Educate Together

JUNIOR CYCLE
ETHICAL
EDUCATION
CURRICULUM

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ETHICAL EDUCATION
CURRICULUM

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Educate Together Secondary School

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Ethical Education: an Introduction

Ethical Education involves exploring different worldviews and beliefs, considering ethical dilemmas and the process of ethical decision making. Ethical Education invites students and teachers to engage with issues and problems facing society and aims to develop the skills of critical thinking, discussion and debate.

Ethical Education allows students:

- To explore and extend their understanding and ability to engage with moral and ethical issues and dilemmas

- To interrogate their own beliefs and values and those of others

- To come to a sense of understanding of how their own beliefs and values have been shaped

- To engage critically with principles and values in moral and ethical issues

- To make sense of their lives in a human search for meaning.

Ethical Education embodies the values of an Educate Together second-level school that promotes democracy, respect and equality. Following on from the Learn Together Ethical Education Curriculum at primary level, it allows students to "Learn Together to Live Together". The evolving nature of the Ethical Education curriculum invites teachers to engage with and provide feedback on it. The sharing of learning, lessons and resources is encouraged and supported through the Moodle resource bank (www.learning.educatetogether. ie). This involvement of teachers in all schools will ensure that the curriculum remains relevant and interesting to teachers and students.

Rationale for Ethical Education

Morality, ethics and values are central to social and spiritual development. This course will provide students with the opportunity to enhance their critical thinking and self-awareness skills through the exploration and questioning of personal and societal values.

Students will discuss and debate ethical dilemmas and will become conscious of the factors that influence their own personal beliefs and worldview as well as learning to evaluate different perspectives and understandings. Discussing moral and ethical issues will prepare students to question and participate in debates and discussion in and outside the school environment and to practice ethical decision-making.

It is important that students become aware of the issues that face society; their personal position in relation to these issues and be equipped with the knowledge and ability to think critically and evaluate the possible societal responses to these issues.

Students will be interested in the personal discovery element and may be challenged by views contradicting their own. Students will be able to apply the critical thinking and debating skills they develop during this course to a range of other subjects in the future.

Cross- curricular links and connections to prior learning

Ethical Education has many cross-curricular links to other subjects including, Geography, History, Philosophy and English.

The course is also well placed to build on learning from the Education about Religions and Beliefs and Ethics programme (NCCA) and the Learn Together Curriculum (in Educate Together schools) at primary level.

The approach is student-centred where the teacher acts as a facilitator or partner in learning allowing students' needs and interests to inform and shape content.

Aim of Ethical Education

Ethical Education aims to extend and hone students' ability to explore, question, understand and reflect critically on their own values, beliefs, worldviews and those of others and to develop their skills to communicate effectively and respectfully and act ethically.

How is Ethical Education different to SPHE, CSPE and Religion?

SPHE

Ethical Education is unlikely to involve talking specifically about self-esteem, emotions, personal goals, diet, health, exercise and hygiene. Similarly, it is not within the remit of Ethical Education to discuss the health considerations of fertility, conception, pre-natal development and birth or the experiences of friendship and relationships. Bereavement and loss and mental health will also be more suitable to discussion in SPHE. While information that students learn about these topics may come into discussions in the Ethical Education classroom, they are not expected to be covered or introduced in Ethical Education.

CSPE

Following the publishing of the finalised NCCA 100 hour course for CSPE in June 2016, the Ethical Education Curriculum was completely revised to avoid duplication and repetition between the two. The knowledge that students acquire in CSPE about Human Rights and the democratic process will be valuable in the Ethical Education class but these topics will no longer be directly covered in Ethical Education.

Religion

Religious Education is not taught in Educate Together schools because the equality-based ethos ensures that no one religion is given preference over another. This decision was ratified at the Educate Together AGM in 2016. It is important that students are educated about different world religions and beliefs and Ethical Education will achieve this.

Ethical Education and Statements of Learning

Statement	Examples of relevant learning in the course
(SOL3) creates, appreciates and critically interprets a wide range of texts	Students study a number of diverse texts and narratives and compare how they communicate particular beliefs and worldviews; students create posters and other artwork and maintain a personal scrapbook to demonstrate and reflect on their learning.
(SOL5) has an awareness of personal values and an understanding of the process of moral decision-making	Students create a personal values statement and time capsule letter; explore and define their own moral code; apply ethical frameworks to real life moral and ethical dilemmas and issues.
(SOL6) appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	Students explore, research and critically evaluate a range of diverse beliefs, traditions and worldviews; conduct a survey to investigate the level of diversity in their school and disseminate the findings through assemblies/ school website/ newsletter/ artwork etc.; use CSO data to graph and map diversity in Ireland.
(SOL7) values what it means to be an active citizen, with rights and responsibilities in local and wider context	Students engage in Global Citizenship Education and participate in a campaign or event in response to an issue they have identified as important.

