

Acknowledgements

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Teacher's Guide to the Resource Pack

The purpose

The Resource Pack was developed in order to inform students about their rights and entitlements in six areas. In addition, it makes them aware of the enormous amount of information on rights and entitlements available on the internet. It also provides opportunities to practise accessing information online.

The six topics in the Resource Pack are:

- 1. Shopping:** consumer rights, refunds, gift vouchers and deposits, making a complaint, online shopping, mobile phones, buying illegal products, buying stolen goods, ethical buying.
- 2. Work:** rights and entitlements of employees, minimum age for working, paying tax, payslips, problems in the workplace.
- 3. School:** laws relating to education, school rules, how breaches of rules are dealt with, State examination regulations, rights of access to school reports, early school leaver options.
- 4. At home:** rights associated with family life, the Constitution and the family, one-parent families, custody and access, changing your name, lists of organisations which support young people.
- 5. Leaving home:** what does home mean, different types of housing options, renting accommodation, homelessness.
- 6. Travel and transport:** driving regulations, applying for a driving licence, student travel passes, applying for a passport, visas for working and studying abroad, European Health Insurance Card, travel insurance, dealing with a crisis when abroad.

The learning

The Resource Pack focuses on the areas of rights and entitlements. After they have worked through the topics, students should be able to:

- Source information on their rights and entitlements.
- Apply this information to situations they may face in their everyday lives.
- Recognise that responsibilities come with these rights.
- Reflect on the implications of their choices.

Access to computers

Many of the activities require the students to have access to a computer. It's preferable if you can incorporate the computer activities in each topic into the classroom sessions using your school's computer facilities, but if this is difficult, then the students can complete the exercises using a home computer or the computer facilities in their local library.

Many of the activities are internet searches and the recommended websites are given at the beginning of each topic and at each activity. These websites will lead them quickly to the right information. It is not recommended that the students look randomly on the internet.

The layout

There are six topics and each one has an aim and a number of specific learning outcomes. Each learning outcome is dealt with separately and most have an activity to support the learning outcome.

A number of icons are used throughout the Resource Pack to help you quickly identify activities. See the list on page 7.

Many of the activities require the students to complete worksheets. These are found at the back of each topic for easy photocopying. The Teacher Worksheets are contained within each topic and give you the correct answers to the questions posed to the students.

Using the pack

At the start of each topic, an outline is provided to show you at a glance the direction in which the topic is going. The advance preparation section(s) let you know what you need to have prepared or photocopied as you work through it.

The lesson follows the sequence of the specific learning outcomes. Depending on your students, the time available and what you want to achieve, you can choose to follow the sequence or select sections of the lesson.

Background information is given to help you in delivering the lesson but you may find it useful to do some additional information research yourself using the websites suggested.

Each topic stands alone. You don't need to have covered the first topic before you move on to the second. The entire course will take 8 to 10 weeks, depending on how much you want to cover and what particularly interests your students.

The activities

As mentioned, many of the activities are internet based. Ideally, you should try to have access to the internet during the lesson so students can complete the activities during class time. If that's not possible, you may decide to assign some of these activities as homework or adapt them to other formats such as quizzes.

Other activities used in the book are:

- True and false questionnaires.
- Questions and answers.
- Class discussion.
- Case studies.
- Role plays.

While most of the lessons focus on factual information, the role plays and case studies will allow students to give their views and there is scope for you to develop discussions. There is also scope for challenging attitudes and reflecting on behaviour.

The answers to each activity are given within your lesson content and the blank student worksheets are at the back of the lesson.

There are also many opportunities to link with other modules and these are indicated throughout the lessons.

Where possible, try to apply the learning to actual situations as much as possible. For example, would a local employer or a youth organisation give feedback on the *Employing a Young Person* checklist. The more experiential you can make the activities, the better.

Preparing for the lesson

- Read through each lesson beforehand and decide whether you want to include all or only some of the learning outcomes. Study the outline of the topic closely and check the advance preparation section(s).
- If you need further background information, check the recommended websites. In most cases the Citizens Information website will give you what you need – see www.citizensinformation.ie.
- Depending on access to the internet, make sure that the activities can be done as part of the lesson.
- Photocopy the student worksheets at the back of the lesson.
- If students don't have internet access, then photocopy any supporting documents in advance.

Icons

Symbol	What it stands for
	Background information
	Discussion
	Writing exercise
	Photocopy
	Computer activity
	Group activity

And finally

...hopefully both you and the students will enjoy the lessons!

Outline of Shopping topic

Lesson 1: Know your consumer rights page 13

1 Understanding when you have the right to a refund

 Page 15

2 Being more confident in asking for a refund Page 17

 Role play cards page 35
Student worksheets 1a, 1b and 2 on pages 36-38

3 Knowing how gift vouchers and deposits work Page 21

 Student worksheet 3 page 39

4 Knowing what to do if you are not satisfied with how your complaint is handled Page 23

 Student worksheet 4 page 40

5 Being aware of some basic rights when shopping online Page 25

 Student worksheet 5 page 41

6 Being aware of some consumer issues relating to mobile phones Page 26

 Student worksheet 6 page 42

Lesson 2: Legal and ethical issues page 28

7 Listing some products or services that are illegal for under 18s to buy Page 28

 Student worksheet 7 page 43

8 Understanding the legal and moral implications of buying stolen goods Page 30

Scenarios and case study page 44

9 Knowing your rights if you are stopped from entering a shop Page 31



10 Identify issues around ethical buying Page 32

 Student worksheet 8 page 45

The  indicates a computer activity. If you are teaching in a computer lab, the students can do this activity as part of the lesson. If not, you need to set the activity as homework to be done in advance of the lesson.

Shopping

Lesson 1: Know your consumer rights

Lesson 2: Legal and ethical issues

Aims

The aims of this topic are to:

- Inform students about their rights as consumers.
- Examine some of the legal and moral issues relating to buying goods.
- Give students practice in accessing relevant information online.

The topic is divided into two lessons.

Learning outcomes

By the end of Lesson 1, students should:

1. Understand when they have the right to a refund.
2. Be more confident in asking for a refund.
3. Know how gift vouchers and deposits work.
4. Know what to do if they are not satisfied with how their complaint is handled.
5. Be aware of some basic rights when shopping online.
6. Be aware of some consumer issues relating to mobile phones.

By the end of Lesson 2, students should be able to:

7. List some products or services that are illegal for under 18s to buy.
8. Understand the legal and moral implications of buying stolen goods.
9. Know their rights if they are stopped from entering a shop.
10. Identify issues around ethical buying.



Background information

Before starting this topic with your class, you might like to think about the following:

- How aware are your students of their consumer rights and responsibilities?
- Their experiences of returning goods to shops.
- Their experiences of shopping online.
- How aware are they of illegal buying?
- What do they know about ethical buying?



Useful websites

www.citizensinformation.ie

Website managed by the Citizens Information Board giving information about rights and entitlements on all life events which people in Ireland experience. This information is available in several languages.

www.consumerconnect.ie

Website managed by the National Consumer Agency containing comprehensive information on items of interest or concern to the consumer.

www.callcosts.ie

An interactive website, managed by ComReg (Commission for Communications Regulation). It helps consumers compare the costs of price plans for mobiles phones, home phones and broadband.

www.courts.ie

Managed by the Courts Service of Ireland, this website includes a schools section which explains how the courts system in Ireland operates.

www.itsyourmoney.ie

This website gives you information on financial products and services to help you make financial decisions.

www.spunout.ie

Spunout is a youth-led media initiative covering all aspects of youth information such as health, lifestyle, travel, family, employment. The site hosts a blog, forum and find help option which lists all the services on a county-by-county basis.

www.equality.ie

Information on all issues relating to equality and steps to take if you feel you are being discriminated against.

www.fairtrade.ie

This website discusses issues relating to better prices, decent working conditions, local sustainability and fair terms of trade for farmers and workers in the developing world.

www.ethiscore.org

A UK online shoppers' guide giving daily updated ethical ratings of the companies behind the brand names.

Shopping

Lesson 1: Know your consumer rights

Learning outcomes

By the end of Lesson 1, your students should:

1. Understand when they have the right to a refund.
2. Be more confident in asking for a refund.
3. Know how gift vouchers and deposits work.
4. Know what to do if they are not satisfied with how their complaint is handled.
5. Be aware of some basic rights when shopping online.
6. Be aware of some consumer issues relating to mobile phones.



