

A World of Wellbeing



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The Educational Company of Ireland

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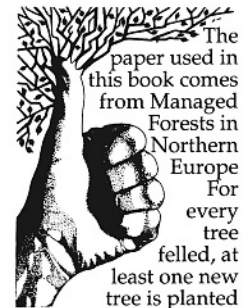
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Web references in this book are intended as a guide for teachers. At the time of going to press, all web addresses were active and contained information relevant to the topics in this book. However, The Educational Company of Ireland and the authors do not accept responsibility for the views or information contained on these websites. Content and addresses may change beyond our control and pupils should be supervised when investigating websites.

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Introduction

Welcome to *A World of Wellbeing!*

As you begin your journey in secondary school, you have probably become aware that this is a time of great change for you. You are a member of a new school community, with new classmates and teachers. You are also being introduced to new subjects. One such subject is Civic, Social and Political Education (CSPE). CSPE is a short course that belongs to an area of learning called Wellbeing.

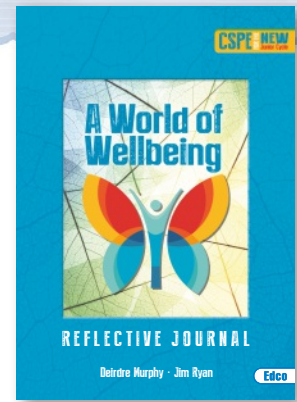
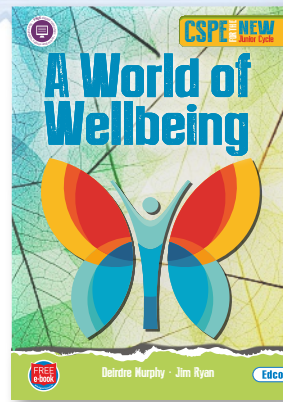
A World of Wellbeing is a teaching and learning package that will support your learning as you engage with the CSPE short course. The package consists of:

- 🌐 *A World of Wellbeing* textbook
- 🌐 *A World of Wellbeing* reflective journal
- 🌐 *A World of Wellbeing* digital resources.

CSPE and Wellbeing

CSPE belongs to a new area of learning called Wellbeing. Wellbeing is about feeling well mentally, physically, emotionally and socially. When we have a strong sense of wellbeing, we can cope with the challenges presented by everyday life, live purposeful lives and have a sense of belonging to the wider community.

Through your study of CSPE, you will explore how your wellbeing is connected to the wellbeing of others in your community, the state and the wider world. You will learn about the importance of taking responsibility for your own wellbeing and the wellbeing of others. Happy and healthy citizens can create a World of Wellbeing.



MY WELLBEING + THE WELLBEING OF OTHERS
+ WELL COMMUNITIES + A WELL SOCIETY
= A WORLD OF WELLBEING



Animation Wellbeing Indicators Explained (Overview)

What is CSPE?

CSPE is a course in citizenship that will help you to develop the knowledge, skills and attitudes to participate actively in and make a positive contribution to democratic society.

What do the initials CSPE mean?

- C – Civic** This refers to the idea of citizenship. As a citizen, you are entitled to certain rights. You also have responsibilities not only to yourself, but to others, your community and the wider world.
- S – Social** This is about your relationship to society and the communities to which you belong.
- P – Political** This refers to governments and the role that the government plays in shaping the lives of citizens.
- E – Education** This refers to the knowledge, attitudes and skills that you will develop through your study of CSPE.

CSPE explores the idea of citizenship. Being a citizen involves belonging to a community. As a citizen, it is important that you have a sense of belonging or ‘connectedness’ to the many communities you belong to: your family, school, the local community, Ireland, the European Union and the wider world. You will learn about social, economic and political structures and how they can impact on individuals, communities and society at large.

Throughout your study of CSPE, you will have opportunities to consider ways in which you can get involved with your community and make a positive difference to the lives of others. For example, in Chapter 1 you will be introduced to the idea of active citizenship and how active citizens can contribute positively to the life of their communities.

As a citizen, you need to be aware of your rights and how these play a role in protecting your human dignity and the dignity of others. You will learn that with rights come responsibilities.