Ethical Education and Key Skills

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts.

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Using language
- Using number
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

BEING LITERATE

COMMUNICATING

MANAGING MYSELF

WORKING WITH OTHERS

KEY SKILLS

STAYING WELL

BEING CREATIVE

MANAGING INFORMATION & THINKING

BEING NUMERATE

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

Ethical Education offers opportunities to support all key skills, but some are particularly significant. The examples below identify some of the elements that are related to learning activities in Ethical Education. Teachers can also build many of the other elements of particular key skills into their classroom planning.

Links between Ethical Education and Junior Cycle Key Skills

Key skill	Key skill element	Student learning activity
Being literate	Exploring and creating a variety of texts, including multi-modal texts	Students study a selection of stories and myths presented in different formats e.g. Song, art, poetry, narrative etc. and will be able to identify the different values and worldviews that these transmit.
Managing myself	Being able to reflect on my own learning	Students maintain a scrapbook portfolio of learning and reflect on their learning in the course.
Staying well	Being confident	Students research and make a presentation on a person or organisation that challenges a collective belief or worldview. This practice of engaging in independent learning and making oral presentations in front of fellow students, teachers, parents and other guests to the school helps to develop students' confidence.
Managing information and thinking	Thinking creatively and critically	Students consider ethical dilemmas and apply 5 different approaches to ethical decision-making. This enhances their ability to think creatively and critically.
Being numerate	Gathering, interpreting and representing data	Students conduct a survey of diversity in their school and present this information in graph or infographic format.
Being creative	Implementing ideas and taking action	Students learn about the concept of fair trade and the Fairtrade initiative itself. They develop a related campaign or action to similar to Fairtrade Fortnight.
Working with others	Respecting difference	Students design a poster to promote the acceptance of diversity in their school/ local community.
Communicating	Discussing and debating	Students engage in discussion and debate about gender equality in Irish society.

Overview: Ethical Education Course

The course has been divided into nine strands. The first two strands, Values and Making Moral and Ethical Decisions, are foundational and therefore should be completed first. The remaining seven strands can be approached and combined in any order. Learning will occur across and between strands in a non-linear way and it is not necessary to achieve all learning outcomes in one strand before moving on to another.

Strand 1 Values

Students explore what is of value to them and what has influenced this. The concepts of morality, principles, facts and opinions are also examined.

Strand 2 Making Moral and Ethical Decisions

Students apply five approaches to Ethical Decision Making (Utilitarian approach, Rights approach, Fairness or Justice approach, Common Good approach, Virtue approach) and consider different ethical dilemmas using these approaches.

Strand 3 Beliefs and Worldviews

Students investigate different ideological standpoints and religious beliefs and identify how these might impact on an individual's worldview.

Strand 4 Different Teachings and Perspectives

Students study a number of texts, myths and narratives and consider how these may have influenced human behaviour and thought.

Strand 5 Diversity in Ireland

Students explore diversity in a local and national context and think critically about the experience of minority groups in Irish society, particularly experiences of discrimination.

Strand 6 Migration

Students develop an enhanced awareness of the language associated with migration; discover how migration has had an impact on Ireland and; critically analyse how the media reports migration in different contexts.

Strand 7 Power and participation

Students reflect on and assess the power and decision-making processes in their school.

Strand 8 Gender Equality

Students research, debate and reflect on issues related to gender equality in national and international contexts.

Strand 9 Global Citizenship Education

Students increase their knowledge of the 17 United Nations Sustainable Development Goals and take action in relation to at least one of them. Students work together to achieve a Green Schools Flag, Yellow Flag or WorldWise Global Schools Passport Award for the school.

The learning outcomes in this short course are aligned with the level indicators for Level 3 of the National Framework of Qualifications. The course has been designed for approximately 100 hours of student engagement.

