Contemporary Issue Task

Task Criteria

- Substantial piece of work (10 hours activity per student excluding the report)
- Individual task or group task (10 hours activity for each student)
- Individual report on each task
- Relevant
- Can be completed within the time frame
Assessment Criteria for Task Report

- Title
- Statement of Aim
- Action Plan
- Research Activity Undertaken
- Execution of the Task
- Presentation and Analysis of Findings
- Statement of Learning Outcomes
- Evaluation of the Student’s own contribution
- Integration Across the Curriculum

Social Education
All modules are 1 credit each.
Task and Leaving Cert Exam are 10 credits.

Social and Health Ed 1
Session 1 and 2
Social and Health Ed 2
Session 3 and 4

My Community
Session 1

Contemporary Issues 1
Session 2
Contemporary Issues 2
Session 3
TASK

Taking Charge
Session 4
Leaving Cert Exam
**Timing of Tasks**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Prep task (10 credits)</td>
<td>Contemporary Issue task (10 credits)</td>
<td>Vocational Education task (10 credits)</td>
<td>Practical Achievement task (10 credits)</td>
</tr>
<tr>
<td>Vocational Education task (10 credits)</td>
<td>General Education task (10 credits)</td>
<td>Vocational Education task (10 credits)</td>
<td>Practical Achievement task (10 credits)</td>
</tr>
<tr>
<td>Personal Reflection Task ongoing leading to Reflective Statement 1</td>
<td>Personal Reflection Task ongoing leading to Reflective Statement 2 (10 credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Contemporary Issue Task Purpose**

To provide student with opportunity to:

- Conduct an investigation;
- Develop skills of planning and recording;
- Understand an issue in greater depth and in a broader context;
- Undertake an action;
- Develop skills of reflection and evaluation.
Criteria

• Issue must be of social significance. May be local, national or global in scope. If local, wider national and/or global context. If global, national and/or local dimensions;
• Must link to one or more of the key concepts of Social Education course, e.g. equality, gender, conflict, relationships, health, human rights and responsibilities, democracy, law, community, active citizenship, development, social justice, forces/interests;
• Must make connections with other related issues and contexts.

Contemporary Issue Task
Investigation and Action

INVESTIGATION
• Clearly stated aims
• Primary research and/or background information
• Summary of findings
• Record of procedures

ACTION
• presentation
• display
• campaign
• practical action
Assessment

• (a) Examination of contents of portfolio
• (b) Individual interview of at least 10 minutes’ duration, to include Oral presentation of 2-4 minutes’ duration

Contemporary Issue Task Assessment Criteria

• Ability to select and plan effectively
• Understanding of issue and awareness of wider context
• Ability to summarise facts/findings
• Quality of engagement in action
• Ability to reflect and evaluate experience
• Quality of integration of learning
• Evidence of cross-curricular applications
• Quality of communicative ability
**Approaches to starting the task**

1. Reminder - What is a contemporary issue?
2. Brainstorming — What issues are relevant! interesting? (refer to CSPE/My Community/Contemporary Issues in Local Papers)
3. Ask students to find out what projects are being tackled in CSPE.(Be careful of class they approach!!)
4. Ask students to do questionnaire/VOXPOP to identify relevant issues — within class/year group/school in general! at home/in community)
5. Make a list of the issues that arise.

**Approaches to starting the Task (2)**

6. Get students to rank them in order of importance and interest to them. Insist that they reflect on why the issue is important to them — this should help with the follow through in the investigation

7. Get students to go through the issues and pick out the top three. All three may then be tackled or discussed and decided in favour of one.

8. Discuss with the class whether the task will be group or individual. Point out the importance of being able to clearly identify your contribution to a group task.

9. Get students to write down a proposal for the task.
   The next stage will be planning the execution of the task
Structure of The Task Process

1. Choosing an Issue
2. Planning and Investigating
3. Putting the portfolio together
4. Action
5. Presentation and Interview

Deciding on an issue:

1. “My Community” module — (see LCVP community audit). Issues may have arisen here that could be revisited.

2. C.S.P.E. projects from third year — Students may have looked at an issue in third year that they would like to develop or look at in more depth.

3. Contemporary Issues 1 — students will have identified issues that were relevant to them. These could be developed for the task.

4. Local newspapers could be used to identify issues that are of importance to the local community.

5. A vox-pop could be conducted in the local/school community to attempt to identify issues that people are interested in.
TASK PROPOSAL FORMS (TICTAC)

- **TIME**: Make sure students can carry out what they want to do in not less than 10 hours.
- **INTEREST**: Can each student say why they have chosen this issue?
- **CLEAR PURPOSE**: Has each student identified a clear aim that seems do-able?
- **CLARITY OF PLAN**: How are they going to progress the plan and share the workload?
- **INVESTIGATION**: Do the students know what they want to find out and where they might find this information?
- **ACTION**: Have the students any ideas in relation to the action they might take and the impact that this may have on the issue?
- **EVIDENCE**: How will the students keep a record of evidence for this task?

