



Mother and Baby homes

CSPE Classroom-Based Assessment – Citizenship Action Suggestions

SLIDE 1

Mother and Baby homes

Junior Cycle CSPE Classroom-Based Assessment
Citizenship Action Suggestions

Teacher notes

Students will complete at least three citizenship actions as part of their learning across the three strands of the CSPE short course. Students create a Citizenship Action Record for one of these as their Classroom-Based Assessment (CBA). A Citizenship Action Record shows how a student has actively engaged in an issue or topic of interest and captures both the action undertaken and the students' reflections on it.

Linking learning to action is a core part of the CSPE short course. The actions suggested on the next six slides are not intended as a prescriptive list. As a class, or in small groups, the students should be supported to decide on an action that is of genuine interest and concern to them, related to the topics studied.

Source

Junior Cycle Civic, Social and Political Education (CSPE) short course – [Guidelines for the Classroom-Based Assessment](#), p.6 & 8.

Suggestion 1: Witness bearers

We are a living legacy of that system...

Mari Steed – Testimony in O'Donnell, K., O'Rourke, M. & Smith, J. 2022. *Redress: Ireland's Institutions and Transitional Justice*. UCD Press: Dublin. p.6.

Organise a guest speaker with experience of a Mother and Baby home or other historic institutions. Reflect on the importance of listening to their voice and hearing their story.

For further information and support see Junior Cycle Civic, Social and Political Education (CSPE) short course - Guidelines for the Classroom-Based Assessment (2019), available on www.curriculumonline.ie



Teacher notes

This citizenship action can be linked to several learning outcomes in Strand 1: Human Rights and Responsibilities, including but not limited to those listed below.

Students should be able to:

- **Learning Outcome 1.9:** outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
- **Learning Outcome 1.10:** show an appreciation of their responsibility to promote and defend their individual human rights and those of others
- **Learning Outcome 1.11:** reflect on their ongoing learning and what it means for them

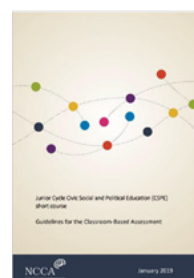
Suggestion 2: Redress

Redress: To set (a person or thing) upright again; to raise again to an erect position. Also...to set up again, restore, re-establish.

Seamus Heaney, quoted in O'Donnell, K., O'Rourke, M. & Smith, J. eds. 2022. *Redress: Ireland's Institutions and Transitional Justice*. UCD Press: Dublin. p.xii.

Carry out further research on Ireland's historic institutions. Come up with a set of recommendations about how to ensure redress and justice for survivors and their families. Share your recommendations with local politicians or media.

For further information and support see Junior Cycle Civic, Social and Political Education (CSPE) short course - Guidelines for the Classroom-Based Assessment (2019), available on www.curriculumonline.ie



Teacher notes

This citizenship action can be linked to several learning outcomes in Strand 1: Human Rights and Responsibilities, including but not limited to those listed below.

Students should be able to:

- **Learning Outcome 1.10:** show an appreciation of their responsibility to promote and defend their individual human rights and those of others
- **Learning Outcome 1.11:** reflect on their ongoing learning and what it means for them

Useful links

Recommendations of the Final Report of the Commission of Investigation into Mother and Baby Homes

Maeve O'Rourke, Claire McGettrick, Rod Baker, Raymond Hill et al., *CLANN: Ireland's Unmarried Mothers and their Children: Gathering the Data: Principal Submission to the Commission of Investigation into Mother and Baby Homes*. Dublin: Justice For Magdalenes Research, Adoption Rights Alliance, Hogan Lovells, 15 October 2018.

Suggestion 3: Legal profile

...we cannot truthfully tell our story without knowing our story. The linchpin to that is access to information.

Mari Steed – Testimony in O'Donnell, K., O'Rourke, M. & Smith, J. 2022. *Redress: Ireland's Institutions and Transitional Justice*. UCD Press: Dublin. p.6.

Create a profile of one or more laws that determine whether survivors get access to information about their natural/birth mothers and their time in Mother and Baby homes. For example, EU General Data Protection Regulation (GDPR) or the Birth Information and Tracing Act (2022).

For further information and support see Junior Cycle Civic, Social and Political Education (CSPE) short course Guidelines for the Classroom-Based Assessment (2019), available on www.curriculumonline.ie



Teacher notes

This citizenship action can be linked to several learning outcomes in Strand 1: Human Rights and Responsibilities and Strand 3: Exploring Democracy, including but not limited to those listed below.

Students should be able to:

- **Learning Outcome 1.10:** show an appreciation of their responsibility to promote and defend their individual human rights and those of others
- **Learning Outcome 3.7:** identify laws that directly relate to their lives
- **Learning Outcomes 1.11 & 3.14:** reflect on their ongoing learning and what it means for them

Useful links

Birth Information and Tracing Act (2022):

- gov.ie – [Access to Personal Information](#)
- [About the legislation – Birth Information & Tracing](#)
- [Resources – Clann: Ireland's Unmarried Mothers and their Children: Gathering the Data](#)
- [Birth Information and Tracing Act 2022 – Clann: Ireland's Unmarried Mothers and their Children: Gathering the Data](#)

General Data Protection Regulation (GDPR):

- [Overview of the General Data Protection Regulation \(GDPR\) \(citizensinformation.ie\)](#)
- [My data rights – A resource for people affected by 'historical' human rights violations in Ireland.](#) Human Rights Law Clinic at the Irish Centre for Human Rights, University of Galway, Justice for Magdalenes Research and Adoption Rights Alliance.