Ethical Education Curriculum

Students learn about	Students should be able to:
Values	1.1 Explain and differentiate between Values, Morality, Facts, Opinions and Principles in their own words.
	1.2 Outline what is valuable, or of value to them and why.
	1.3 Create a personal values 'time capsule' letter and give to their teacher for safekeeping until towards the end of the course.
	1.4 Research Educate Together, focusing on the social/historical context in which it was established and summarise its core values and principles.

Students learn about	Students should be able to:
	2.1 Compare and apply 5 different approaches to Ethical Decision Making. (Utilitarian approach, Rights approach, Fairness or Justice approach, Common Good approach, Virtue approach)
	2.2 Discuss moral/ethical issues/dilemmas that arise in their class/school/local context.
Making Moral & Ethical Decisions	2.3 Apply personal values to chosen moral and ethical dilemmas and scenarios to suggest how they may be solved.
	2.4 Demonstrate understanding of how decisions based on personal values may change when the views and rights of others are also considered.

Students learn about	Students should be able to:
Beliefs & Worldviews	3.1 Explain the meaning of worldview.
	3.2 Name and explain how different factors might influence a person's worldview (ethics, environment, upbringing, family, gender, spirituality, religion, history, personal experience).
	3.3 Outline the main elements of different ideological standpoints such as feminism, communism, socialism, marxism, veganism, vegitarianism, pacifism, nationalism, fascism.
	3.4 Work as part of a group to investigate different beliefs and worldviews which may include a focus on how significant life events are marked.
	3.5 Through the study of a text, film or TV programme, identify the factors that impact on the worldview of the main character(s): family, culture, gender, religion, politics, sexual orientation, (dis)ability.
	3.6 Research and evaluate a person, group or organisation that challenged/ challenges a collective belief or worldview. (Malala, Martin Luther King, Educate Together)

Students learn about	Students should be able to:
Different Teachings and Perspectives	4.1 Study a number of diverse texts, narratives and myths and compare how they communicate particular beliefs and worldviews.
	4.2 Review their personal responses to specific texts and examine how it might change if they had a different: family, culture, gender, religion, politics, sexual orientation, (dis)ability.
	4.3 Debate the importance of texts, narratives or myths in influencing human behaviour and thought.
	4.4 Complete a written reflective piece on their own worldview: how this is different to other worldviews and why they support this particular worldview.

Students learn about	Students should be able to:
Diversity in Ireland	5.1 Work as a class group to formulate a shared understanding of the meaning, benefits and challenges of diversity. 5.2 Present the findings of a survey on the range of diversities reflected in school and/or your local/national community, focusing on data in relation to differences and similarities in ways of life, customs, worldviews and experiences of life. 5.3 Use CSO data and resources to create an infographic of diversity in Ireland and display in the classroom. Include information on religions, languages, age range, education level as well as other information of interest. 5.4 Examine images of Ireland and "Irishness" used in advertising, tourism and films and analyse how representative they are of diversity in Ireland. 5.5 Discuss the impact of stereotypical / discriminatory representations of people identified as belonging to particular cultures/groups in Ireland and other countries/contexts, providing examples from the past and present. 5.6 Discuss how the rights of the Traveller Community and LGBTQ+ Community are upheld or transgressed in Irish society. 5.7 Design a poster to promote the acceptance of diversity in school.

Students learn about	Students should be able to:
Migration	6.1 Explain the difference between immigrant, emigrant, migrant, refugee and asylum seeker. 6.2 Research the level of immigration and emigration in Ireland over the last ten years. 6.3 Analyse and explain why the population of some counties in Ireland is more diverse than others. 6.4 Explain and critique the Direct Provision system in Ireland. 6.5 Analyse how the Direct Provision system upholds or violates asylum seekers' Human Rights. 6.6 Study at least one text that includes an immigrant character and critique the representation of different characters. 6.7 Analyse how migration is portrayed in the media.

Students learn about	Students should be able to:
Power and Participation	7.1 Create a model of power relations in the school. What role do teachers, parents, teachers, the principal, the board of management, school patron bodies and the Department of Education play in creating and implementing rules and guidelines?
	7.2 Challenge or defend the reason for school rules and guidelines.
	7.3 Illustrate how the student council in the school is elected.
	7.4 Outline and critique the role of the student council or other mode of student representation in the school.
	7.5 Debate the effectiveness of the student council or other mode of student representation in promoting and communicating student voices' and views.
	7.6 Discuss and give feedback on school policies and other issues to student council or other mode of student representation representatives.
	7.7 Critique an issue that the student council engaged with in the school under the following headings: outline of the issue; action of the student council; process for reporting back to student body; outcome; reflection- how did the student feel about what happened, how involved were they? Would they change anything in future about the process?