Advance preparation



- Photocopy student worksheets 1-6 on pages 36-42.
- Photocopy the role play cards on page 35.
- Many of the worksheets are computer based so plan accordingly.



Background information

Consumer Law

A consumer is someone who buys goods or services. Goods are items or products that you buy, like CDs or clothes. Services are things you pay for, like getting a haircut or getting your phone repaired.

The two main laws to do with consumer issues are:

1. Sale of Goods and Supply of Services Act 1980.
 2. Consumer Protection Act 2007.
1. The Sale of Goods and Supply of Services Act 1980 sets out what rights a person has when buying new goods or professional services from a proper business. It does not cover the purchase of second-hand goods (except cars) or goods bought from a private individual or friend.
 2. The Consumer Protection Act 2007 makes it illegal for businesses to give false descriptions or misleading information to consumers.

Combined, these two pieces of legislation mean that when you buy something, it must:

- Be of satisfactory quality.
- Match the description.
- Be fit for the intended purpose.

Key points contained in the legislation

- Every time you go into a shop and buy goods, you enter a contract with the seller or service provider. The seller and buyer are protected by consumer law.
- The consumer's contract is with the shop, not the manufacturer.
- Refunds are given if the product is faulty and the consumer has proof of purchase.
- Proof of purchase is usually a receipt, but it could be a credit card statement, a cheque stub or laser receipt.
- Refunds are not given if: i) the consumer damaged the goods, ii) the fault was pointed out at the time of purchase, iii) the fault was obvious at purchase, iv) you change your mind.
- Many shops will exchange or replace products on a goodwill basis, even when the law doesn't oblige them to.
- When shopping online, you have at least 7 days to return goods and get a refund, regardless of the reason – as long as you buy from a business.
- A number of products and services cannot be bought by people under 18.

1. Getting a refund

Learning outcome

Understand when you have the right to a refund.

Asking for a refund can feel a bit like a hit-and-miss affair. We're often disarmed when shop notices state what can and can't be returned or when shop assistants talk about shop policy. Sometimes you get a refund, sometimes a credit note and sometimes neither. However, the law protects the consumer and knowing what the law says will mean that students can be confident in returning faulty goods.



Activity

Purpose: To find out what students have done when the goods or services they buy are faulty.

How: Start by asking students what they have bought over the last few weeks and make a list on the board.

Ask the students which are goods and which are services. How do they distinguish between them?

Ask students what action they took when any of these goods or services was faulty?

If they don't go back to the shop, explore why?



What are your rights if you end up buying faulty goods?

You can either give the students background information on the two laws or ask them to research information on the legislation using a computer. They can get more detail on the Citizens Information or Consumer Agency websites: www.citizensinformation.ie and www.consumerconnect.ie.

Sale of Goods and Supply of Services Act 1980

This Act sets out what rights a person has when buying new goods or professional services from a proper business. It does not cover the purchase of second-hand goods (except cars) or goods bought from a private individual or friend.

Consumer Protection Act 2007

This Act makes it illegal for businesses to give false descriptions or misleading information to consumers.

Combined, these two pieces of legislation mean that when you buy something, it must:

- Be of satisfactory quality (not faulty).
- Match the description (do what it says on the tin).
- Be fit for the intended purpose (it's right for the job).

You also have rights when you buy a service too. When you pay for a service (for example, a hairdresser), it's assumed that:

- The supplier has the necessary skills to supply the service (for example, in the case of hairdressers, this means they are trained).
- The supplier will provide the skill with due care and diligence (the hairdresser will do the job well).
- Where materials are used, they will be sound and reasonably fit for their purpose (the hair dye is a quality product).



Activity

Purpose: To know when the law doesn't apply.

How: Divide the class into small groups and ask them to think of circumstances when the law may not apply (see prompts below). When they have thought of examples, write these on the board.

Prompts

- You changed your mind when you got home.
- You bought the wrong size.
- A defect was pointed out or was obvious before you bought the goods.
- You have damaged the product.
- You bought it from a friend.
- You're looking for a refund for something you bought ages ago.

2. Asking for a refund

Learning outcome

Knowing when you're entitled to a refund and being confident in asking for a refund.

A refund is when payment is refunded to the consumer. You are entitled to a refund, replacement or repair if the product is faulty. The specific entitlement can depend on the product and circumstances. For example, a repair is not always appropriate with clothes or CDs but it could be if the chain breaks on a new bike.



Activity

Purpose: To list the steps in asking for a refund.

How: Ask students to think about the steps they would take to get a refund if they found a mark on a sweatshirt where the security tag had been pinned. Get them to think about it individually first and then as a class build up the steps on the blackboard.

Possible sequence of steps

1. Be clear what the fault is.
2. Check what the law says. Where would you find that information?
3. Go back as soon as you can (a delay in contacting the retailer could be taken as a sign that you accept the faulty product or service).
4. Know what you want – a refund, replacement, repair, an apology.
5. Ask to speak to someone in charge.
6. If you're not happy with the outcome, check your rights again (check with the Citizens Information Service or the National Consumer Agency).
7. Make a formal complaint.

Knowing your consumer rights is one thing but knowing the best approach to getting the right result is another.



Activity

Purpose: This role play is designed to raise awareness about how important communication skills are in asking for what you are entitled to.

How: Hand out the role play cards on asking for a refund. This role play depicts a "what not to do" approach. Both participants should be unco-operative and brusque. Following this, discuss what went wrong and how the student could have approached it differently. Repeat the role play, taking the suggestions on board.



Role play cards on page 35

Two role play cards

Scenario

Jo bought a sweatshirt last week but when she got home she saw that the zip wasn't pulling up properly. She has her receipt and wants a refund.

Shop assistant

You have been asked to give credit notes rather than refunds where possible. You're not sure whether the zip was broken before it was bought but the attitude of the shopper is making it very hard to stay courteous. You are willing to exchange it and with some persuasion you could give a refund. The more angry the shopper gets, the less likely you are to meet their demands.

Shopper

You know that you didn't break the zip and that you are entitled to a refund or exchange, but you want a refund. You are going to demand a refund.

The next activity looks at some possible situations which could arise when the student brings a sweatshirt back into the shop looking for a refund. They have lost the receipt but have the laser receipt.



Activity

Purpose: To explore how students would know their rights when returning a sweatshirt.

How: Distribute student worksheet 1a: **Your reply** and ask students to go to the two recommended websites to find the right answer.

If they do not have access to computers, distribute student worksheet 1b: **Your reply** and ask students to connect the response to the right answer through a class quiz.



Student worksheets 1a and 1b on pages 36-37

Teacher Worksheet 1

Your reply

Answers

Recommended websites	www.citizensinformation.ie www.consumerconnect.ie
Shop response	Student answer
The shop says that they can't refund you because you bought the sweatshirt in a sale.	It doesn't matter if it was bought in a sale. The law says you are entitled to a refund, but at the same price you paid.
The shop says they don't refund, only give credit notes.	Under law, you are entitled to a refund. If they don't refund you, they may have broken the law and you could report them.
The shop says that unless you have a receipt they can't refund you.	Although you don't have a receipt, you have proof of purchase with your laser receipt.
The shop says that they'll speak to the tagging manufacturer and get back to you.	No. Their contract is with you, the consumer, and they must refund you.

Other shopping situations

Activity

Purpose: To explore how students would respond to other shopping challenges.

How: Hand out student worksheet 2: *What if?* If students have access to computers, they could search for the answers. You could also use this activity as a quiz.

Student worksheet 2 on page 38



Teacher Worksheet 2

What if?

