? What does it mean to be living in a democratic state? What other types of governments exist?

What is the constitution? What does it look like?

What is our Government called? Examine the different entities that make up our system of government. (The President, The Dáil, The Seanad.)

Who is our president? Who is our Taoiseach? What are the divisions of government responsibilities? Name some government ministers.

Case studies of some of the individuals that are part of our government. A history of... or A day in the life of ...

What political parties do we have in Ireland? Who are their leaders? What do they stand for?

Voting – an issue! Who has the right to vote? How do we ensure we have a vote? Who cannot vote? Is voting a responsibility?

How do people get elected to government? Elections - proportional representation - quotas - secret ballot - canvassing...

What other types of elections are there in Ireland? (Presidential - European Parliament - Bye-elections...)

How is the constitution changed or amended?

How is Northern Ireland governed? What are Unionists and Nationalists. Name some of the main political figures in the North. What is the Good Friday Agreement?

CONCEPT OF LAW

Buzz Words

Protection	Justice	Community
Punishment	Rules	Courts
Gardaí Síochána	Civil Law	Rights
Criminal Law	Solicitor	Judge

Note issues occurring at local, national or global level.

Why do we have laws? How do they protect the citizens of Ireland?

What are the different types of law - criminal law - civil law - bye laws?

Who are the various people involved in the legal system?

What is the job of the Gardaí Síochána and who is responsible for them?

What active part, can you and your community play in supporting the Gardaí?

What is the role of the Defence Forces?

Case studies of people involved in the legal system.

What are the consequences of breaking the law in Ireland?

What are the different types of courts in the Irish legal system?

What is the European Court of Justice?

How does the law affect young people? How are young offenders dealt with?

What are young peoples' responsibilities in relation to the law? (education, work...)

CONCEPT OF INTERDEPENDENCE

Buzz Words

United Nations	Consequences	Actions
European Union	Media	Trade
Council of Europe	Influence	Technology
Global citizens	Fair Trade	Effects

Note issues occurring at local, national and global.

Ireland and the EU. What are our connections with the EU? What other countries are members? Why was the EU formed?

What has Ireland gained by being a member of the EU?

What are the main institutions of the EU? What do they do? How do these organisations affect Ireland? (Law, industry...)

What is an MEP? Name some MEPs. Case study of "A day in the life of an MEP".

What are the benefits of having a single currency? What countries have decided not to join the single currency? What types of reasons do they have?

How can Irish citizens be active and participative members of the EU?

What is the United Nations? Where is it based? What are its functions? Why was it formed? How does Ireland participate in the United Nations?

What is globalisation? What are the advantages and disadvantages of globalisation?

How and why is Ireland interdependent with the world? Trade - media - internet.

Get students to look at different products and track their journey around the world.

Trace the path of coffee or designer clothes from their origins to the shop. Highlight wages, conditions, workers, prices... What human rights are in question?

What is Fairtrade? Why was it started? Who benefits?

Global issues: child labour - nuclear power - third world debt - arms trade - famine - war.

How can citizens of Ireland influence global events / issues?