We need to take responsibility for our planet. You will examine the importance of living sustainably in order to protect our environment and natural resources for future generations.

You will also learn the importance of participating in a democratic society. This involves using your voice, getting involved in decision-making and playing a role in shaping the world around you.

How is the CSPE short course structured?

The CSPE short course is built on three strands of learning:

- 🌐 Strand 1: Rights and responsibilities
- 🌐 Strand 2: Global citizenship
- 🌐 Strand 3: Exploring democracy.

In this textbook, each strand is divided into themes called **units**.

Strand 1: Rights and responsibilities

Unit 1: Human dignity: The basis for human rights

Human dignity is the basis for human rights. An individual can live their life with dignity if their needs are met, their rights are respected and they are treated equally and fairly by others. In this unit, you will learn about your rights and responsibilities as a member of a community. Sometimes individuals or groups suffer a loss of human dignity. You will explore some situations where human dignity is not respected.

Unit 2: Human rights instruments

In this unit you will learn about the history of human rights and explore key human rights instruments (documents) that seek to promote and protect human rights. You will be introduced to individuals and organisations that have played an important role in protecting and promoting human rights. You will also understand the importance of taking responsibility to protect your human rights and those of others.

Strand 2: Global citizenship

Unit 3: Sustainability

Sustainability means meeting our present-day needs without endangering the ability of future generations to meet their own needs. In this unit you will learn about the importance of living sustainably. You will explore the concept of sustainable development and the ways in which we can practise sustainable living. Living sustainably involves caring for our planet and ensuring that the environment and our natural resources can be enjoyed by future generations.

Unit 4: Local and global development

Development involves change. Development can be positive or negative. There are many developments taking place in the world around you at both local and global levels. Development is influenced by both individuals and institutions.

Unit 5: Effecting global change

The world is in a constant state of change. Much of this change is caused by human activity. Change can have many consequences. Active citizens ensure that such changes are sustainable and positive.

Strand 3: Exploring democracy

Unit 6: The meaning of democracy

In this unit you will explore the concept of democracy and gain an understanding of how democracy works. You will examine how democracies interact with their citizens. You will explore some national and European democratic institutions.

Unit 7: The law and the citizen

Rules and laws are important in society. In this unit you will examine how laws are made and enforced and how they can impact on your everyday life. You will also explore the ways in which individuals and groups can change the law.

Unit 8: The role of the media in a democracy

The media plays an important role in a democratic society. In this unit you will explore the different forms of media. You will examine the importance of digital media and how it plays an increasingly important role in society today.

Activities

A World of Wellbeing has a range of activities that not only support your learning, but also provide opportunities for you to become actively involved in the learning process.



Connect and communicate

This feature encourages you to connect and communicate with an individual, group or organisation to find out more information about a topic or theme that is central to CSPE.



Create a video

These activities encourage you to engage with digital media to create a video or short film.



Debate

Debates enable you to voice your opinion and views on various issues. These activities encourage you to defend your viewpoint, engage in critical thinking and view situations from different perspectives.



Digital

The digital icon points you towards a wide variety of digital resources, such as animations, video clips and links to websites that can support your learning of CSPE. See page xiv for more details.



Group activity

Group activities provide opportunities to work with a small group to discuss an issue, complete a task, problem-solve or make decisions.



Imagine!

These activities promote creativity and require you to imagine situations or explore different perspectives on an issue.



Individual activity

These activities provide opportunities to think and work independently.



Questions

These activities require you to answer questions about a particular stimulus. They also help you to evaluate your learning.



Research

Research activities will help you to find out more about an issue, theme or topic. Research can be undertaken using books, magazines, newspapers, video clips, the internet or other media. Research can be undertaken independently, with a partner or as part of a group.



Role play

These activities require you to assume a role or identity in order to explore a situation or topic.



Take action!

These activities encourage you to practise active citizenship by taking action on an issue or topic. They also provide an opportunity to make a positive difference to your life and the lives of others, your community, the state or the wider world. You don't have to undertake all the 'take action' activities in this textbook. These activities can act as suggestions for future citizenship actions.



