



My Own Place:

My Community, My Culture

This Junior Certificate short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. It can be part of the school's curriculum, and can be offered as such. It can be included on PPOD, so that it can be reflected in the student JCPA. Here are some guidelines from the DES <https://www.education.ie/en/Schools-Colleges/Services/Returns/Post-Primary-Online-Database-P-POD-Project/ppod-guide-8-short-courses.pdf>

Contents

1. Title and Introduction to Junior Cycle
2. Rationale
3. Aim
4. Overview of Course
5. Learning Outcomes
6. Links to Junior Cycle
7. Assessment and Reporting
8. Assessment Arrangement and Appendix

Draft short course specification (Level 3)

Title of short course
<i>My Own Place – My Community, My Culture.</i>

1 . Introduction to junior cycle
Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all. The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

2. Rationale

The Learning that takes place in this short course is important because it is ...

- **relevant – inside and outside school** – Students will learn about traveller ethnicity; Traveller movements and organisations across the country; media portrayal of travellers; modern pastimes and customs; and the psychology of being a traveller in modern society. In the process they may develop a sense of purpose and direction that could help them to realise that education and educational attainment is key to breaking down some of the social barriers that exist for Travellers and Roma and other minorities living in Ireland today, while at the same time helping to make school a more relevant and welcoming space for all students including early school leavers, particularly in the Traveller and Roma communities.
- **interesting and challenging** – This course is designed to harness the enthusiasm they have for communicating about themselves and their lived experience, while at the same time challenging them to produce a body of work that reflects who they are as a person culturally.
- **connected to prior learning** – This a vital component of the course as bringing their own culture into the classroom is an essential aspect of it. Students will bring their own cultural activities, traditions, stories, music, language etc. into the classroom, all the things that they have learned at home from parents, grandparents and extended family.
- **Empowering the student** – Career investigations and raising awareness of additional supports and access programs for minorities will for part of the learning. Teaching young Travellers and Roma about their own cultures, in a classroom setting, is one-step towards empowering them to understand and change the sometimes negative public perception. Creating content such as project work, cultural awareness posters and infographics, short films and documentaries will develop many key skills that can only be of use in the future for these students.
- **Directed towards students' strengths** – By making the course relevant to their lived experiences, by offering students opportunities to be assessed in a variety of ways and through various different forms of media, and by building the class content around themselves, students will learn in a way that suits their learning style and be assessed in a way that highlights their strengths.

3. Aim

The aim of this course is to empower students to:

- Recognise and appreciate ethnic diversity
- Develop intercultural awareness
- Be proud and knowledgeable of their own culture
- Have a positive impact on society
- Understand the power of education
- Foster a sense of belonging in the school community

4. Overview: Course

The strands in this short course are:

Strand 1: *What is Culture?* Students will learn about the many different cultures in modern Ireland and their own culture's place in it. They will develop a sense of intercultural awareness and about what makes us all culturally unique.

Strand 2: *My Own Culture* Students will focus in on their own cultural background and their own unique cultural identifiers. They will examine the history of their cultural heritage. They will also learn about how their culture is represented in a modern context through media portrayal, social media and modern stereotypes.

Strand 3: *Active Citizenship in a Cultural Context* In this strand the learner will examine the support networks, community groups and social representatives of their culture, and how to access and get involved with these groups, e.g. Travellers rights groups such as the Irish Traveller Movement, the New Communities Partnership, National LGBT Federation Ireland etc.

Strand 4: *The Best of Me* This strand aims to run through the other three strands, tying the learning together into a project based school or community initiative. The learner will undertake to promote, highlight or involve themselves and/or their culture in a presentation or school/community based event and develop the idea as the course progresses.

The learning outcomes in this short course are aligned with the level indicators for Level 3 of the National Framework of Qualifications.

The course is designed for approximately 100 hours of student engagement.

5. Learning outcomes

Strand 1: What is Culture?

<i>Students will learn about</i>	Learning outcomes <i>Students should be able to</i>
• The many different cultures in modern Ireland • The Irish demographics of the student's community. • Developing a sense of intercultural awareness • What makes us all culturally unique, such as norms, customs, symbols, language and so on.	1.1 identify the main nationalities and ethnic minorities living in Ireland today as outlined in the last census. 1.2 identify their own cultural background 1.3 investigate their community's presence in Ireland today through the Central Statistics Office 1.4 explain the concept of an Intercultural society 1.5 explain the difference between assimilation and integration 1.6 compare the identifiers of at least three cultures, including their own, and discuss what makes each culture unique culturally unique. 1.7 examine the idea of <i>ethnic status</i>. 1.8 prepare a presentation/project/talk based on learning from this strand outlining their learning from this strand.