Possible answers

Recommended websites	<p>www.citizensinformation.ie www.consumerconnect.ie</p>
Situation	Do you:
<p>You bought jeans, but when you got them home, you decided skinnies are for you.</p>	<p>a. Demand a refund. b. Put them in the back of the wardrobe. c. Know that you've no rights but bring them back and see if the shop will exchange them.</p> <p><i>Answer c: You've no entitlement to a refund. If you haven't worn them, it's possible that the shop will exchange them for you.</i></p>
<p>The shop assistant told you that the bag was a seconds before you bought it but, hey, it's really wrecked.</p>	<p>a. Demand a credit note. b. Get over it. c. Threaten to take them to the Small Claims Court.</p> <p><i>Answer b: You have no rights if it was pointed out that the bag was faulty before you bought it.</i></p>
<p>You bought a really cool laptop bag. The instruction said to clean it with a damp cloth but you went at it with a CD wipe and now you've a big wet mark down the middle.</p>	<p>a. Vow that you'll keep to the instructions the next time. b. Tell the shop it was there when you bought it and ask for a refund. c. Ask for a new one.</p> <p><i>Answer a: You're responsible for the damage. Just in case you're going to chance your arm with b, as well as being dishonest, remember that the onus is on the consumer to check the product before buying.</i></p>
<p>You bought a mobile phone which is not working properly. When you returned it to the shop, the sales assistant was unhelpful and said you would have to send it back to the manufacturer.</p>	<p>a. Say fine. b. In a fit of fury, take it back and say that you'll contact the manufacturer yourself. c. Tell the assistant it is their job to sort it out.</p> <p><i>Answer c. Depending on what the problem is, they should replace or repair it. Check what your contract says.</i></p>

3. Know how gift vouchers and deposits work

Learning outcomes

- Know how gift vouchers work.
- Understand your obligations when you have paid a deposit on a product or service.

3.1 Gift vouchers and gift cards

Gift vouchers and gift cards are very practical presents for students to receive. However, they often cause problems for consumers, particularly if you don't use them shortly after getting them.

Before doing this computer-based activity, you can start by distinguishing between gift vouchers and gift cards (they look like swipe or loyalty cards).

- Gift vouchers can be exchanged for goods or services up to their face value.
- Gift cards have a value which can be recharged. Some have a maintenance fee.

Remind students that it's always advisable to use gift vouchers and gift cards as soon as you can.



Activity

Purpose: To research how gift vouchers work.

How: Distribute student worksheet 3: *Know your rights about gift vouchers* and ask students to work individually or in pairs on this computer activity.

Student worksheet 3 on page 39



Teacher Worksheet 3

Know your rights about gift vouchers

Recommended websites	www.citizensinformation.ie www.consumerconnect.ie
Question	Your rights
Is the shop obliged to honour a gift voucher that has expired?	No, though some may. You should always check the date. If there is no date, the shop is not obliged to honour it if a significant amount of time has lapsed.
What if you lose your gift voucher?	Tough. However the shop may oblige if the purchaser has proof of purchase.
If you only use some of the voucher, can you get the remainder back in cash?	This is at the shop's discretion. Usually you'll get a new voucher for the remaining amount.
What if the shop closes down?	If the shop has been bought over, the new owner is not obliged to honour gift vouchers unless they purchase the previous owner's liabilities.
My gift card wasn't worth as much as it said on the card. What can I do?	Some gift cards charge a monthly maintenance fee. This means that if you don't use the card, some of the value may be deducted to cover the fee. Always check the terms and conditions of the card as soon as you get it.

3.2 Deposits

Start by asking students if they have ever put a deposit on something and why. Then get them to put themselves in the shopkeeper's shoes and ask:

Question	Answer
What does a deposit indicate?	An intention to buy.
Can the shopkeeper sell the product to someone else?	No, the shopkeeper has entered a contract with the consumer and as long as the consumer hasn't broken it, then the contract stands.
What happens if the consumer no longer wants the product?	If the consumer changes their mind, then they are not fulfilling their end of the contract. It is up to the shopkeeper whether they return the deposit.

4. What to do when you're dissatisfied with the shop

Learning outcome

Know what to do if you are not satisfied with how your complaint is handled.

Sometimes the consumer will not be satisfied with how the shop deals with their problem. The next course of action will depend on what the product is, what its value is and how important it is to you to get the outcome you want.

The legal option is to go to the Small Claims Court.



Activity

Purpose: To know when and how to resolve consumer problems through the Small Claims Court.

How: Hand out student worksheet 4: ***Small Claims Court*** and ask students to research the information on the computer.



Student worksheet 4 on page 40

Teacher Worksheet 4

The Small Claims Court

Recommended websites	www.citizensinformation.ie www.consumerconnect.ie www.courts.ie
Question	Answer
When would you use the Small Claims Court?	If you feel that your consumer rights aren't being upheld by the shop or service provider.
Will it cost you?	There is a fee (€15) but you don't need a solicitor.
Is the service provided in the local District Court?	Yes. You apply to the local court or you can apply online to www.courts.ie .
Is there a limit on how much you can claim for?	Yes. €2000.
Can businesses use it?	No. It's only for individuals who bought for personal use.
Do you have to go to court?	It depends. If the respondent* agrees to pay you, that's the end of it. If they dispute your story, you may have to go to court.
What happens if you are not happy with the outcome?	If the Small Claims Court does not side with you and you are still dissatisfied, you can go to the District Court.

* The respondent is the shop or service provider you are claiming against. You are the claimant in this situation.

5. Buying online

Learning outcome

Be aware of some consumer rights when you buy online.

When you buy from a business online, you have the same rights as when you buy in a shop, plus additional distance contract protection which means you can return the goods for any reason within 7 days (or maybe longer depending on the organisation).

From a practical point of view, it can be a bit more time-consuming and protracted getting your money back.



Activity

Purpose: To find out what legal protection you have when you buy online.

How: Hand out student worksheet 5: **Buying online** and ask students to do computer research on the questions by looking up www.citizensinformation.ie and www.consumerconnect.ie.



Student worksheet 5 on page 41

Teacher Worksheet 5

Buying online

Recommended websites	www.citizensinformation.ie www.consumerconnect.ie
Question	Answer
Have you any rights when you buy online?	Yes and possibly more if you bought outside Ireland. You have a 'cooling off' period, usually 7 days, to return the product, regardless of the reason BUT only if you bought from a business and not an individual.
Are online auctions covered by any legislation?	Yes, if you buy from a business or trader. If you buy from an individual, you may not be covered by consumer law. Always check the site's terms and conditions before buying anything.

6. How much do you know about your mobile phone?

Learning outcome

Be aware of some consumer issues relating to mobile phones.

Because of the extent of mobile phone usage, it's useful to highlight some consumer information relating to mobile use. It's a "Did you know that..." part of the lesson. You can choose to do a quick-fire quiz round or get students to research the answers on the computer.



Activity

Purpose: To find out general information on mobile phones.

How: Hand out student worksheet 6: **Mobile phones**. Ask students to do computer research on the questions, or have a quiz.

Student worksheet 6 on page 42



Teacher Worksheet 6

Mobile phones

Recommended websites	www.citizensinformation.ie www.consumerconnect.ie	
Statement	True/false	Information
Ireland spends less on mobile phones than any country in Europe.	False.	Ireland has the second highest spend on phones in Europe, after Switzerland.
Pre-paid phones are more popular than bill pay phones.	True.	Nearly 75% of phones are pre-paid.
All pre-paid phones are charged per minute.	False.	Some charge per second.
You can be charged for not using your phone.	True.	Some contracts state that you have to use your phone daily.
Your pay-as-you-go credit doesn't expire.	False.	It does, after a defined period of time.
If you get a phone upgrade, you automatically renew your contract.	True.	Once you sign for the new phone, you start a new contract.

Students will probably be keen to know if they are getting a good deal with their mobile operator so the following activity should be useful.



Activity

Purpose: To do a price check on mobile phone usage.

How: Ask students to log on to www.callcosts.ie. They will be asked to put in their usage details and given a list of costs per phone operator.

Ask students if they were getting the best deal already.

Shopping

Lesson 2: Legal and ethical issues

Learning outcomes

By the end of Lesson 2, your students should be able to:

7. List some products or services that are illegal for under 18s to buy.
8. Understand the legal and moral implications of buying stolen goods.
9. Know their rights if they are stopped from entering a shop.
10. Understand some of the issues around ethical buying.

7. Under 18s and illegal buying

Learning outcome

List some products or services that are illegal for under 18s to buy.

Most students will know of the obvious age restrictions about buying cigarettes and alcohol but there are some less obvious ones as well. While the law prohibits under-age sale of certain goods, students may enjoy debating the appropriateness of the law.



Activity

Purpose: To check students' level of knowledge regarding age restrictions and buying.

How: Hand out student worksheet 7: **Age match** and ask students to work in pairs to match the age and the product. The ages range between 12, 15, 16, and 18.



Student worksheet 7 on page 43

Ask students if they think these age restrictions are reasonable. What about enforceable?