Think, pair and share

'Think, pair and share' activities combine working independently and working with a partner to complete a task, answer a question or problem-solve. These activities provide opportunities for both independent thinking and working with others.

Other textbook features

Learning outcomes:

This is what you should know, understand or be able to do by the end of the chapter.



Key skills you will use in this chapter:

These are the key skills you will use when undertaking the activities in the textbook and reflective journal.

Key words: Important words or terms that you should come to understand as a result of your learning in each chapter.

Wellbeing indicators:

These are the areas of Wellbeing that are important to your learning in each chapter.

Wellbeing indicators

These are questions you can ask about your wellbeing as you work through the CSPE short course. All of the Wellbeing indicators except Active are relevant to the CSPE short course.



Active

- 🌐 Am I a confident and skilled participant in physical activity?
- 🌐 How physically active am I?



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 the right choices?



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, both in local and global contexts?



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?



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?



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?













Taking action

Taking action is at the heart of the CSPE short course. You are required to undertake at least three **citizenship actions** as part of your learning across the three strands of the CSPE course. Undertaking citizenship actions enables you to practise active citizenship and take action on issues that you are interested in or feel strongly about.

Throughout your study of CSPE, you will be given opportunities to consider the ways in which you can make a positive difference to your community or the wider world. Taking action means turning these ideas into reality.

You can undertake a citizenship action as part of your class, as part of a group or as an individual. If you decide to take action as part of the class or as a group, it is important that everyone has a role to play in the planning and execution of the action.

Here are some examples of actions you can undertake:

-  Fundraising for an organisation
-  Organising a campaign
-  Conducting a survey
-  Inviting a guest speaker to talk to your class
-  Producing an information leaflet or booklet
-  Running a mock election
-  Investigating an issue
-  Visiting an organisation or institution
-  Raising awareness about an issue
-  Lobbying a public representative
-  Making a presentation
-  Promoting sustainable living through activities that protect our environment.

You will create a **Citizen Action Record** for **one** of these actions as part of your **classroom-based assessment (CBA)**. This should take place in Second or Third Year. Your Citizenship Action Record should show how you have actively engaged in an issue or topic of interest. You will describe the action undertaken and reflect on the whole process.



Animation Steps to Action

Further information on undertaking and planning actions can be found in Chapter 35 at the end of this book.

And finally...

As a student of CSPE, you should be aware of what is going on in the world around you. It is important, therefore, that you keep track of events happening in your community, Ireland and the wider world. Being informed ensures that you can make connections between local and global events and your learning in CSPE. Newspapers, magazines, television and the radio are important sources of news and information. Don't forget about the digital media! This is a useful platform to access and share information. Social media platforms like Facebook and Twitter and search engines like Google can also be valuable sources of information.

Get informed, take action and help to create a World of Wellbeing!



Digital resources

The digital resources in *A World of Wellbeing* support the Junior Cycle's emphasis on the use of modern technology in the classroom and are designed to cater for different learning styles.

Teachers and students can access the *A World of Wellbeing* interactive e-book at www.edcolearning.ie, plus a bank of free digital resources, including animations and PowerPoint presentations, topic-based videos and useful weblinks.

Animations and PowerPoint presentations

Note: Click on the icons on this page in your e-book to access the animations and PowerPoints.

 **Animation** Wellbeing Indicators Explained (Overview)

 **PowerPoint** Key Skill: Staying Well

 **PowerPoint** Wellbeing Indicator: Responsible

 **PowerPoint** Key Skill: Communicating


 **PowerPoint** Wellbeing Indicator: Connected

 **PowerPoint** Key Skill: Being Creative

 **PowerPoint** Wellbeing Indicator: Resilient

 **PowerPoint** Key Skill: Working with Others

 **PowerPoint** Wellbeing Indicator: Respected

 **PowerPoint** Key Skill: Managing Information and Thinking

 **PowerPoint** Wellbeing Indicator: Aware

 **Animation** Steps to Action

 **Animation** Key Skills Explained (Overview)

 **PowerPoint** Steps to Action

 **PowerPoint** Key Skill: Managing Myself

 **PowerPoint** Citizenship Action Record and Classroom-Based Assessment

 **Video** **Topic-based videos**

A range of informative and insightful topic-based videos is available to students and teachers. Links to these videos are embedded at the relevant points throughout the *A World of Wellbeing* e-book. Please note that the Amnesty International video is flagged as 'Teacher only', as the topic is sensitive, and viewing with the guidance of your teacher is advised.