Strand 2: My Own Culture

<i>Students learn about</i>	Learning outcomes <i>Students should be able to</i>
• Their own cultural background and their own unique cultural identifiers. • The history of their people in Ireland through research • Their cultural heritage. • How their culture is represented in a modern context through media	2.1 review aspects of their culture that are shared throughout the community 2.2 examine the origin of their unique cultural identifiers and research the documented history of their community in Ireland 2.3 discuss the oral history and tradition of their culture 2.4 identify a song, poem or piece of literature that reflects their cultural identity

portrayal, social media and modern stereotypes. For example in film, music, sport or art.	2.5 record traditions, stories, myths, cures and medicines from their cultures past and present 2.6 understand the concept of <i>stereotyping</i> 2.7 Investigate how their culture is portrayed in the mass media, in social media and popular culture
Strand 3: Active Citizenship in a Cultural Context	
<i>Students learn about</i>	Learning outcomes <i>Students should be able to</i>
• The support networks, community groups and social representatives that exist. • How to access and get involved with the above groups, e.g. Travellers rights groups such as Pavee Point, the Irish Traveller Movement and NTRIS Initiative. • Statutory legislation in relation to their rights as a minority • Role models within their community. • The Prohibition of Incitement to Hatred Act 1989, the Employment Equality Acts and the Equal Status Acts and The Equality Act 2004	3.1 identify organisations and community groups that represent their community and learn how to contact and engage with these representatives 3.2 create a poster, leaflet or infographic that demonstrates how the students engaged with the various organisations and community groups that represent their community 3.3 examine key anti-discrimination legislation that specifically identify Travellers by name as a group protected. 3.4 review the traditional school curriculum in relation to their culture 3.5 identify how the school curriculum could be adapted to be more inclusive in relation to their cultural background at primary and secondary school level 3.6 conduct an interview with a role model from their community and project or presentation based on a role model(s) within their community.

Strand 4: The Best of Me	
<i>Students learn about</i>	Learning outcomes <i>Students should be able to</i>
• Tying the previous strands together into a project-based school or community initiative. • Planning and completing a project in which the learner will undertake to promote, highlight or involve themselves and/or their culture in a presentation or school/community based event.	4.1 work individually or as part of a team to promote their own culture 4.2 create a display, an event or initiative that promotes aspects of their own culture within the school or wider community 4.3 demonstrate their own learning from the course through a composition or oral presentation 4.4 recognise the importance of being an active citizen within their own and the wider community

6. Links		
a) Statements of learning		
Statement	Examples of relevant learning in the course	
6 Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	In strand 1 the student will learn about all the different cultures and the diversity present in the wider community today. They will appreciate the value of how different ideas and beliefs can enhance society as a whole. Students will also learn how their own cultural background has enriched the wider community, and about intercultural studies as a whole. They will learn to identify concepts such as racism and discrimination and their negative impact on society.	
9 Understands the origins and impacts of social, economic and environmental aspects of the world around her/him	In strands 2 and 3 students will learn about the social, economic and environmental impact that the wider society has had on their own community. They will examine these impacts in a historical and modern context and trace how the former influences the latter.	
24 Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical matter	Students are expected to use the internet to research throughout all strands. They will use computers and phones/tablets to create and display/present content individually and as part of a team. They will become familiar with software such as PowerPoint, Publisher, Movie Maker, Audio-Visual recording technology throughout the strands to present information	
7 Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts	Through learning about their own cultural heritage and its place in wider society, coupled with an awareness of the various organisations that represent their own community students should become aware of what it means to be an active citizen. They will have the opportunity to demonstrate that awareness in strand 4 when they create a display, an event or initiative that promotes aspects of their own culture within the school or wider community	
b) The eight key skills of junior cycle		
Key skill	Key skill element	Student learning activity
Being literate	• Expressing ideas clearly and accurately	• Students will give an Oral Presentation with the use of a

	• Exploring and creating a variety of texts, including multi-modal texts	visual aid based on the learning in strand 1 • Students will create a poster, leaflet or infographic about the various organisations and community groups that represent their community
Managing myself	• Knowing myself • Being able to reflect on my own learning	• Students will discuss and debate their own cultural identifiers, norms, customs, symbols and language that make them culturally unique. • In strand 4 students are asked to demonstrate their own learning from the course through a composition or oral presentation
Staying well	• Being social • Being confident • Being responsible, safe and ethical in using digital technology	• Students are expected to devise a social project (e.g. awareness campaign or fundraiser) individually or as part of a group that is whole-school or community based • They will research positive role models within their community and create a biographical fact-file • Students will learn about how their community is portrayed in social media and develop a web page or Blog for the school website pertaining to their own culture within the school
Managing information and thinking	• Gathering, recording, organising	• Students will analyse, summarise and present the