Teacher Worksheet 7

Age match

12,15,16, or 18

Item	Age
Cigarettes	18
Alcohol	18
Lottery cards	18
Solvents	18
Knives	16
DVDs	12, 15, 16, 18 depending on rating. DVDs are also rated G (for general with no age restriction).
Fireworks*	Illegal
Get a tattoo	Under 18s must have guardian consent.
3V electronic credit card**	16

* Illegal, except with licence.

** This electronic credit card is available online once you reach 16. You don't need a bank account, just a mobile phone and email address. Ask students if they think that's a good thing.

Although you are asked your age, you don't have to prove it so you can buy restricted items online. Discuss with the class any problems which this anomaly might cause.

8. Buying stolen goods

Learning outcome

To understand the legal and moral implications of buying stolen goods.

Most students know that it is illegal to buy or handle stolen goods.



Activity

Purpose: To explore attitudes towards handling stolen goods.

How: Hand out the scenarios on buying stolen goods. Debate whether any of the four scenarios below are justified.



Scenarios on page 44

A single mother struggling at Christmas has just bought three pairs of runners from someone at the door. She suspects they're stolen but they cost half the shop price.

One of your classmates is selling a mobile phone with €50 credit for €10.

You're working in a hotel for the holidays. Everyone takes home little things like cosmetics and stationery. It's not like anyone notices.

You've just bought a number of CDs and notice when you're paying that the assistant forgot to scan one of them. You say nothing.



Activity

People sometimes have a sliding scale of morality around handling stolen goods. It could be based on price or the size of the shop or whether it's something everyone does. Ask students are there any situations where they think it's ok to buy stolen goods.



Activity

Ask students to discuss the case study.



Case study on page 44

Joan worried every day that the moneylender would do what he said and hurt her teenage son. She'd thought she'd be able to manage the repayments but things got out of hand when she lost her job and she was in way over her head. She could see no way of repaying the debt and when a neighbour said she'd give her enough to pay off the debt if she stored some electrical gear for a while, Joan said yes.

Possible discussion questions

- Do you think Joan had a choice?
- What would you have done in her situation?
- If Joan gets caught with stolen goods, do you think the law should take her circumstances into account?

9. Being stopped from entering a shop

Learning outcome

Know your rights if you are stopped from entering a shop.



Being told you can't go into a shop or hotel or public building may be justified in certain circumstances. Ask your students if they have had any experience of being refused entry. Do they think there are reasons that would justify a young person being turned away?

Possible reasons could include:

- There is an age restriction.
- The shop may have had previous bad experiences with groups of young people. For example, many local newsagents don't allow school bags in the shop.
- The young person is a known shoplifter.

You could develop this by asking:

- Is it fair to tar all young people with the same brush?
- If you were the shop owner, how would you protect your shop?

Shops and businesses do refuse people entry for all sorts of reasons, including dubious reasons such as not liking how someone looks. While the law protects people against discrimination, it is often the case that people do not resort to using the law.



Activity

Purpose: To check who is protected under equality legislation.

How: Ask students to look up the Equality Authority website, www.equality.ie, and to list three categories of people covered under the equality legislation.

10. Ethical buying

Learning outcome

Raise awareness about ethical buying.

There are many issues raised in ethical buying relating to fair price, working conditions, impact on the environment and communities, testing products on animals etc. This section just looks at two issues in brief, Fairtrade and sweatshops. If you'd like to develop this section further, you can get information and activities from the Fairtrade website, www.fairtrade.ie. There is also a 12-week CPSE module available as a download.

10.1 Fairtrade

Fairtrade products are widely available in shops and supermarkets throughout the country. By buying Fairtrade, consumers can be certain that the producers in developing countries are getting a fair price for their produce and that working conditions meet certain standards. Products like tea, coffee, sugar, chocolate and rice are available in most supermarkets while other products like jewellery and textiles are available in aid shops such as Oxfam and Amnesty International.

Start by asking students what, if any, Fairtrade products they have bought, what products they've seen and where they've bought them.



Activity

Purpose: To get students to consider why consumers would choose to buy a Fairtrade product.

How: Ask students to reflect on why consumers should buy Fairtrade products. Make a list of reasons on the blackboard and ask students which would be the most important reason for them.

The questions below might be useful discussion points:

- Would you buy a Fairtrade product over a non-Fairtrade product?
- Do you think that consumers are concerned where products come from?
- What ethical questions might students think about when buying?
- Do you think the "out of sight, out of mind" principle applies when buying?

10.2 Sweatshops



As a consumer, you increasingly have an influence over who makes what you buy and the conditions in which they work. It is no longer a question of "out of sight, out of mind" as the unethical work practices of many manufacturers and retailers have been exposed.

Ask students:

- What do you know about sweatshops?
- Who is affected?
- What effect has it locally and globally?
- What can consumers do?
- Does it happen in Ireland?

Check with the retailers

Activity

Purpose: To get students to investigate what claims retailers make about ethical standards.

How: Ask students to select 5 well known retailers and check on their websites what their various ethical policies say. Note their responses on student worksheet 8: ***Ethical traders***.

Student worksheet 8 on page 45



Teacher Worksheet 8

Ethical traders

Retailer	Policy on Fairtrade and good working conditions for producers

Further probing

How can you be actually sure that what they say is what they do?



Finally, students can get more information about the ethical standards of retailers and manufacturers from the website, www.ethiscore.org. This organisation rates retailers according to a range of ethical criteria. There are some very interesting and surprising results which may overturn some consumer assumptions.

Activity: Asking for a refund

Scenario

Jo bought a sweatshirt last week but when she got home she saw that the zip wasn't pulling up properly. She has the receipt and wants a refund.

Shop assistant

You have been asked to give credit notes rather than refunds where possible. You're not sure whether the zip was broken before it was bought but the attitude of the shopper is making it very hard to stay courteous. You are willing to exchange it, and with some persuasion you could give a refund. The more angry the shopper gets, the less likely you are to meet their demands.

Scenario

Jo bought a sweatshirt last week but when she got home she saw that the zip wasn't pulling up properly. She has the receipt and wants a refund.

Shopper

You know that you didn't break the zip and that you are entitled to a refund or exchange but you want a refund. You are going to demand a refund.

SHOPPING

Lesson 1

Student worksheet 1a

Your reply

Now look at some possible situations which could arise when you bring a sweatshirt back into the shop looking for a refund. You have lost the receipt but you have your laser receipt. Access the recommended websites to find the correct answers.

Recommended websites	www.citizensinformation.ie www.consumerconnect.ie
Shop response	Student answer
The shop says that they can't refund you because you bought the sweatshirt in a sale.	
The shop says they don't refund, only give credit notes.	
The shop says that unless you have a receipt they can't refund you.	
The shop says that they'll speak to the tagging manufacturer and get back to you.	

Your reply

Now look at some possible situations which could arise when you bring a sweatshirt back into the shop looking for a refund. You have lost the receipt but you have your laser receipt. The correct replies are given but they are jumbled. Connect the shop response with the correct answer.

Shop response	Student answer
The shop says that they can't refund you because you bought the sweatshirt in a sale.	Although you don't have a receipt, you have proof of purchase with your laser receipt.
The shop says they don't refund, only give credit notes.	No. Their contract is with you, the consumer and they must refund you.
The shop says that unless you have a receipt they can't refund you.	It doesn't matter if it was bought in a sale. The law says you are entitled to a refund, but at the same price you paid.
The shop says that they'll speak to the tagging manufacturer and get back to you.	Under law, you are entitled to a refund. If they don't refund you, they may have broken the law and you could report them.

SHOPPING

Lesson 1

Student worksheet 2

What if?

Recommended websites

www.citizensinformation.ie

www.consumerconnect.ie

Situation

Do you:

You bought jeans, but when you got them home, you decided skinnies are for you.

- Demand a refund.
- Put them in the back of the wardrobe.
- Know that you've no rights but bring them back and see if the shop will exchange them.

The shop assistant told you that the bag was a seconds before you bought it but, hey, it's really wrecked.

- Demand a credit note.
- Get over it.
- Threaten to take them to the Small Claims Court.

You bought a really cool laptop bag. The instruction said to clean it with a damp cloth but you went at it with a CD wipe and now you've a big wet mark down the middle.

- Vow that you'll keep to the instructions the next time.
- Tell the shop it was there when you bought it and ask for a refund.
- Ask for a new one.

