

CSPE

An Introduction to CSPE

It is not necessary to carry out all the activities contained in this unit. Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	An introduction to CSPE	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Preparing a Talk	15
	Wordsearch	19
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	CSPE Keywords	11
	Unscramble the letters	12
	Alphaboxes	18
	Play Snap	20-23
Language support: Additional activities for Language Support:	Grammar points	16-17
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using CSPE textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Impact!</i> by Jeanne Barrett & Fiona Richards.	

Note: *The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.*

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.

Encourage students to:

- Bring the relevant **subject textbooks** to learning/language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
- Take some **responsibility for their own learning** programmes by:



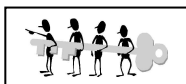
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

Keywords

The list of keywords for this unit is as follows.

Nouns

action
activity/activities
assessment
book
CSPE
citizen/citizens
citizenship
class
committee
community
concept/concepts
copybook
democracy
education
game/games
group
individual (*noun*)
information
issue
laws
logo
planet
population
poster
project
responsibility/ responsibilities
rights
school
society
subjects
textbook
topic
view/views
world

day
week
year
decade
century

Verbs

to do
to decide
to enable
to get
to get involved
to have
to involve
to learn
to listen
to share

can
will

Adjectives

active
civic
communal
concerned
designated
global
human
individual (*adjective*)
international
local
national
new
personal
political
responsible
social

Other key words

about
you
your
we
our

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Vocabulary file 1

Word	Meaning	Note or example*
citizens		
active		
action		
social		
topic		
responsible		
assessment		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



Get your teacher to check this and then file it in your folder so you can use it in the future.

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Vocabulary file 2

Word	Meaning	Note or example
citizenship		
democracy		
rights		
concept		
project		
community		
logo		



Get your teacher to check this and then file it in your folder so you can use it in the future.

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Vocabulary file 3

Word	Meaning	Note or example
learn		
involve		
decide		
international		
civic		
subjects		
committee		



Get your teacher to check this and then file it in your folder so you can use it in the future.

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Language Level: All
Type of activity: Whole class
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

project **citizen** **democracy** **community**

- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.)



All students should record vocabulary and terms from the spidergram in their personal dictionaries.

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Language Level: A1
 Type of activity: Pairs or individual
 Suggested time: 30 minutes

Working with words - Tick the correct answer



- a) information
- b) international
- c) committee
- d) logo



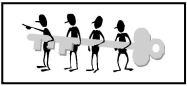
- a) book
- b) game
- c) planet
- d) poster

Look at these families of words. If you do not know any of the words, check the meaning in your textbook or dictionary. Then write an example, the page number where these words appear in your textbook, or translate the words into your own language.

Families of words	Note or example
responsible irresponsible responsibility responsibilities	
active inactive activity activities	

Scrambled sentences

Re-arrange these words to make sentences. Do not forget the punctuation.



community for are responsible we our

many project our activities has



Have you ticked this activity on your Learning Record?

Language Level: A1
Type of activity: Pairs or individual
Suggested time: 30 minutes

Picture Sentences - Tick the correct answer

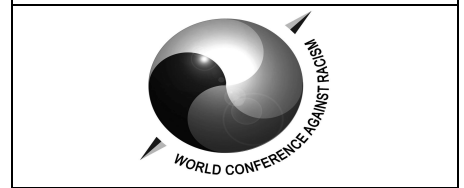
1.

- a) This is cooking.
- b) This is a spaceman.
- c) This is a game.



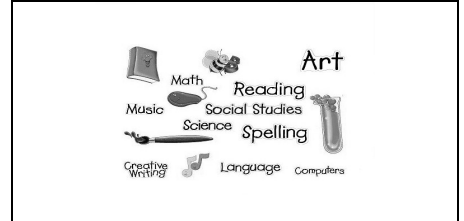
2.

- a) This is a class.
- b) This is a planet.
- c) This is a logo.



3.

- a) These are rights.
- b) These are citizens.
- c) These are subjects.



4.

- a) This is a classroom.
- b) This is a human.
- c) This is a copybook.



Put a circle around the words that you are learning in CSPE. Use your dictionary or textbook if you are not sure.

responsibilities
lunch

ring
citizen
world

democracy
chair

project
action
rights

dog
planet
light

Language Level: A1 / A2
Type of activity: Pairs or individual
Suggested time: 20 minutes



Odd One Out

Circle the word which does not fit with the other words in each line.