Weblinks documents

A list of useful weblinks and resources is provided for each strand of this book, as well as an extra set of helpful resources for the Citizenship Action Record. These can be accessed via both the teacher and student e-book.

STRAND

1

RIGHTS AND RESPONSIBILITIES

In this strand you will learn about the importance of human rights and social responsibilities and how they can promote human dignity.

Unit 1 HUMAN DIGNITY: THE BASIS FOR HUMAN RIGHTS

Human dignity is the basis for human rights. We all have a responsibility to ensure that our actions promote the human dignity of each person. In this unit you will examine situations where human dignity is not respected.

Chapter 1: Rights and responsibilities in the community

Chapter 2: Human dignity

Chapter 3: Needs and wants

Chapter 4: Access to food and water: A global challenge

Unit 2 HUMAN RIGHTS INSTRUMENTS

Human rights instruments are key documents that seek to protect and promote human rights. You will examine some key human rights documents and consider how these apply to your life. You will explore ways you can take responsibility for defending your own human rights and those of others.

Chapter 5: Human rights timeline

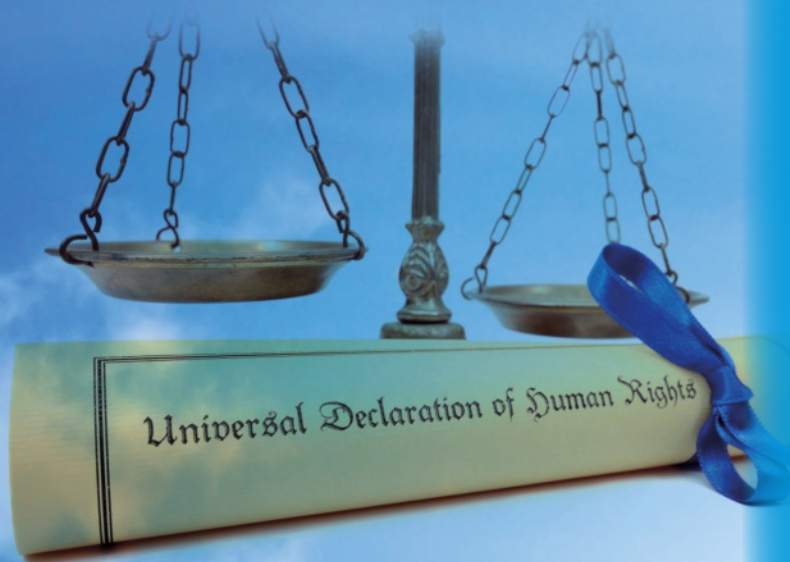
Chapter 6: Human rights champions

Chapter 7: Human rights instruments

Chapter 8: Classification of human rights

Chapter 9: Human rights conflicts and abuses

Chapter 10: Taking responsibility for human rights



Rights and responsibilities in the community



Learning outcomes

By the end of this chapter you will understand what it means to be human and live in a community with rights and responsibilities.



Key skills you will use in this chapter

- ✓ Being Creative
- ✓ Being Literate
- ✓ Being Numerate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Key words

- Key Diversity
- Key Human dignity
- Key Human rights
- Key Universal
- Key Responsibilities
- Key Communities
- Key Sense of belonging
- Key Inclusive
- Key Community spirit
- Key School community
- Key Wellbeing
- Key Local community
- Key Active citizens
- Key Community action