You bought a mobile phone which is not working properly. When you returned it to the shop, the sales assistant was unhelpful and said you would have to send it back to the manufacturer.

- Say fine.
- In a fit of fury, take it back and say that you'll contact the manufacturer yourself.
- Tell the assistant it is their job to sort it out.

Know your rights about gift vouchers

Look up the recommended websites and then answer the questions.

Recommended websites	
www.citizensinformation.ie www.consumerconnect.ie	
Question	Your rights
Is the shop obliged to honour a gift voucher that has expired?	
What if you lose your gift voucher?	
If you only use some of the voucher, can you get the remainder back in cash?	
What if the shop closes down?	
My gift card wasn't worth as much as it said on the card. What can I do?	

The Small Claims Court

Recommended websites

www.citizensinformation.ie
www.consumerconnect.ie
www.courts.ie

Question

Answer

When would you use the Small Claims Court?

Will it cost you?

Is the service provided in the local District Court?

Is there a limit on how much you can claim for?

Can businesses use it?

Do you have to go to court?

What happens if you are not happy with the outcome?

SHOPPING

Lesson 1

Student worksheet 5

Buying online

Recommended websites

www.citizensinformation.ie
www.consumerconnect.ie

Question

Answer

Have you any rights when you buy online?

Are online auctions covered by any legislation?

Mobile phones

Recommended websites

www.citizensinformation.ie

www.consumerconnect.ie

Statement

True/false

Ireland spends less on mobile phones than any country in Europe.

Pre-paid phones are more popular than bill pay phones.

All pre-paid phones are charged per minute.

You can be charged for not using your phone.

Your pay-as-you-go credit doesn't expire.

If you get a phone upgrade, you automatically renew your contract.

Age match

Match the product with the legal age when you can purchase it.

Age range includes 12,15,16, or 18.

Item	Age
Cigarettes	
Alcohol	
Lottery cards	
Solvents	
Knives	
DVDs	
Fireworks	
Get a tattoo	
3V electronic credit card	

Activity:

Buying stolen goods

Scenarios for discussion

Instructions: Debate whether any of the four scenarios below are justified.

A single mother struggling at Christmas has just bought three pairs of runners from someone at the door. She suspects they're stolen but they cost half the shop price.

One of your classmates is selling a mobile phone with €50 credit for €10.

You're working in a hotel for the holidays. Everyone takes home little things like cosmetics and stationery. It's not like anyone notices.

You've just bought a number of CDs and notice when you're paying that the assistant forgot to scan one of them. You say nothing.

Activity:

Discuss the following case study

Joan worried every day that the moneylender would do what he said and hurt her teenage son. She'd thought she'd be able to manage the repayments but things got out of hand when she lost her job and she was in way over her head. She could see no way of repaying the debt and when a neighbour said she'd give her enough to pay off the debt if she stored some electrical gear for a while, Joan said yes.

Ethical traders

Look up the websites of five major retailers and find out if they have any policy around ethics and Fairtrade when sourcing or manufacturing products.

Retailer	Policy on Fairtrade and good working conditions for producers

Outline of Work topic

Lesson 1: Being an employee page 51

1 Types of employment Page 52

Student worksheet 1
page 72

2 How the law protects young people in employment Page 55



Student worksheets 2-3 on
pages 73-74

Student worksheet 3 is given
as homework in advance of
starting Lesson 2.

Lesson 2: Tax, payslips and rights page 59

3 Tax jargon buster Page 60

Go over answers to
student worksheet 3

4 Understanding a payslip Page 61

Payslip page 75

5 Understand the basics of employment contracts Page 62

6 What to do if you are being treated unfairly at work Page 64

Role play page 68
Student worksheets 4-5
on pages 76-77
Case studies page 78



The  indicates a computer activity. If you are teaching in a computer lab, the students can do this activity as part of the lesson. If not, you need to set the activity as homework to be done in advance of the lesson.

Work

Lesson 1: Being an employee

Lesson 2: Tax, payslips and rights

Aims

The aims of this topic are to:

- Inform students about their rights and entitlements as employees aged between 16 and 18 years.
- Explain basic terminology relating to tax and payslips.
- Explore options open to students who are being treated unfairly at work.

The topic is divided into two lessons.

Learning outcomes

By the end of Lesson 1, students should be able to:

1. Distinguish between the various types of employment.
2. Understand some of their rights as employees as set out in legislation.

By the end of Lesson 2, students should be able to:

3. Explain some basic tax terms.
4. Understand the components of a payslip.
5. Understand the basics of employment contracts.
6. Know their rights if a problem arises in the workplace.



Background information

Although the rights of young people in employment are implicit in all employment law, this lesson focuses particularly on the Protection of Young Persons (Employment) Act 1996. This Act relates to children under 18 years. It distinguishes between children under 16 and children over 16 but under 18 years old, referring to the older group as "young people." Although children under 16 can work, the rules relating to their employment are more restrictive. If your students are under 16, this lesson will be useful in the near future. You could also include information specific to their age which you'll find on the Citizens Information website, www.citizensinformation.ie.



Useful websites

www.citizensinformation.ie

Website managed by the Citizens Information Board giving information about rights and entitlements on all life events which people in Ireland experience. The information is available in several languages.

www.employmentrights.ie

Broad range of information on rights and entitlements for employees and employers.

www.revenue.ie

Covers everything to do with tax, including forms and how to apply for a PPS number and tax rebates.

www.equality.ie

Information on all issues relating to equality and steps to take if you feel you are being discriminated against.

www.entemp.ie

Department of Enterprise, Trade and Innovation website covering a broad range of information on employment and enterprise.

www.spunout.ie

Spunout is a youth-led media initiative covering all aspects of youth information such as health, lifestyle, travel, family, employment. The site hosts a blog, forum and find help option which lists all the services on a county-by-county basis.

Work

Lesson 1: Being an employee

Learning outcomes

By the end of this lesson, your students should be able to:

1. Distinguish between the various types of employment.
2. Understand some of their rights as employees as set out in legislation.

Advance preparation



- Photocopy student worksheets 1-3 on pages 72-74.
- Student worksheet 3 is set as homework in advance of starting Lesson 2. The students will need to have completed this before Lesson 2 starts.



Background information

Young people in the workplace

Young people have legal protection when they start work even if the job is a part-time one. However, there is a distinction between doing informal work such as babysitting and work which happens on a regular basis for an employer such as in the local supermarket. Young people's rights are not protected by law when they carry out informal and irregular paid work, though there are some legal restrictions. For example, you have to be over 16 to look after someone else's child.

However, if a young person gets a job which requires them to work on a regular basis and in a more formal environment, then they are called an "employee" and have certain rights under legislation. This lesson focuses on the Protection of Young Persons (Employment) Act 1996, but there are other pieces of legislation such as the:

- National Minimum Wage Act 2000.
- Payment of Wages Act 1991.
- Organisation of Working Time Act 1997.
- Protection of Employees (Part-Time Work) Act 2001.

These pieces of legislation relate to all employees including young people and are referred to in the text.

1. Types of employment

Learning outcome

To distinguish between the various types of employment.



1.1 Opening discussion

Start by finding out what work experience students have.

Discussion prompts

- How many of you have jobs?
- What types of jobs are you doing or have you done?
- Are there differences between babysitting and working in a supermarket or fast food outlet?
- What are the advantages and disadvantages of both?

1.2 Different types of employment

There are many terms used to describe work and how people are employed.



Activity

Purpose: To explain what the different types of employment are.

How: Distribute copies of student worksheet 1: ***Types of employment*** and ask students to complete it in pairs. Then go over the answers in class. There is likely to be some overlap which will highlight the range of employment options people have.