Example: *apple orange banana taxi*

- 1. world planet cinema community
- 2. citizen citizenship responsible pencil
- 3. cat learning subjects school
- 4. active dog action project

Write down all the words that you can use to describe the people of a country or city:

Write 4 sentences about your community. You can write about the community of the school or the community where you live.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

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Language Level: A2 / B1
Type of activity: Individual
Suggested time: 40 minutes

CSPE Keywords

Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun (the name of something), an adjective (a describing word) or a verb (an action word).

1. s_bj__ts _____

2. inf__mat_on _____

3. com__nit__ _____

4. res__nsi_le _____

Look at the underlined words in these sentences. Decide whether they are nouns, verbs or adjectives.

Then circle the correct answer.

It is important to share information. noun verb adjective

We are learning about citizenship. noun verb adjective

We are making posters for our project. noun verb adjective

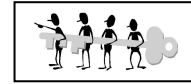
I am concerned about the planet. noun verb adjective

Education helps us to understand our rights. noun verb adjective

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Language Level: A1 / A2
Type of activity: Pairs or individual
Suggested time: 20 minutes



Unscramble the letters

1. We live on this

NELPAT

Answer _____

2. When someone takes part in something, they are...

VVINOLDE

Answer _____

3. These are ideas

OCECTSNP

Answer _____

4. Another way of saying that we are discovering new things

NREINLAG

Answer _____

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?



Solve the secret code

English=	A	E	F	G	I	L	N	R	S	U
Code=	B	X	Y	F	W	Q	D	O	L	E

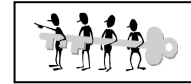
example: (code) DEOLX = NURSE (English)

QXBODWDF WL YED =

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Language Level: A2 / B1
Type of activity: Pairs or individual
Suggested time: 30 minutes



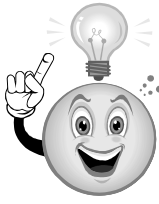
Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

Civic, Social and Political Education aims to prepare students for _____ participatory citizenship. It is a course in citizenship based on human _____ and social responsibility. _____, Social and Political Education enables students to understand the rights and responsibilities of the individual in society, and the workings and nature of _____. It is _____ with issues at the personal, local, national and global levels.

Word Box:

active	rights	civic
democracy	concerned	

 <p>Fill in the past tenses of these verbs! Highlight the irregular verbs.</p>	Tenses	
	Present	Past
	to enable	
	to prepare	
	to do	
	to make	
to have		

Language Level: A2 / B1
Type of activity: Individual
Suggested time: 30 minutes



Multiple choice

(Read the text below and choose the best answers)

Text:

DEMOCRACY

The word democracy comes from the Greek words *demos* meaning people and *kratia* meaning to rule. So, in a democracy rules and laws are made and agreed by the people of a country, for the people of a country. Laws are passed when a majority of the people agree.

The ancient Greeks were the first people to rule by this method. Because the voting population was small (only freemen had the right to vote) in ancient Greece, all freemen had a chance to have a say directly in how the state was run. This was called direct democracy. In Ireland today, with a population of over three and a half million people, it would be impossible to run a system where everyone directly has a say. What we do instead is elect people to Dáil Éireann to represent our views, thoughts and ideas on how the country should be run. This is called representative democracy.

The members of the Dáil represent the different views that people have on the running of the country.

1) What is democracy?

- | | |
|------------------|---------------------------|
| a) a type of car | b) a form of government |
| c) a sport | d) a flavour of ice cream |

2) What must happen in order to pass a law in a democracy?

- | | |
|----------------------------------|------------------------------|
| a) society must be destroyed | b) ancient Greeks must visit |
| c) majority of people must agree | d) nothing |

3) What kind of democracy exists in Ireland today?

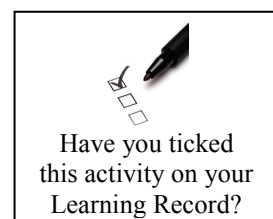
- | | |
|---------------------|-----------------------------|
| a) none | b) a pretend democracy |
| c) direct democracy | d) representative democracy |

4) Would direct democracy be possible in Ireland today?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5) Do the members of the Dáil represent the people's views?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|



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Language Level: A2 / B1

Type of activity: Pairs / small groups

Suggested time: 40 minutes

Preparing to give a short talk

You must give a talk to the other people in your class. The topic of your talk is:
How we can make a good community.