Students learn about	Students should be able to:
Gender Equality	8.1 Define and explain the difference between gender and biological sex. 8.2 Explore the factors that influence gender equality/ inequality. 8.3 Debate the level of gender equality in school, community, Irish society and the wider world. 8.4 Explain why a chosen film does or does not meet the requirements for the Bechdel test. (Two female characters have a conversation about something other than a man) (http://dykestowatchoutfor.com/wp-content/uploads/2014/05/The-Rule-cleaned-up.jpg) 8.5 Discuss whether the Bechdel Test is an effective means of identifying gender equality in films. 8.6 Explain how gender quotas work. 8.7 Critique gender quotas as an approach to gender equality. 8.8 Explain and critique a gender equality campaign eg. HeforShe, Let Toys be Toys 8.9 Design a campaign to promote gender equality in school or your local community.

Students learn about	Students should be able to:
Global Citizenship Education	9.1 Name and explain the 17 Sustainable Development Goals (SDGs). 9.2 Discuss and give an example of Ireland's commitment to one of the SDGs. 9.3 Evaluate the effectiveness of the Fairtrade movement. 9.4 Explain "living wage". 9.5 Work with others to devise and/or participate in a school or web-based intercultural event or initiative to celebrate diversity, promote equality, challenge negative stereotyping/discrimination and develop cross-cultural dialogue eg. Show Racism the Red Card.

Ethical Education and Wellbeing

The Ethical Education Curriculum in second-level Educate Together schools supports learning in the area of Wellbeing as outlined in the Wellbeing Guidelines.

Similar to the area of learning associated with Wellbeing, the Ethical Education Curriculum "enable[s] students to build life skills and develop a strong sense of connectedness to their school and to their community." (NCCA Wellbeing Guidelines, p. 8)

The Guidelines outline that:

> *The wellbeing of young people is enhanced by appropriate experiences of freedom, choice, participation and decision-making. Structures, relationships and democratic participation across the school as a whole can encourage students' sense of their own agency and allow them to find and develop their voices. (p. 34)*

The Ethical Education Curriculum underlines the ethos of Educate Together schools which reflects the Educate Together Charter based on the principles of democratic, co-educational, equality-based and student-centered education. The Ethical Education Curriculum provides students with the opportunity to choose and be involved in the decision-making process around areas of learning related to the curriculum and provides freedom to students in selecting assessment models related to aspects of the curriculum eg. the option to choose how to present learning on a particular topic in areas such as by presentation, written reflection, poster or artwork etc. Students will be able to practice respectful debate and discussion and learn how to consider and evaluate different perspectives. A focus on developing students' self-efficacy and awareness is also an important part of the course and it will assist them in becoming responsible, connected, resilient and aware.

Ethical Education and the Indicators of Wellbeing

With regard to the six indicators outlined in the Wellbeing Guidelines, the Ethical Education refers to all except the Active element, which is sufficiently supported in Educate Together schools by a focus on quality PE instruction and the promotion of co-curricular physical activities.

Responsible

Do I take action to protect and promote my wellbeing and that of others?

Do I make healthy eating choices?

Do I know where my safety is at risk and do I make right choices?

The Ethical Education Curriculum refers to this indicator as it teaches students about respectful communication which can help to promote their wellbeing and the wellbeing of others. The Beliefs and Worldviews and Different Teachings and Perspectives strands of the Ethical Education Curriculum teach students that diversity is normal and healthy and that people can hold a number of different worldviews and perspectives. Discussing these perspectives and worldviews enhances students' awareness and understanding.

Connected

Do I feel connected to my school, my friends, my community and the wider world?

Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

Each of the strands of the Ethical Education support learning in this area. The Global Citizenship Education strand of the Ethical Education Curriculum explores local and global connections and encourages students to take action and realize their rights and responsibilities.

Resilient

Do I believe that I have the coping skills to deal with life's challenges?

Do I know where I can go for help?

Do I believe that with effort I can achieve?

The teaching methods employed as part of Ethical Education help to develop students faith in their own ability as they are give the freedom to choose assessment methods and engage in peer assessment and group work. Students develop their ability to collaborate and work together to achieve a goal.