Student worksheet 1 on page 72



Teacher Worksheet 1

Types of employment

Possible answers

Work	Description	Example
Full-time employee	Generally someone who works over 35 hours per week. However there is no law stating the number of hours which define full-time.	Take examples from your school or social circle.
Part-time employee	Someone who works fewer hours than a comparable full-time employee.	Take examples from your school or social circle.
Job share	A job shared between two people.	Take examples from your school or social circle.
Casual worker	Works as required without fixed hours or attendance arrangements.	Usually retail, factories, hospitality sectors.
Seasonal work	Work that happens at certain times of the year.	Fruit picking Tourist guide
Fixed-term contract work	Work that only lasts for an agreed specific period of time.	An example could be an IT specialist brought into a company to complete a special project.
Public sector jobs	Jobs paid from State funds.	Civil servant Garda Health Service Executive (HSE) - nurse, doctor, porter Local authority - librarian Teacher/lecturer

Work	Description	Example
Private sector jobs	Jobs in privately owned businesses (not paid for by public funds).	Banking Factories Retail – shops Construction Tourism
Self-employed people	People who work for themselves.	Farmers Trades people.
Pensionable job	Employment that includes a pension entitlement.	
Voluntary work	Work that is unpaid.	Usually in the not-for-profit sector (charities).
PAYE worker	An employee whose tax is deducted by their employer and sent directly to Revenue.	Public or private sector employee.
Black economy employment – cash in hand	Work which is not reported to Revenue or regulated.	Any job where the worker gets cash in hand.

This activity may lead to questions on how the State organises public services. You could tie it in with the Civics module.

1.3 Optional discussion topics



There are a number of possible discussion options based on the previous activity, for example:

- Why are some jobs more secure than others?
- Why do people opt for certain types of work?
- Does everyone have a choice about the work they do?
- Is there any need for laws to protect workers?
- What are the advantages/disadvantages in doing unregulated work?

2. How the law protects young people in employment

Learning outcome

To raise awareness of some of your rights under the Protection of Young Persons (Employment) Act 1996 and other legislation.



2.1 Opening discussion

The purpose of the discussion is to find out what students already know about their rights and entitlements as employees.

Discussion prompts

- Do you think having a job while at school is a good thing?
- Do you think there should be a limit to the number of hours you work and if yes, why?
- What about when and where you can work?
- Is there any law protecting young people and work?
- What do you think the law deals with, or should deal with?

2.2 What the law says

The Law

If a young person is employed on a regular basis in a formal environment, they are an employee and have certain rights which are laid out in different laws. The Protection of Young Persons (Employment) Act 1996 sets out the maximum working hours and rest times and prohibits the employment of children and young people under 18 in late night work.



Activity

Purpose: To examine what the law says about young people and employment.

How: Distribute copies of student worksheet 2: ***Finding out about the Protection of Young Persons (Employment) Act 1996*** and ask students to use the internet to find the answers. Direct students to www.citizensinformation.ie.

All but the last two questions relate to the Protection of Young Persons (Employment) Act 1996.

Student worksheet 2 on page 73



Teacher Worksheet 2

Finding out about the Protection of Young Persons (Employment) Act 1996

Recommended website	www.citizensinformation.ie
Aspects of the Act	What the Act says
What is the purpose of the Act?	To protect the health of young workers in Ireland and ensure that work carried out during school years does not put young people's education at risk.
The Act defines a child as aged...	15 years or younger.
The Act defines a young person as aged...	16-17 years old.
Does this Act apply to young people who have left school?	Yes. The National Educational Welfare Board is responsible for setting up and maintaining a register of young people aged 16 and 17 years who leave school early to take up employment, and for making arrangements for their continuing education and training in consultation with their employers.
What are the maximum working hours per week for young people?	40 hours with a maximum of 8 hours per day.
Are you entitled to a break?	Yes: ½ hour after 4½ hours worked.
Are you entitled to a daily rest break?	Yes: 12 consecutive hours off.
What hours can young people work between?	6am-10pm.

Aspects of the Act	What the Act says
Any exceptions to this?	Yes. You can work in a licensed premises up to 11pm on a day that does not immediately precede a school day.
Do you need to prove your age?	Yes. The employer must see a copy of your birth certificate or other evidence of age before employing you.
What information are employers required to record for employees under 18?	Your full name and date of birth. Start and finish times. Wage rate and total wages paid. These records must be kept for 3 years.
Whose responsibility is it to inform young people that the Act exists?	The employer must give you a copy of the official summary of the Act, along with other details of your terms of employment within one month of taking up a job. Employers with employees under 18 must also display the official summary of the Act at a place in their workplace where it can be easily read.
What happens if an employer is found guilty of an offence under the Act?	They are fined.
Are employers obliged to give you a payslip?	Yes. Note that this issue is governed by different legislation, namely Payment of Wages Act 1991.
Are young people entitled to the minimum wage?	No. You are only guaranteed 70% of the national minimum wage. Note that this issue is governed by different legislation, namely National Minimum Wage Act 2000.



Activity

Ask students to find and print off a summary of the Protection of Young Persons (Employment) Act by going to the National Employment Rights Authority website, www.employmentrights.ie, and then selecting About NERA > Inspection > Inspection Services > Protection of Young Persons (Employment) Act 1996.

This print-out can then be used for the next activity.



Activity

Get students to design a leaflet informing young people of their key rights and entitlements under legislation. Start by agreeing the core content and then allow students to come up with their own designs. This could be done in conjunction with a Microsoft Publisher assignment and there is plenty of scope for how it might be used in a practical way.



Homework activity

As a homework assignment, ask students to complete student worksheet 3: **Jargon buster** on page 74. Direct students to the website, www.citizensinformation.ie, and then into the category on money and tax. They can use the search engine on the web page to find out what the terms mean. They can also refer to www.revenue.ie. Tell the students that the answers to this worksheet will be given at the start of the next lesson. The answers are on page 60 of Lesson 2.



To end Lesson 1

Finish this lesson by letting students know what will be covered in the next lesson:

- Introduction to basic tax terms.
- Understanding the components of a payslip.
- Knowing their rights if a problem arises in the workplace.



As you'll be looking at payslips, check if any students want to bring in a copy of their payslip which you can use in the lesson. You'll need it in advance so you can make copies or scan it.

Lesson 2: Tax, payslips and rights

Learning outcomes

By the end of this lesson, your students should be able to:

3. Understand basic tax terminology.
4. Understand the components of a payslip.
5. Understand the basics of employment contracts.
6. Know how the law protects young people when problems arise in the workplace and what steps can be taken.

Advance preparation



- Photocopy the role play on page 68.
- You will need to copy the payslip on page 75 and any samples that the students have brought in themselves. You may find the Revenue website, www.revenue.ie, useful in clarifying some of the terms.
- Photocopy student worksheets 4-6 on pages 76-78.

Options for developing the lesson

The second part of this lesson looks at problems which can arise in work. There are two aspects to solving problems: firstly, knowing the law and secondly, deciding on the approach to solving the problem. It may be worth developing the lesson further to explore how your students would deal with problems that arise; for example, would they say anything to the boss, would they ignore it, would they cite the law and ask for it to be applied? The actual way in which they deal with problems is as important as knowing the law itself.

1. You could look at how this aspect of the lesson might link in with the communications skills training in your school.
2. Another aspect which you could develop would be problems that can arise between colleagues and how they might be handled.
3. A further option would be to explore students' experiences of working with people of different ages, backgrounds, cultures etc. Are there perceptions that need to be challenged?



Opening discussion

Start by asking students if they have any questions or comments relating to the previous lesson.

3. Tax jargon buster

Learning outcome

To understand basic tax terminology.

Before checking the homework, ask the students which websites they found useful and if they found out anything new. Then go over the answers below.

Teacher Worksheet 3

Jargon buster

Recommended websites	www.citizensinformation.ie www.revenue.ie
Term	Meaning
PAYE Pay As You Earn	You pay income tax as you get paid. It is calculated, deducted from your wages and sent by your employer to Revenue.
PRSI Pay Related Social Insurance	A percentage of your wages is deducted to fund social welfare benefits. It includes a health levy.
PPS number Personal Public Service number	Your unique reference number under which your social and tax records are held permanently.
P60	You get this form from your employer at the end of every tax year. It tells how much you earned and how much tax and PRSI you paid during the year.
P45	You must get this when you leave a job. It tells how much you earned and how much tax and PRSI you paid. Your new employer will need it.
Certificate of tax credits	Tells you what tax credits you have and your standard rate of tax. Tax credits depend on your individual circumstances, starting with whether you are single or married. You get a new certificate of tax credits each year.
Standard rate cut-off point	Amount of tax you pay at the standard tax band of 20%. This is calculated when you (or your employer) apply for your certificate of tax credits.
Income levy	Introduced in 2009, this is deducted from your gross wage if you earn above a certain amount. It is likely to merge with PRSI in 2011 to become a 'universal social contribution.'
Emergency tax	Tax deducted if you don't give your employer a certificate of tax credits or PPS number.
Revenue Commissioners, usually called Revenue	Collect taxes from citizens on behalf of the Irish Government.