First plan what you are going to say by making notes on this chart:

Introduction	What we need for a good community
Important vocabulary (Use your notes, textbook and dictionary.)	A community that I know (school, home etc.)
	Changes that would improve the community that I know

Language Level: All
Type of activity: Individual
Suggested time: 30 minutes



Grammar points

In this Unit, we came across the following nouns:

- **action**
- **project**
- **citizens**

Check these words in your dictionary.

Noun Hunt

Circle the 10 nouns in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

active

committee

school

do

copybook

game

will

get

topic

involved

responsible

you

rights

civic

day

about

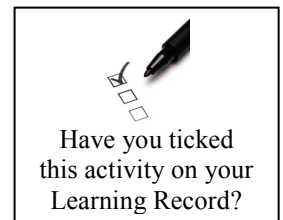
assessment

logo

class

international

decide



Score: _____ points

Language Level: B1
Type of activity: Individual/Pair
Suggested time: 30 minutes

Grammar Points

Prepositions

1. Below are sentences from your textbook. However, some of the prepositions are missing. Read the sentences and decide where the following prepositions could go:

during in on in front of to

- Martin Luther King was born ___ Atlanta, Georgia ___ 1929.
- In America _____ the 1950s there were many laws that were unfair to black people.
- Black people refused to get ___ any public buses, they walked ___ work instead.
- ___ 1963 Martin Luther King led a demonstration of nearly 500,000 people _____ - _____ the White House ___ Washington.

2. Practice

Can you recall the exact place and time of an event in your life?

For example:

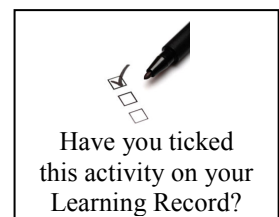
I was in my home in Dublin at five o' clock in the evening on a Tuesday in January 2009 when I saw Barack Obama being sworn in as the forty-fourth president of the United States.

Note write similar sentences about international or personal events during your life. First make notes under the following headings

event place hour day year

Next, write out a complete sentence. Check that you are using the correct prepositions.

3. Read out your sentences to one another.



Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.



Word Search

Find the words in the box below.

H X G
 S F J F S J J E Z
 A C T I V E G O P Z J H A
 P M C I V I C S G R H Y J Q E D D
 N V J T G A J O V Z N J C I T I Z E N
 B B C I T I Z E N S B Q B M C O N C E P T
 U X I X Y Q H O V Y G H U M A N P K V X Z
 I D A I S J N M I F E Y O F B M G
 C N X X P M W S L Q R T A I U Z J
 U W H R H M D E B P R O J E C T X O M C S P E Q B
 N F C X G M H Q B H I N F O R M A T I O N S Y I U
 C O M M U N I T Y K W O C R I C O M M I T T E E Z
 A B H L S L G X H M R I G H T S Z D C A H O I X R U K
 R O A I G M O E N V M Z A L X J I V W S G B B B K K G
 N P W O U B B B H F E O B U N Q I L A W Y S F M Q V K
 E F J H J T K P J V X J J W E H J G Z U N M F
 U Z B T A C T I O N O O B T R Y Q P O M T
 F F X E G H W U T C D V D C M S D U F R B
 X R S G X D I M L A
 Q V T A C K Z U Z E C B
 G H R D N C L A S S C O N C E P T S J Y L
 J U A N R L X E C I T I Z E N S H I P V P
 U I N T E R N A T I O N A L O S R S V
 Y J S F C K N B Z V I F J N L M Z
 U V M T B Q T L E X S P T
 I C B B L L N P L
 U A H

- | | | |
|-------------|-----------|---------------|
| ACTION | CLASS | HUMAN |
| ACTIVE | COMMITTEE | INFORMATION |
| CITIZEN | COMMUNITY | INTERNATIONAL |
| CITIZENS | CONCEPT | PROJECT |
| CITIZENSHIP | CONCEPTS | RIGHTS |
| CIVIC | CSPE | |

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Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



project	project
world	world
learning	learning

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citizen	citizen
assessment	assessment
concepts	concepts

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school	school
community	community
book	book