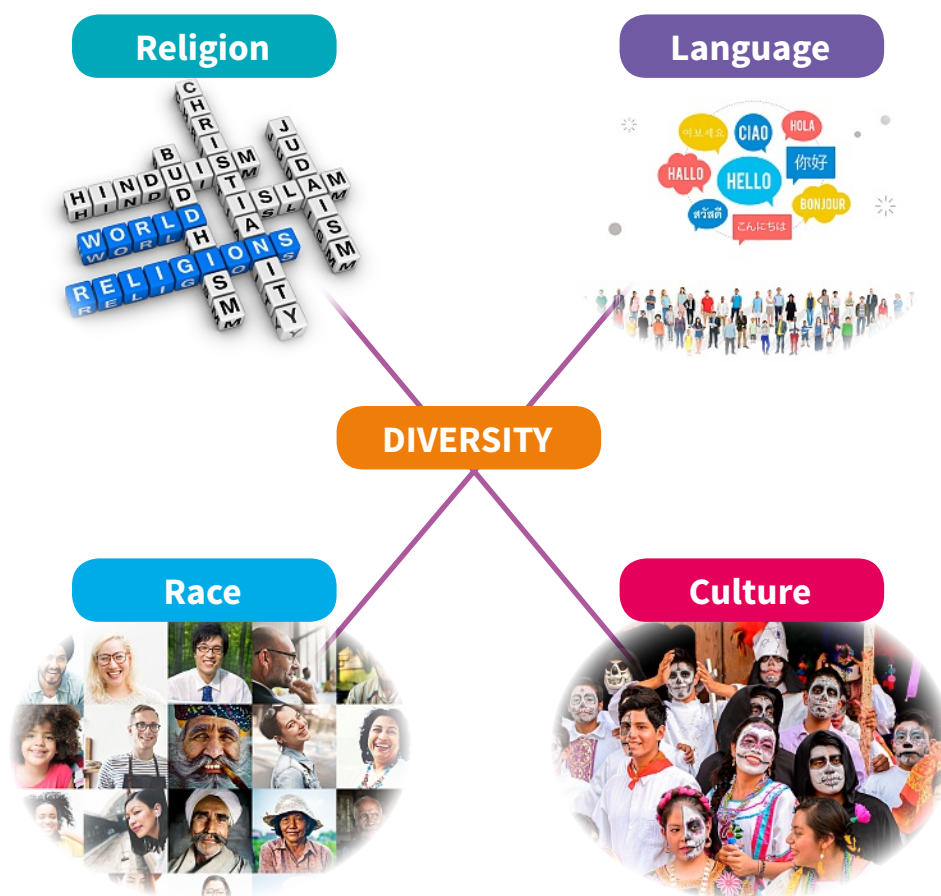
Wellbeing indicators in this chapter



Being human

Despite the fact that almost 8 billion people inhabit our planet, every single human being is unique. Being unique means that you are one of a kind and different from others. These differences mean that there is diversity among all human beings.

You don't have to look far to find **diversity** – it is all around you. Look at your classmates. They all look different and have different personalities, interests and talents. Diversity is also evident in the local community, in Ireland and in the wider world, where differences exist in terms of gender, age, religion, race and culture. Diversity makes our world a more beautiful, colourful and interesting place to live.



Human dignity

When we respect difference, we are recognising that every person is valuable. Every person, no matter how different, is entitled to **human dignity**. Individuals can live their lives with dignity if their basic needs are met. This means having enough to eat or drink, a place to call home and feeling respected and valued by others.



Unit 1 Human dignity: The basis for human rights

Human rights

Simply because you are human, you are also entitled to **human rights**. Rights are freedoms that enable every person to develop fully as a human being. Human rights are **universal**. This means they apply to every person, without exception. Human rights and human dignity are closely linked because human dignity is the foundation for human rights. When our rights are protected and respected, we can live our lives with dignity. When rights are not respected or are taken away, individuals and groups can suffer a loss of human dignity.

Can you think of some rights every person is entitled to?

Responsibilities

Responsibilities go hand in hand with rights. By acting responsibly and making the right decisions, we can ensure that our rights and the rights of others are respected and protected. It is also important that we act in a responsible manner towards our environment so that it can be enjoyed by future generations.