Respected

Do I feel that I am listened to and valued?

Do I have positive relationships with my friends, my peers and my teachers?

Do I show care and respect for others?

A central aspect of Ethical Education is teaching students to communicate respectfully. Active teaching methodologies that allow students to share their opinions and views are central to the approach to teaching the curriculum. The Diversity in Ireland and Migration strands encourage students to engage in activities that reflect and promote respectful communication.

Aware

Am I aware of my thoughts, feelings and behaviours and can I make sense of them?

Am I aware of what my personal values are and do I think through my decisions?

Do I understand what helps me to learn and how I can improve?

The Values strand of the Ethical Education Curriculum provides the opportunity for students to interrogate and question their values and those of others. As a result of this study, students are encouraged to reflect on their values and understand how they are formed and why. The learning in this strand encourages students to think critically about their values and helps them to understand the connection between their values and behaviour and decision-making.

An outline of the connection between the learning outcomes of Ethical Education and these Wellbeing indicators is available on the following pages. This document is also available to download from the Ethical Education Resource Bank at: http://learning.educatetogether.ie/course/view.php?id=26

Students learn about	Learning outomes	Active	Responsible	Connected	Resilient	Respected	Aware
Values	Explain and differentiate between Values Morality, Facts, Opinions and Principles in their own words.		●	●		●	●
	Outline what is valuable to them and why.		●	●		●	●
	Create a personal values 'time capsule' letter and give to their teacher for safekeeping until towards the end of the course.		●	●		●	●
	Research Educate Together, focussing on the social/historical context in which it was established and summarise its core values			●			

Students learn about	Learning outomes	Active	Responsible	Connected	Resilient	Respected	Aware
Making Moral & Ethical Decisions	Compare and apply five different approaches to Ethical Decision Making (Utilitarian approach, Rights approach, Fairness or Justice approach, Common Good approach, Virtue approach)		●	●		●	●
	Discuss moral/ethical issues/dilemmas that arise in their class/school/local context		●	●			●
	Apply personal values to chosen moral and ethical dilemmas and scenarios to suggest how they may be solved.		●	●	●	●	●
	Demonstrate understanding of how decisions based on personal values may change when the views and rights of others are also considered.		●	●	●	●	●

Students learn about	Learning outomes	Active	Responsible	Connected	Resilient	Respected	Aware
Beliefs and Worldviews	Explain the meaning of worldview		✓		✓	✓	✓
	Name and explain how different factors might influence a person's worldview (ethics, environment, upbringing, family, gender, spirituality, religion, history, personal experience)		✓	✓		✓	✓
	Outline the main elements of different ideological standpoints such as feminism, communism, socialism, marxism, veganism, vegitarianism, pacifism, nationalism, fascism.						
	Work as part of a group to investigate different beliefs and worldviews which may include a focus on how significant life events are marked.		✓	✓		✓	✓
	Through the student of a text, film or TV programme, idenfiy the factors that impact on the worldview of the main character(s): family, culture, gender, religion, politics, sexual orientiation, (dis)ability						✓
	Research and evaluate a person, group or organisation that challenged/challenges a collective belief or worldview (Malala, Martin Luther King, Educate Together)		✓	✓	✓		

Students learn about	Learning outomes	Active	Responsible	Connected	Resilient	Respected	Aware
Different Teachings and Perspectives	Study a number of diverse texts, narratives and myths and compare how they communicate particular beliefs and worldviews (eg p.123-137 Learning to Live Together)			✓		✓	✓
	Review their personal responses to specific texts and examine how it might change if they had a different: family, culture, gender, religion, politics, sexual orientation, (dis)ability			✓		✓	✓
	Debate the importance of texts, narratives or myths in influencing human behaviour and thought			✓			✓
	Complete a written reflective piece on their own worldview: how this is different to other worldviews and why they support this particular worldview			✓		✓	✓