4. Understanding a payslip

Learning outcome

To understand the components of a payslip.

All employees in regular paid employment are entitled to a payslip. At a minimum, payslips state the earnings (gross wage) and details of all deductions as stated in the Payment of Wages Act 1991.



The details on payslips vary. So can the headings and titles but here are the basics:

- Employer's name and address, and registration number.
- Your name, pay reference number and PPS number.
- Payment date.
- Gross pay – amount before any deductions are made (including your basic pay and overtime or shift allowance).
- Deductions for PAYE, PRSI and the income levy. (Employers and employees each make a PRSI contribution – these are itemised separately on your payslip.)
- Other deductions – these depend on your job and circumstances and may include pension contributions, trade union subscriptions, uniform payments.
- Net pay – the amount you get after all deductions are made.
- Other information – your tax credits, standard rate cut-off point, salary year to date, tax paid year to date.

You can get more information on payslips and examples of how tax is calculated on the Revenue website, www.revenue.ie. The Employee's Guide to PAYE (IT11) gives a detailed explanation of what being a PAYE employee involves.

Name of Employee		Name of Company		Month			
ID	PPSN	Reg. No.		Date			
				Euro			
PAYMENTS	Units	Amount	DEDUCTIONS	Balance	Amount	SUMMARY	YEAR TO DATE
Basic Pay			Pension			Payments	
Overtime			Private Health Insurance			Deductions	
			Union Sub.			Gross Pay	
			Uniform			PAYE Tax	
						PRSI Employee	
						PRSI Employer	
						PRSI Total	
						Insurable Weeks	
Tax credit		Monthly		Cumulative			
Standard Rate Cut-off		Monthly		Cumulative		NET PAY	

Distribute copies of the payslip on page 75 (and others if available). Check students' understanding of the terminology. The questions below might be useful.

- How do you know it's your payslip, apart from having your name on it?
- What can make up gross pay?
- What is net pay?
- What are the main deductions taken by the Government?
- Do employers make any contributions?
- How do you know how much tax you should be paying?
- What other deductions can appear on your payslip?



As part of the discussion, ask students why they should hold on to their payslips. Among the reasons are:

- Proof of employment.
- In case a query arises.
- Statement of earnings and deductions.

5. Understand the basics of employment contracts

Learning outcome

To familiarise students with the purpose and content of employment contracts.



Background information

A contract is a legal agreement between people. Employment contracts can be verbal, though written is more usual. A contract sets out the terms and conditions of employment. Under the Terms of Employment (Information) Act 1994, employees in regular paid employment must be given a written statement of terms of employment within two months of starting work.

Young people must be given a summary of the Protection of Young Persons (Employment) Act 1996 within one month of starting work.

At a minimum, an employment contract includes:

- The full name of the employer and employee.
- The address of the employer.
- The place of work.
- The title of the job or nature of work.
- The date the employment started.
- If the contract is temporary, the expected duration of the contract.
- If the contract of employment is for a fixed term, the details.
- The rate of pay or method of calculation of pay.
- The pay reference period for the purposes of the National Minimum Wage Act 2000.
- *Pay intervals.
- *Hours of work.
- *Details of paid leave.
- *Sick pay and pension (if any).
- *Period of notice to be given by the employer or employee.
- *Details of any collective agreements that may affect the employee's terms of employment.

** these may be in a different document*

Depending on the employer and the job, a contract can include a lot more detail specific to the job, such as overtime, training and travel.

Some employers will have separate policies and procedures on things such as health and safety, bullying and harassment.

Once a contract is agreed, the employer and employee are legally obliged to adhere to what is stated.

A contract cannot set out terms and conditions which are contrary to employment law. For example, an employer can't give 10 days holiday per year as the law states a minimum of 20 days per year. The law will always override a contract if there is a dispute.

Discussion



There are three possible steps in this discussion, depending on how much time you have:

1. Start by asking students if they have ever had a written employment contract and do they remember what information was in it. List the feedback on the board, and refer to the information on the previous page if needed.
2. Then ask students what the advantages of having a contract are both for employees and employers.
3. Finish by asking students why people work without contracts.

6. What to do if you are being treated unfairly at work

Learning outcomes

To know:

- ➔ How to deal with problems that can arise in work.
- ➔ How the law protects young people when problems arise in the workplace.
- ➔ What steps can be taken to resolve problems.

Although this section focuses on how the law protects young people when problems arise in work, it is worth starting by looking at the sorts of problems that can arise and where responsibility for solving the problem lies.



Opening discussion

Start by asking students for examples of problems that can arise when working. Look at examples which show problems that are the employee's responsibility and problems that are the employer's responsibility.

For example:

Employee	Employer
Always late.	Always asking employee to work late.
Forgetting uniform.	Not paying on time.
Not following procedures.	Not giving a contract.

6.1 Problems at work

Knowing your rights and entitlements when things go wrong in work is very important. Of equal importance is knowing how to resolve problems that arise. Do you go in with all guns blazing or do you bury your head in the sand? Hopefully neither! This section asks students to make suggestions on how to sort out problems in the most appropriate way possible. You will need to judge the consequences of the various responses and take it from there.

There aren't right or wrong answers here. The purpose is to examine how students approach the problems. While the law may deal with some of the problems, focus on the initial approach they might take. However it is important to emphasise that when students have the law on their side, they should know that they can exercise their legal rights.



Start by stating that some problems can't be ignored. Ask students what they would consider to be serious problems and not so serious. Discuss their responses and highlight where students differ in their opinions.

Activity

Purpose: To explore approaches to problems that can arise in work.

How: Hand out student worksheet 4: **Problems at work**. Divide the class into 5 groups. Depending on how much time is available, give at least one problem to each group and ask them to discuss how they would deal with it. Invite others to give feedback and look at whether there are consequences for the approaches suggested.



Student worksheet 4 page 76

Teacher Worksheet 4

Problems at work

The problem
Your employer is always asking you to work more hours than your contract says.
Your employer said she would pay your taxi fare home but it is deducted from your pay packet.
You don't always get your pay packet on time.
The person you are working with keeps asking you to clock in for him when he's late.
Your supervisor keeps undermining you in front of customers.

6.2 Steps in solving problems

There is often more than one way to solve a problem. The approach can vary depending on the problem, the situation, the employer, the options for support and negotiation, and the possible consequences.



Activity

Purpose: Students work out how to approach the problem in the case study below.

How: Ask students in groups of four to discuss what Niamh should do. Then look at the various approaches and discuss the merits of each.

Case study

Niamh has been working weekends in a large retail store for the last four months. Everything was going very well until her new supervisor started giving her grief over the smallest of things, often in front of customers. Her colleagues feel she is being picked on for no reason. Niamh knows the manager is very pleased with her work.

6.3 Problems with a legal basis

Knowing what the law says in certain situations is important in putting your case forward and for instilling confidence in how you approach problems.

This section focuses on some problems which are dealt with in the Protection of Young Persons (Employment) Act 1996 and other employment legislation such as the Employment Equality Acts 1998–2008, Payment of Wages Act 1991, National Minimum Wage Act 2000 and Unfair Dismissals Acts 1977 & 2007.



Activity

Purpose: Using student worksheet 5: *Employment legislation*, the students can research what the law says in relation to difficulties that may arise in work.

How: Ask students individually or in pairs to research what the law states about each situation. Direct students to the following websites: www.equality.ie, www.employmentrights.ie and www.citizensinformation.ie.