	and evaluating information and data • Using digital technology to access, manage and share content	latest census and other statistical publications from the C.S.O. in relation to their community in a fact sheet • Students will put the information they gather from the C.S.O. and other sources into a PowerPoint presentation
Being numerate	• Expressing ideas mathematically • Developing a positive disposition towards investigating, reasoning and problem-solving • Seeing patterns, trends and relationships	• Create a pie-chart or mathematical representation of the school's different cultures • Survey the school staff and students about attitudes to ethnic minorities • Compile a report including recommendations based on their research
Being creative	• Implementing ideas and taking action • Learning creatively • Stimulating creativity using digital technology	• Students are expected to devise a social project (e.g. awareness campaign or fundraiser) individually or as part of a group and put it into action • Students will present a song, poem, or artistic piece that represents their culture • Students will use phones or tablets to create a vlog about a day in their life
Working with others	• Respecting difference • Learning with others	• The class group will complete activities aligned to programmes such as Yellow Flag, including activities based around code of

		behaviour, diversity campaigning and civil rights • Students will compile a directory of all the public agencies in their locality that provide social supports (e.g. Barnardos, pieta house etc.)
Communicating	• Performing and presenting • Discussing and debating • Using digital technology to communicate	• Students will give an oral presentation or tell story to their peers • Students will partake in a debate based on a topic relevant to their culture • Students may use a variety of communication media; Video, Radio, podcast etc.

7. Assessment and reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities.

This short course allows students learn and express that learning through discussion, researching, explaining, planning, creating, presenting and taking action. Teachers will use formative assessment coupled with once-off classroom-based assessments such as assignments, to assess the learning of the students.

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Below is an outline of the **CBA features of quality** used to make judgements about the quality of students' work for this Classroom-Based Assessment.

In Strand 4 the students are expected to demonstrate their own learning from the course through a composition or oral presentation and this will form the basis of their Classroom-Based Assessment (CBA).

The composition or presentation should be based on the learning they have experienced throughout the course and reflect on their own cultural knowledge. Students are encouraged to "show what they know" through their own preferred methods with the options to perform an original composition, drama piece, interview or formal presentation. Whatever method they choose it will be followed by a brief question and answer session with their peers.

The students' performance or presentation may be digitally recorded for assessment purposes such as SLAR meetings where appropriate.

This short course will have one Classroom-Based Assessment and the student's achievement in the Classroom-Based Assessment will be recorded on the student's Junior Cycle Profile of Achievement (JCPA).

Features of Quality

There are 4 descriptors of the standard of student work. Indicate here the features associated with each level of descriptor. The 4 descriptors are Exceptional, Above expectations, In line with expectations and Yet to meet expectations.

Exceptional – Where the student ...

- *Shows evidence of planning and preparation*
- *Shows a very good understanding of Intercultural awareness*
- *Shows very considerable knowledge of and appreciation of own cultural background*
- *Has used visual aids appropriately and effectively*
- *Has addressed the audience in a clear and coherent manner*
- *Has addressed questions from the audience in a clear and coherent manner*
- *Shows evidence of learning from each strand of the course*
- *Has delivered the performance or presentation with confidence and efficiency*

Above Expectations – Where the student

- *Shows evidence of planning and preparation*
- *Shows a good understanding of Intercultural awareness*
- *Shows considerable knowledge of and appreciation of own cultural background*
- *Has used visual aids appropriately and quite effectively*
- *Has addressed the audience in a clear and coherent manner*
- *Has addressed questions from the audience in a clear and coherent manner*
- *Shows evidence of learning from each strand of the course*

In Line With Expectations – Where the student ...

- *Shows evidence of planning and preparation*
- *Shows an understanding of Intercultural awareness*
- *Shows limited knowledge of and appreciation of own cultural background*
- *Has used visual aids mostly appropriately and somewhat effectively*
- *Shows evidence of learning from each strand of the course*
- *Has addressed the audience in an adequate manner*

Yet to meet Expectations – Where the student

- *Shows very limited knowledge of and appreciation of their own cultural background and other cultures in society*
- *Shows some evidence of learning from each strand of the course*
- *Has used visual aids and has addressed the audience*

8. Assessment arrangements

Assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessment, are a key feature of teaching and learning in schools. Assessment arrangements for students, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, appropriate assessment arrangements may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom-Based Assessment. Such accommodations which enable all students to access curriculum and assessment are based on specific needs.

[Comprehensive guidelines for schools](#) and an interactive version of the [Inclusive Education Framework](#) provide further information on supportive assessment practices.

Appendix: Level indicators for Level 3 of the National Framework of Qualifications (QQI)

This short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 3 certification and awards, the knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

This short course has been developed in accordance with the NCCA template and guidelines.

NFQ Level	3
Knowledge <i>Breadth</i>	Knowledge broadly moderate in range
Knowledge <i>Kind</i>	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know-how and skill <i>Range</i>	Demonstrate a limited range of practical and cognitive skills and tools
Know-how and skill <i>Selectivity</i>	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence <i>Context</i>	Act within a limited range of contexts
Competence <i>Role</i>	Act under direction with limited autonomy; function within familiar, homogeneous groups
Competence <i>Learning to learn</i>	Learn to learn within a managed environment
Competence <i>Insight</i>	Assume limited responsibility for consistency of self-understanding and behaviour