Students learn about	Learning outomes	Active	Responsible	Connected	Resilient	Respected	Aware
Diversity in Ireland	Work as a class group to formulate a shared understanding of the mean, benefits and challenges of diversity		✓	✓		✓	✓
	Present the findings of a survey on the range of diversities reflected in school and/or your local/ national community, focusing on data in relation to differences and similarities in ways of life, customs, worldviews and experiences of life.		✓	✓		✓	✓
	Use CSO data and resources to create an infographic of diversity in Ireland and display in the classroom. Include information on religions, languages, age range, education level as well as other information of interest.		✓	✓		✓	✓
	Examine images of Ireland and 'Irishness' used in advertising, tourism and films and analyse how representative they are of diversity in Ireland.		✓	✓		✓	✓
	Discuss the impact of stereotypical/ discriminatory representations of people identified as belonging to particular cultures/groups in Ireland and other countries/contexts, providing examples from the past and present.		✓	✓		✓	✓
	Discuss how the rights of the Traveller Community and LGBTQI+ Community are upheld or transgressed in Irish society.		✓	✓		✓	✓
	Design a poster to promote the acceptance of diversity in school.		✓	✓		✓	✓

Students learn about	Learning outcomes	Active	Responsible	Connected	Resilient	Respected	Aware
Migration	Explain the difference between immigrant, emigrant, migrant, refugee and asylum seeker.			●		●	●
	Research the level of immigration and emigration in Ireland over the last ten years.			●			
	Analyse and explain why the population of some counties in Ireland is more diverse than others.			●			
	Explain and critique the Direct Provision system in Ireland.			●			●
	Analyse how the Direct Provision system upholds or violates asylum seekers' Human Rights.			●		●	●
	Study at least one text that includes an immigrant character and critique the representation of different characters.					●	●
	Analyse how migration is portrayed in the media.			●		●	●
Power and participation	Create a model of power relations in teh school. What role do teachers, parents, the principal, the board of management, school patron bodies and the Department of Education play in creating and implementing rules and guidelines.	●		●			●
	Challenge or defend the reason for schools rules and guidelines.	●			●		●
	Illustrate how the student council in the school is elected.				●		●
	Outline and critique the role of the student council in the school.				●		●
	Debate the effectiveness of the student council in representing student voices	●		●			●
	Discuss and give feedback on school policies and other issues to student council representatives.	●			●		●
	Critique an issue that the student council engaged has engaged with in the school under the following headings: outline of the issue; action of the student council; process for reporting back to student body; outcome; reflection - how did the student feel about what happened; how involved were they? Would they change anything in future about the process?				●	●	●

Students learn about	Learning outomes	Active	Responsible	Connected	Resilient	Respected	Aware
Gender equality	Define and explain the difference between gender and biological sex.						
	Explore the factors that influence gender equality/ inequality.			✓		✓	
	Debate the level of gender equality in school, community, Irish society and the wider world.			✓		✓	✓
	Explain why a chosen film does or does not meet the requirements for the Bechdel test. (Two female characters have a conversation about something other than a man) (http://dykestowatchoutfor.com/wp-content/uploads/2014/05/The-Rule-cleaned-up.jpg)			✓		✓	✓
	Discuss whether the Bechdel Test is an effective means of identifying gender equality in films.		✓		✓		
	Explain how gender quotas work.			✓		✓	✓
	Critique gender quotas as an approach to gender equality.						✓
	Explain and critique a gender equality campaign eg. HeforShe, Let Toys be Toys		✓	✓	✓	✓	✓
	Design a campaign to promote gender equality in school or your local community.		✓	✓		✓	✓

Students learn about	Learning outomes	Active	Responsible	Connected	Resilient	Respected	Aware
Global Citizenship Education	Name and explain the 17 Sustainable Development Goals (SDGs).			✓			✓
	Discuss and give an example of Ireland's commitment to one of the SDGs.		✓	✓			✓
	Evaluate the effectiveness of the Fairtrade movement.			✓			
	Explain "living wage".		✓	✓		✓	✓
	Work with others to devise and/or participate in a school or web-based intercultural event or initiative to celebrate diversity, promote equality, challenge negative stereotyping/ discrimination and develop cross-cultural dialogue eg. Show Racism the Red Card.		✓	✓	✓	✓	✓

Resources and Teacher's Role

Teacher's role

The teacher in Ethical Education fulfills the role of facilitator, leading activities that encourage students to discuss, debate and reflect on important issues. Teachers support students to communicate respectfully and consider the rights of others as they communicate. At all times, the Educate Together ethos which promotes equality and democracy should be upheld. It is important to develop students' capacity to think critically, to articulate their views and to understand what has informed them.

Resources

To assist teachers in their planning and teaching of Ethical Education a number of resources have been developed:

Ethical Education Resource Bank

The resource bank is free to access at the following link:

http://learning.educatetogether.ie/course/view.php?id=26

The resource bank is divided by strand. Each section contains resources, links to online content and lesson plans developed by other Ethical Education Teachers relevant to the selected strand.