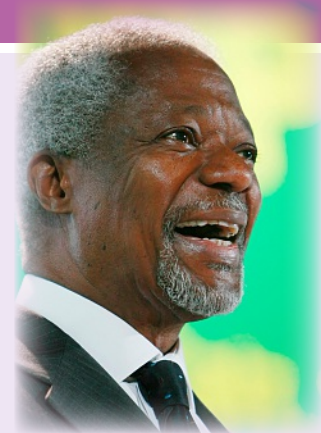


Questions



- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself

Kofi Annan was Secretary General of the United Nations from 1997 to 2006. The following is an excerpt from a speech he made on Human Rights Day, 10 December 1997 (the 50th anniversary of the Universal Declaration of Human Rights). Read it and answer the questions that follow.



‘Human rights are what make us human. They are the principles by which we create the sacred home for human dignity. It is the universality of human rights that gives them their strength. It endows them with the power to cross any border, climb any wall, defy any force.’

- 1 According to Kofi Annan, what makes us human?
- 2 What gives human rights their strength?
- 3 What is meant by ‘it endows them with the power to cross any border, climb any wall, defy any force’?

Community

Humans are social beings. We have a need to relate to and connect with other people. We also need to be accepted and valued by others. For these reasons, humans tend to organise themselves into **communities**. A community can be described as:

- 🌐 A group of people who have something in common with each other
- 🌐 A group of people who share a common place.

A **sense of belonging** is important to community members. This is the sense of connectedness that an individual has to their community. It is important that all communities are **inclusive**. Inclusive communities respect difference and diversity and ensure that nobody is excluded in the life of the community.

The most successful communities have something called **community spirit**. This is the willingness of community members to participate in the life of the community, co-operate with each other and make their community a better place for all.

You are a member of many communities. Let's look at some examples.



School community



The family community



Sporting communities



*Local communities/
neighbourhoods*



The Irish community



Rights and responsibilities in the school community



When you started in your secondary school, you became a member of a new community. The **school community** is not just a building – it is also a set of relationships between students, teachers, parents, school staff and the wider community. Every member of the school community has certain rights and is entitled to the protection of these rights.



Think, pair and share



- ✔ Being Literate
- ✔ Communicating
- ✔ Managing Information and Thinking
- ✔ Managing Myself
- ✔ Working with Others

Think about the rights all members of the school community are entitled to – students, teachers, the principal and parents.

Write down one right to which each of these members of the school community is entitled. Now listen to your partner's views. Are there similarities or differences? Decide on the information you will share with the class group. Use the table in your reflective journal to write down your ideas.

One of the most important rights is the right to an education. However, members of the school community also have responsibilities. As a student, you must take responsibility for your education. You have a responsibility to get to school on time, to have your books, copies and equipment, to complete your homework and to make an effort in school.

Not all members of the school community have the same responsibilities.

- 🌐 Teachers have a responsibility to ensure that their students receive the best possible education.
- 🌐 Parents have a responsibility to make sure that their children attend school.



🌐 The school principal has a responsibility to ensure that students are safe and that school rules are followed. The principal is also responsible for the **wellbeing** of those within the school community.



Rights and responsibilities in the local community

A **local community** can be described as a group of people who interact with each other and share a common environment. Local communities are made up of a broad range of people. Although all community members have the same rights, sometimes they have different responsibilities towards the community.

Let's meet some community members. Study the profiles of each community member. Each profile will state a right to which that person is entitled. In your copybook, write down one responsibility of that community member.

Profile 1

John passed his driving test one month ago. He has just bought his first car and is looking forward to driving it.

John has a right to own and drive his car. **What does John have a responsibility to do?**



Profile 2

Margaret owns the local shop. She has run it for the past twenty years. She sells newspapers, confectionery and cigarettes.

Margaret has a right to own and run her business in the local community. **What does Margaret have a responsibility to do?**





Unit 1 Human dignity: The basis for human rights



Profile 3

Pat owns a mixed farm just outside the village. He sometimes uses pesticides on his crops to ensure that they survive. There is a small stream that runs through Pat's farm.