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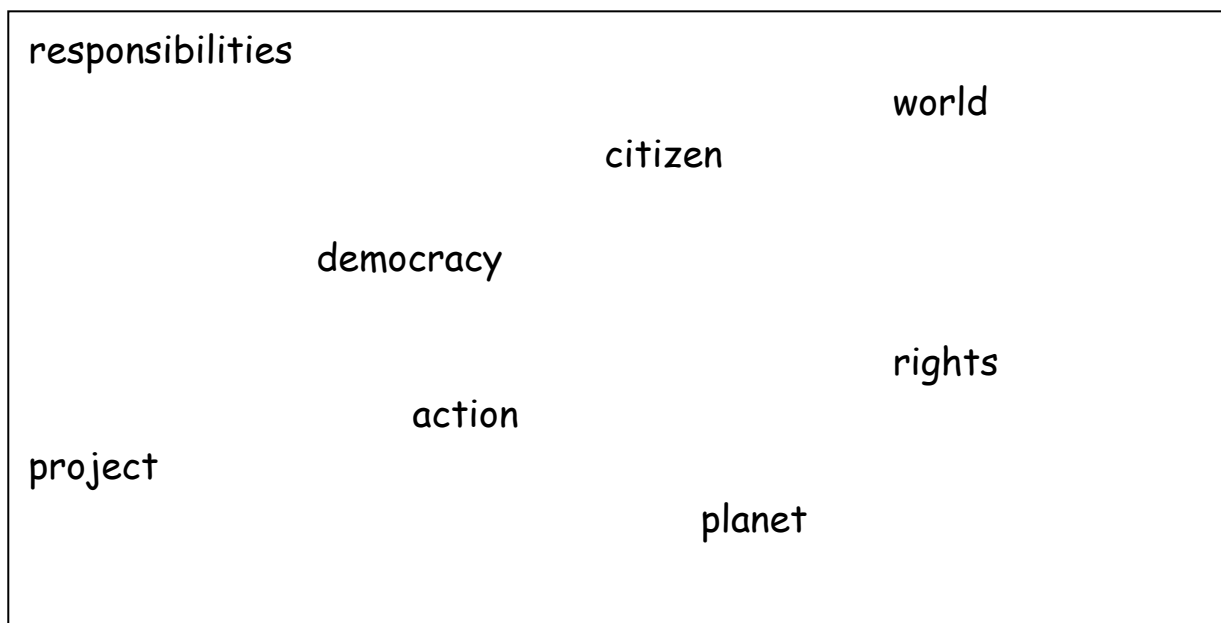
rights	rights
games	games
planet	planet

Answer key

Scrambled sentences =

We are responsible for our community.

Our project has many activities.



Odd One Out = cinema, pencil, cat, dog

Suggestions for words that relate to the people of a country or city:
citizens, inhabitants, residents, population, subjects, community etc.

Letter Scramble = planet, involved, concepts, learning

Secret Code = learning is fun

Completing Text =

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Civic, Social and Political Education aims to prepare students for active participatory citizenship. It is a course in citizenship based on human rights and social responsibility.

Civic, Social and Political Education enables students to understand the rights and responsibilities of the individual in society, and the workings and nature of democracy.

It is concerned with issues at the personal, local, national and global levels.

(Impact!, page vii)

Multiple Choice =

b, c, d, b, a

Grammar Points = committee, school, copybook, game, topic, rights, day, assessment, logo, class

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Word Search:

H X G
S F J F S J J E Z
A C T I V E G O P Z J H A
P M G I V E S G R H Y J Q E D D
N V J T G A J O V Z N J C I F I Z E N
B B G I F I Z E N S B Q B M G O N C E P T
U X I X Y Q H O V Y G H U M A N P K V X Z
I D A I S J N M I F E Y O F B M G
C N X X P M W S L Q R T A I U Z J
U W H R H M D E B P R O F E G T X O M G S P E Q B
N F C X G M H Q B H I N F O R M A T I O N S Y I U
G O M M U N I T Y K W O C R I G O M M I T F E E Z
A B H L S L G X H M R I G H T S Z D C A H O I X R U K
R O A I G M O E N V M Z A L X J I V W S G B B B K K G
N P W O U B B B H F E O B U N Q I L A W Y S F M Q V K
E F J H J T K P J V X J J W E H J G Z U N M F
U Z B T A C T I O N O O B T R Y Q P O M T
F F X E G H W U T C D V D C M S D U F R B
X R S G X D I M L A
Q V T A C K Z U Z E C B
G H R D N G L A S S G O N C E P T S J Y L
J U A N R L X E C I F I Z E N S H I P V P
U I N T E R N A T I O N A L O S R S V
Y J S F C K N B Z V I F J N L M Z
U V M T B Q T L E X S P T
I C B B L L N P L
U A H