

LANGUAGE AND LITERACY: Irish (in Irish-Medium Schools) with Media Education

The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the Curriculum **Objectives** and **Key Elements** in columns 2, 3, and 4, and **Learning Outcomes** (at the bottom of the page). Additional guidance appears in plain text. *All examples are in italics.* All of the illustrations offered aim to relate this strand to Life and Work contexts.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and Environment
<p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become creative and effective communicators by:</p> <ul style="list-style-type: none"> • expressing meaning, feelings and viewpoints; • talking - including debate, role-play, interviews, presentations; • active listening and reporting back; • reading and viewing for key ideas, enjoyment, engagement and empathy; • writing for different audiences and purposes; 	<p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore emotions and develop creative potential, for example, <i>keep a personal journal about themselves; produce a digital portfolio highlighting their personal qualities etc.</i> (Key Element: Personal Understanding)</p> <p>Explore and respond to others' emotions through literature, moving image or peer discussion, for example, <i>in role-play, empathise with someone whose experience is different from their own.</i> Develop an understanding of the power of languages (including bi-lingualism and body language) to communicate and empathise with others, for example, <i>explore situations in which tone, choice of words, gesture, facial expression etc can alter meaning/impact.</i> (Key Element: Mutual Understanding)</p>	<p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, <i>consider the language rights of Irish (and other minority language speaking communities); participate in a role play involving conflicting needs etc.</i> (Key Element: Citizenship)</p> <p>Explore the power of a range of communication techniques to inform, entertain, influence and persuade, for example, <i>compile and justify a list of top ten television advertisements/web sites for young people; create an innovative lifestyle article or feature for young people etc.</i></p> <p>Analyse and evaluate how a novel has been portrayed in film, for example, <i>compare and contrast a book and film version of the same story.</i> (Key Element: Media Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate how communication skills are vital to life/work situations, for example, <i>participating in interviews and self-marketing; investigate jobs in companies in which good communication through the medium of Irish is essential etc.</i></p> <p>Investigate how the skills developed through the Irish language will enhance career options and increase mobility, for example, <i>IM education, translating, journalism and multimedia production etc.</i> (Key Element: Employability)</p> <p>Explore issues related to Economic Awareness: Explore the ways in which a range of newspapers and television programmes develop our economic</p>

<ul style="list-style-type: none"> • participation in a range of drama activities; • interpreting visual stimuli and the moving image; • developing an understanding of different forms, genres and methods of communication and understanding how meaning is created; • developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar; • using a range of techniques, forms and media to convey information creatively and appropriately. 	<p>Explore issues related to Personal Health : Consider the effectiveness of language in current health campaigns, for example, <i>on leaflets, newspapers, posters</i>. Create a campaign to promote a health and safety issue <i>such as dealing with misuse of substances</i>. Improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: Personal Health)</p> <p>Explore issues related to Moral Character : Explore the issues involved and the implications of being bi-lingual, particularly as members of an Irish language community in a mostly English speaking society. Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, <i>discuss moral choices of real-life and fictional characters; participate in the annual Trócaire Lenten Campaign</i>. Take responsibility for choices and actions. (Key Element: Moral Character)</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, <i>comment on a film, traditional story or prayer, novel, performance or poem which has evoked a personal insight</i>. (Key Element: Spiritual Awareness)</p>	<p>Explore how different cultures, beliefs and language communities, here and globally, are reflected in a range of communication methods, for example, <i>investigate local oral traditions and dialects including for example the role of the seanchaí, local place names etc; compare and contrast how the culture and lifestyle of different countries and regions eg the Gaeltacht are represented in stories/poems/images; create links with pupils in another minority language community to debate and share experiences on the issue of minority language and/or minority culture</i>. (Key Element: Cultural Understanding)</p> <p>Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, <i>track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for a young audience</i>. (Key Element: Ethical Awareness)</p>	<p>awareness. Select an economic issue and present it (with relevant statistics) in a way that captures the interest of young people. (Key Element: Economic Awareness)</p> <p>Plan and create an effective communication campaign, for example, <i>produce promotional literature, in Irish or bilingual format, with eco-friendly guidelines for a visit to a natural/cultural heritage site; present the case for preserving a local site/building; participate in a model youth assembly/parliament about a global issue etc</i>. (Key Element: Education for Sustainable Development)</p>
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<p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Irish (in Irish medium schools) with Media Education.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> • research and manage information effectively, using Mathematics and ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience, purpose and attention to accuracy.
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*NB: Teachers may develop activities that combine many of the statutory requirements as long as, **across the Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.*