Putting it all together

**Students Should:**

- **RETURN TO STUDENT WORKSHEET 6 P225: Rising to the Challenge.**
- **Remind THEMSELVES OF THEIR QUESTIONS**
- **Skim THE INFORMATION FOR USEFUL DIAGRAMS, PICTURES AND LISTS**
- **Scan FOR INFORMATION THAT WILL HELP TO ANSWER THEIR QUESTIONS**
- **MARK SECTIONS THAT MAY NEED TO BE LOOKED AT MORE CLOSELY**
- **HIGHLIGHT AND MARK IN RED THE PIECE OF INFORMATION THAT ANSWERS THEIR QUESTION(S)**
Contemporary Issue Task Portfolio

- **Section 1: Background and Introduction**
  (Why chosen, aims, background information on issue)

- **Section 2: Portfolio Entries**
  Record of the investigation/Record of the action
  Support material  Summary of facts/findings

- **Section 3: Experience of Task/ Conclusion**
  Brief report on student’s experience of task.

  May be written (max 1500 words), audio/video (max 5 minutes), or combination.

Sample Task Headings 1

1. Cover (Contemporary Issues Task, Title, Name, Number, School)
2. Table of Contents
3. Key Questions
4. Group Aims and My aims (getting questions answered, speaker, action)
5. Plan for week by week (Plan for investigation/time plan)
6. Local National and Global links (Include a few facts if possible)
   6a. European Dimension e.g. (Sweetman Trust)
Sample Task Headings 2

7. How I Did my Task  (Write about what you did)
8. Sources of Information (Equipment used, sources referenced, primary and secondary research, emphasise how I got my information: library, internet, papers, interviews etc. )
9. What I found out (include FACT Sheet)
11. Action Report (Description of action, target Group, Effectiveness, photos)
12. Skills Assessment (Communication, organisation, interview, research, letter writing, group work, summarising information, etc)

Sample Task Headings 3

13. Summary and Analysis of Findings/ Conclusions  e.g.(What I know about Disability now).
   – What I did well?
   – What would I do differently?
   – How do I feel about the issue now? Etc.
15. Courses that Helped Me (English, Computers, R.E. Maths, Social Education etc. )
16. Acknowledgements: (Thank Teachers, Principal, organisations, speakers, classes that helped, people in the community, etc. )
Support Material At the Back

- Plan/Diary
- Questionnaire for speaker/Summary of Answers
- Report on visit
- Fact sheets, Information on the issue/copy of speech
- News clips, Summary of funding for issue in the Budget
- Any letters written and responses
- Sheets from your task folders (Task Proposal etc.)

Report on Task – Some Assessment Findings

Weaknesses:
- 1. Action - weak or non-existent
- 2. Task Reports too long
- 3. Local/Global links weak
- 4. Analysis of findings weak
- 5. Inadequate preparation for the oral presentation

Remember:
- Investigation and Action carry equal marks
- Evidence of individual contribution to GROUP TASKS
- Selection by student enhances performance
Contemporary Issues 1.
Structure of the module:

1. Language of Contemporary Issues
2. Categorising Issues
3. Prioritising Issues
4. Forces and Interests
5. Global and Local links
6. Human Rights and Contemporary Issues
7. Rights and Conflicts

Contemporary Issues 2.
Structure of the module:

1. The Media and Contemporary Issues
2. Interest Groups and Contemporary Issues.
3. Democratic Institutions.
4. Voting / The Budget.
5. Civil Rights and the Legal System.
6. Europe and the wider picture.
Contemporary Issues 2

Four Key Assignments are to be undertaken. One of these must be a group activity and one must be an out of school activity:

1. I took part in a debate on a contemporary issue.

2. I examined a contemporary issue with a group of students in my class. Then each one of us presented this issue in a different format: as a short report/press release/news broadcast/image/article for a school magazine/collage.

3. I presented an illustrated Fact Sheet about a contemporary issue.
   OR
   I wrote to my local paper/representative about a local issue that concerns me.

4. I tracked an issue (local, national or international) in a newspaper or on television for three days and gave a brief report to my class about it.
   Or
   I created a two minute slot for a radio programme in support of a local cause.

5. I gave a brief report to my class about crime in my local area.

6. I took part with others in a role-play about my civil rights.

7. I collected a Registration Form, filled it in and posted it off to register my name on the List of Electors.