Suggestion 4: Survivor rights

When I started to meet up with [other people who were adopted from Mother and Baby homes], we felt like family...

Mari Steed, US Coordinator of the Adoption Rights Alliance

Carry out an investigation into an organisation or group working on institutional survivor/adopted peoples' rights. For example: Adoption Rights Alliance, Association of Mixed Race Irish, CLANN project, Justice for the Magdalenes Research (JFMR) or a community-based/volunteer-led group linked to a historic institution in a specific location. Share your findings with others.

For further information and support see Junior Cycle Civic Social and Political Education (CSPE) short course - Guidelines for the Classroom-Based Assessment (2019), available on www.curriculumonline.ie



Teacher notes

This citizenship action can be linked to several learning outcomes in Strand 1: Human Rights and Responsibilities, including but not limited to those listed below.

Students should be able to:

- **Learning Outcome 1.5:** share stories of individuals or groups who inspire them because of their work for human rights
- **Learning Outcome 1.10:** show an appreciation of their responsibility to promote and defend their individual human rights and those of others
- **Learning Outcome 1.11:** reflect on their ongoing learning and what it means for them

Useful links

Adoption Rights Alliance. [Equality – History – Rights](#)

[The Association of Mixed Race Irish](#)

[Buckley, Christine | Dictionary of Irish Biography](#)

[Clann: Ireland's Unmarried Mothers and their Children: Gathering the Data](#)

[Justice for Magdalenes Research – A resource for people affected by and interested in Ireland's Magdalene institutions](#)

O'Rourke, M. 'The Justice for Magdalenes Campaign' in Egan, S. Ed. 2016. *Implementing International Human Rights: Perspectives from Ireland*. Bloomsbury.

See also:

[Mother and Baby Institutions in Northern Ireland | Amnesty International UK](#)

Open Heart City is an example of a community-based/volunteer-led group linked to a specific institution:
[OPEN HEART CITY: SEAN MCDERMOTT STREET](#)

[Grangegorman Histories – Grangegorman Development Agency](#)

Suggestion 5: ...so that it never happens again

[W]e must teach children the history of this dark chapter in Ireland and keep that memory alive so that it never happens again.

Mary Harney – Testimony in O'Donnell, K., O'Rourke, M. & Smith, J. 2022. *Redress: Ireland's Institutions and Transitional Justice*. UCD Press: Dublin. p.6.

Investigate the human rights implications of one of the following (or similar):

- the direct provision system in Ireland
- homelessness in Ireland
- volunteering in international orphanages

Use your findings to inform a debate on the following motion: "Learning about human rights abuses in the past can help prevent human rights abuses today."

For further information and support see Junior Cycle Civic, Social and Political Education (CSPE) short course - Guidelines for the Classroom-Based Assessment (2019), available on www.curriculumonline.ie

Teacher notes

This citizenship action can be linked to several learning outcomes in Strand 1: Human Rights and Responsibilities, and Strand 2: Global Citizenship, including but not limited to those listed below.

Students should be able to:

- **Learning Outcome 1.4:** access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities
- **Learning Outcome 1.7:** communicate an understanding of the importance of the UDHR, UNCRC and the ECHR in promoting human rights
- **Learning Outcome 1.9:** outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
- **Learning Outcome 1.10:** show an appreciation of their responsibility to promote and defend their individual human rights and those of others
- **Learning Outcome 2.5:** examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this
- **Learning Outcomes 1.11 & 2.12:** reflect on their ongoing learning and what it means for them

Useful classroom resources*

Direct provision

- National Youth Council of Ireland (NYCI). 2023. *Tight Spaces: An educational resource on direct provision created by young people for young people*.
- A Partnership with Africa (APA). 2016. *The Outsiders: Children living in direct provision in Ireland – A resource for Junior Cycle CSPE and English*.

Homelessness

- Focus Ireland. 2010. *Without your home, your life develops differently – A resource on homelessness for Junior Cycle CSPE*.

International volunteering

- Tearfund. 2021. *Just Care, Just Volunteering: Exploring the impact of volunteering in orphanages and institutional care on the lives of vulnerable children* – A youthwork resource.

* All free to download from the resource catalogue on www.developmenteducation.ie

Suggestion 6: The ripple effect

[W]e must teach children the history of this dark chapter in Ireland and keep that memory alive so that it never happens again.

Mary Harney – Testimony in O'Donnell, K., O'Rourke, M. & Smith, J. 2022. *Redress: Ireland's Institutions and Transitional Justice*. UCD Press: Dublin. p.6.

Draw upon your learning about human rights and the impact of Ireland's historic institutions to organise and carry out a peer teaching session with another CSPE or History class.

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Teacher notes

This citizenship action can be linked to several learning outcomes in Strand 1: Human Rights and Responsibilities, including but not limited to those listed below.

Students should be able to:

- **Learning Outcome 1.7:** communicate an understanding of the importance of the UDHR, UNCRC and the ECHR in promoting human rights
- **Learning outcome 1.10:** show an appreciation of their responsibility to promote and defend their individual human rights and those of others
- **Learning Outcome 1.11:** reflect on their ongoing learning and what it means for them