There is also a section for teachers containing recommended guides and methodologies appropriate for Ethical Education. It is strongly recommended that teachers new to Ethical Education begin by reviewing the resources in this section. Of particular value is Mary Gannon's *Teaching Controversial Issues* publication.

Ethical Education Network

This network is run by teachers of Ethical Education. The aim is to provide support to teachers in teaching Ethical Education by organizing relevant Continual Professional Development sessions in the area of Ethical Education.

Teachers are invited to join the Ethical Education Network by completing a membership form available from https://ethicaleducation.ie/sign-up/. Membership is free.

Details of upcoming events will be shared via the EEN Twitter @EENIRL1

LITTLE Erasmus+ Online Course and Ethical Education Teachers' Guide

With funding from the Erasmus+ programme, Educate Together National Office has worked with European Partners in Croatia, Italy and Slovenia to develop an online course for teachers of Ethical Education. The aim of the course is to develop teachers' skills and knowledge of Ethical Education with a particular focus on active teaching methodologies. The course features 6 modules designed to take 1 hour to complete.

The course can be accessed through the Educate Together Moodle site: https://learning. educatetogether.ie/course/view.php?id=144

In addition, The LITTLE Guide for Teachers of Ethical Education was also developed and is available to download from http://www.ethicaleducation.eu/The_LITTLE_Guide_For_ Teachers_of_Ethical_Education.pdf

Ethical Education Matters Newsletter

Ethical Education Matters is a newsletter for Educate Together teachers. It contains teaching ideas, resources and information about upcoming Ethical Education events and CPD opportunities. It is delivered to schools three times a year. Previous issues can be accessed on the Educate Together website: https://www.educatetogether.ie/ES-newsletter/

Educate Together Second-level Education Officer

If you have any queries, ideas or would like to arrange a support visit for Ethical Education, please contact the Educate Together Second-level Education Officer at Educate Together National Office on 01 4292500.

Ethical Education: Assessment and Reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Assessment on an ongoing basis is recommended as the most relevant to the type of learning this course aims to achieve, that is: to extend and refine students' ability to explore, question, understand and reflect critically on their own values, beliefs, worldviews and those of others and to develop their skills to communicate effectively within a common language of respect.

In the context of ongoing classroom assessment, the following suggested modes may be particularly useful:

Presentation - rather than give a grade or mark for a presentation, it would be helpful to identify areas of strength in the presentation and those that need improvement. Students can be involved in developing success criteria for the presentation can use the criteria to provide peer feedback. It is recommended that students are provided with a template to assist them with this.

Scrapbook - the scrapbook will demonstrate students' engagement and progress with the learning outcomes on the course. It is recommended that teachers review students' scrapbooks at the end of each school term (at a minimum). Written feedback should be provided to students on their scrapbook at least once a term. Students can be invited to share their scrapbook work with the teacher and class as a whole on a more regular basis throughout the year. Student scrapbooks should be kept for the duration of the 100 hour course. Scrapbooks may contain digital elements or be hosted entirely online.

Poster design - external evaluator(s) [other students/ principal/ art teacher] could be asked to judge students posters under the categories of design, creativity/ innovation, information and overall impact.

Personal written reflection- students should be asked to engage in regular reflection throughout the course. Written pieces can be added to scrapbooks.

Peer assessment- working together, students can agree on success criteria for particular tasks and then use these in assessing each other's work.

Project work, discussion, creating video and audio podcasts and students' written reports on student-led campaign/ events can also be used to monitor and assess learning in this course.

Classroom-Based Assessment – A reflection task

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. Junior cycle short courses 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).

Students will complete a reflection task as their Classroom Based Assessment. Students will be invited to review their scrapbooks and select three items related to different themes in the course, on which to base their reflection. This Classroom Based Assessment provides an opportunity for the student to demonstrate how they have achieved one or more of the student learning outcomes and will show how their learning and understanding of Ethical Education has developed and been enhanced through participation in the course. The reflection should tell the story of the student's learning, discovery and reaction to the course content and highlight how this aligns with the development of key skills.

Students can choose to present their reflection in written, oral, artisitic or digital format or a combination of these. The effectiveness of the chosen mode in communicating the student's story of learning will form part of the basis of the assessment.

It is recommended that the Classroom Based Assessment be completed in third year.

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