Pat has a right to use pesticides on his crops. **What does Pat have a responsibility to do?**



Profile 4

Seán owns and runs the local bar, which is located in the middle of a housing estate. Every Friday night is DJ night and the music can get quite loud.

Seán has a right to own and run his bar. **What does Seán have a responsibility to do?**



Profile 5

Suzanne is a local property developer. She buys houses and land to develop them and make a profit. She has recently purchased an area of wasteland on the edge of town. She wants to build high-rise apartments on the site. She has applied for planning permission. All the local people are unhappy about this, as a high-rise development would block their view of the mountains.

Suzanne has a right to develop local houses and land. **What does Suzanne have a responsibility to do?**



Group activity



- Being Literate
- Communicating
- Managing Information and Thinking
- Managing Myself
- Working with Others

Divide into groups. In your group, name three other key members of your local community. Discuss each member's role in the community. Write down one right and one responsibility for each community member.

Active citizenship in the community

People who strive to make their communities a better place are often called **active citizens**. Active citizens are those who act in a responsible way towards other members of the community.

An active citizen is somebody who:



Is aware of their rights and responsibilities



Respects the rights and human dignity of others



Takes action on issues that affect them and their community



Participates in the life of the community



Takes care of the local environment and protects it for future generations



Community action

Sometimes communities face issues or challenges that can affect the wellbeing of community members. Instead of brushing these challenges under the carpet, community groups work together to address these challenges and take action to highlight or resolve them. This is called **community action**.



The River Dodder in Dublin, with the Aviva Stadium in the background

The Dodder is a river that runs through South Dublin. The Dodder Action Group was set up to preserve and protect the river as an important local amenity. This group of active citizens organises monthly clean-ups of the river and educates the local community about conservation (protection) and the ecology of the Dodder (the relationship of living things with the river).



Connect and communicate



- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others

Get in contact with a community action group in your local area to find out the following information:

- 1** Why the action group was set up
- 2** What challenges/issues/problems they are trying to address or resolve
- 3** Actions or projects they have undertaken to address these issues



Group activity

Divide the class into six groups. Each group will choose one of the photographs below. Each photograph represents a community issue. Discuss what issue the photograph is highlighting and answer the questions that follow.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Working with Others



Photograph 1



Photograph 2



Photograph 3



Photograph 4



Photograph 5



Photograph 6

- 1 What issue is being highlighted by your photograph?
- 2 Name one action your community could undertake to resolve this issue.
- 3 Describe how you would organise that action.



Citizens' rights and responsibilities

As an Irish citizen, you are entitled to certain rights and the protection of these rights. Some of these rights include:

- 🌐 The right to hold an Irish passport
- 🌐 The right to own property
- 🌐 The right to vote in elections if you are over eighteen
- 🌐 The right to marry.

Can you think of some other rights Irish citizens are entitled to?

As an Irish citizen, you also have duties or responsibilities. These include:

- 🌐 The responsibility to vote in elections
- 🌐 The responsibility to respect the law
- 🌐 The responsibility to respect and protect the environment.

Can you think of some other responsibilities of Irish citizens?



The Irish government also has certain duties or responsibilities towards its citizens. These responsibilities include:

- 🌐 Protecting and promoting the rights of citizens
- 🌐 Protecting and promoting the welfare of citizens
- 🌐 Making laws that are fair and just
- 🌐 Accepting the outcome of elections
- 🌐 Providing services to citizens.

Can you think of others?



Research

As an Irish citizen, you need to be aware of your rights and responsibilities.

To find out more about your rights and entitlements, log on to the Citizens Information website. This website provides information and advice on the rights of Irish citizens.

- ✓ Being Creative
- ✓ Communicating
- ✓ Managing Information and Thinking
- ✓ Staying Well



Take action!

With your class group, create a class charter of rights and responsibilities.

This charter will raise awareness about the importance of rights in your class and the responsibility to respect the rights of others.

- ✓ Being Creative
- ✓ Being Literate
- ✓ Managing Information and Thinking
- ✓ Managing Myself
- ✓ Staying Well
- ✓ Working with Others



Don't forget to complete your reflections in your reflective journal.