Student worksheet 5 on page 77

Teacher Worksheet 5

Employment legislation

Recommended websites	www.equality.ie www.employmentrights.ie www.citizensinformation.ie
Situation	Name of law and what it states
Asking someone under 18 to work until midnight.	Protection of Young Persons (Employment) Act 1996 Young people between 16 and 17 can only work until 11pm.
Discriminating against employing people because of their ethnic background.	Employment Equality Acts 1998-2008 It is against the law to discriminate against an employee or potential employee on certain grounds, including ethnic background.
Paying a 16 year old half the minimum wage.	National Minimum Wage Act 2000 It is against the law to pay a young person less than 70% of the national minimum wage.
How much notice an employer has to give if you've worked part-time for a year.	Minimum Notice and Terms of Employment Acts 1973 to 2001 You are entitled to one week's notice if you have worked for your employer for at least 13 weeks and less than 2 years.
Within what period of time does an employer have to give you a written contract?	Terms of Employment (Information) Act 1994 If you are in a regular paid job, you must have a written statement of your employment terms within two months of starting work. Young people must be given a summary of the Protection of Young Persons (Employment) Act 1996 within one month of starting work.
Are young people entitled to a payslip?	Yes. The Payment of Wages Act 1991 gives all employees the right to a payslip which shows the gross wage and details of all deductions.
What does the Safety, Health and Welfare at Work Act 2005 say about being harassed or bullied in work?	Under the Safety, Health and Welfare at Work Act 2005 employers have a duty to ensure the health and safety of their employees in the workplace. Bullying in the workplace can affect both the safety and the health of employees. Bullying which is linked to one of the discriminatory grounds above comes under the Employment Equality Acts 1998 & 2008. For more on this, go to www.citizensinformation.ie and then select Employment > Equality in work > Bullying in the workplace in Ireland.

6.4 What approach would you take?

This section gives students the opportunity to combine what they've learned and take on the role of advising someone who has a problem at work. You can choose either the role play activity or the case studies below.



Activity

Purpose: To show that communication skills are key to resolving a work problem.

How: Photocopy and distribute the scenario and role play below which depicts a "what not to do" approach. After the role play, have a class discussion about what went wrong and what should have been done differently. Then, repeat the role play taking the feedback on board.

Role play

Scenario

Matt (17) works on average 9 hours a day in a hotel bar on Saturdays and Sundays, finishing around midnight. He knows his rights: he can't work after 11pm in licensed premises, should have 12 hours off between shifts and only do up to 8 hours a day. He also shouldn't work after 10pm the night before a school day. Matt doesn't want to lose the job but he's wrecked and his mocks are coming up. He's going to talk to his manager about cutting his hours.

Matt

Matt's decided he'll hit the manager with the legislation right at the start. In fact, once he starts he's on a roll and doesn't even give the manager time to reply.

The Manager

Matt has asked to see you. You were planning to talk to him that day because you've discovered Matt is not 18 as you had thought, but 17, and you'll have to change his hours to abide by legislation. You've also noticed Matt can be offhand with staff and customers so you'll need to discuss that too.



Activity

Purpose: To solve a work problem by combining knowledge of the law with advice on the particular situation.

How: Distribute copies of the case studies on problems at work. Ask students to identify all the breaches in the law and to list the advice they would give these young people.

Case studies on page 78

Teacher Worksheet 6

Three case studies

Recommended website	www.citizensinformation.ie
Case study 1	
<p>Sean is 17 and has been working weekends in the local petrol station from 8pm-12am. He wants to change to the earlier shift so he can go out at weekends but his employer said he couldn't because he can't find anyone else to work that shift.</p>	<p>Breaches</p> <p>A young person (16-17) cannot work after 10pm. The exception to this is 11pm in licensed premises.</p> <p>What should Sean do?</p> <ul style="list-style-type: none">➤ Sean can either continue with the shift he has or explain to his employer what the law says about hours of work. There is a chance that the employer may not know what the law says. The employer may change his shift or he may tell him to take it or leave it.➤ If the employer does not change the shift or lets him go, he could contact his local Citizens Information Centre or the Citizens Information Phone Service or National Employment Rights Authority if he wants to take the matter further.
Case study 2	
<p>Anna is 16 and has been working in a night club on Saturday nights from 10pm-2am and 9pm-11pm on Sunday. She gets paid cash in hand after each shift. She gets €4 per hour plus tips. She knows others are getting €6 per hour and wants the same.</p>	<p>Breaches</p> <ul style="list-style-type: none">➤ A young person (16-17) cannot work after 11pm in licensed premises, or after 10pm the night before a school day.➤ Being paid cash in hand by a business is illegal. <p>What should Anna do?</p> <ul style="list-style-type: none">➤ Although there are a number of breaches in the law, in this case it seems that Anna just wants to be paid the same as everyone else. She could ask for the €2 raise and see what happens. If she's happy with that and she's ok about the working hours, you can only tell her what the law says about the working hours of young people.➤ Even though her employer is not adhering to the law, she may not want to highlight this because she wants to keep her job.➤ If Anna is unhappy about working late, she will have to find a job somewhere else.

Case study 3

Kate is 17 and has been working 50 hours a week in a hotel over Christmas. The money is great but she's working back-to-back shifts which means she's not home until 2am and she's in for 8am the next morning.

Breaches

- The maximum number of working hours per week for a young person is 40 hours.
- The maximum number of hours worked in a day is 8.
- A young person cannot work after 11pm in licensed premises.
- A young person must have 12 consecutive hours off between shifts.

What should Kate do?

- As it's a seasonal job Kate may just finish her shifts and think twice about working there again.
- If she has the option to continue working, she could ask for different hours which would allow her to work within the law.
- If they don't offer her different hours, she could point out what the law says but it's likely that the hotel will not keep her on. If a child or a young person thinks they have been penalised for refusing to co-operate with an employer in breaching the Act (for example, by refusing to work prohibited hours), then a parent or guardian may make a complaint to a Rights Commissioner.

6.5 Making a complaint

Young people who feel they are being unfairly treated can make a complaint to enforce their employment rights. Where they make the complaint depends on the law it comes under. For example if they feel they are being discriminated against, they should contact the Equality Tribunal, or if they feel they are working more hours than the law says, they should contact a Rights Commissioner. Alternatively, they could start by contacting their local Citizens Information Centre and take it from there.

The Rights Commissioner Service operates as part of the Labour Relations Commission. Rights Commissioners are independent in the performance of their duties. They investigate disputes, grievances and claims in Ireland that individuals or small groups of workers make under employment legislation.

End the session by asking students whether they would exercise their employment rights if they felt they were being unfairly treated. If some answer no, ask why not.

7. Recap on Lessons 1 and 2

Depending on the time available, you could ask students to design a checklist specifically for employers who hire young people. If it is possible to get feedback from an employer or even to ask one to use the checklist, it would be a very useful exercise.



Activity

Employing a Young Person checklist - As a recap activity, ask students to design a checklist for an employer recruiting young people aged between 16 and 18 to work in their new record store. There is an example of Zippedy Doo Record Store below, but first check what students think it should include.

You could refer to this and prompt the students if necessary.

Zippedy Doo Record Store employing 16-18 year olds	
What does the law say about	Answer
What times can a young person work in a shop?	Up to 40 hours per week. No longer than 8 hours per day. No later than 10pm.
What breaks do they have to have?	½ hour after 4½ hours worked. 12 hours off between shifts.
What information do I need from them?	Proof of age.
How much do I have to pay?	A minimum of 70% of the national minimum wage.
Do I need to give them any information about their employment terms?	Yes, within 2 months of starting.
Do they need a written statement of employment terms?	Yes. A summary copy of the Protection of Young Persons (Employment) Act 1996 within one month of starting.

Types of employment

Work	Description	Example (include your experiences where possible)
Full-time employee		
Part-time employee		
Job share		
Casual worker		
Seasonal work		
Fixed-term contract work		
Public sector jobs		
Private sector jobs		
Self-employed people		
Pensionable job		
Voluntary work		
PAYE worker		
Black economy employment – cash in hand		

Finding out about the Protection of Young Persons (Employment) Act 1996

Recommended website	www.citizensinformation.ie
Aspects of the Act	Your response
What is the purpose of the Act?	
The Act defines a child as aged?	
The Act defines a young person as aged?	
Does this Act apply to young people who've left school?	
The maximum working hours per week for young people are?	
Are you entitled to a break?	
Are you entitled to a daily rest break?	
What hours can young people work between?	
Any exceptions to this?	
Do you need to prove your age?	
What information are employers required to record for employees under 18?	
Whose responsibility is it to inform young people that the Act exists?	
What happens if an employer is found guilty of an offence under the Act?	
Are employers obliged to give you a payslip?	
Are young people entitled to the minimum wage?	

Jargon buster

Go to www.citizensinformation.ie and then look up money and tax. You can use the search engine on the web page to find out what the terms mean. You can also refer to www.revenue.ie.

Recommended websites	www.citizensinformation.ie www.revenue.ie
Term	Meaning
PAYE stands for	
PRSI stands for	
PPS number stands for	
P60	
P45	
Certificate of tax credits	
Standard rate cut-off point	
Income levy	
Emergency tax	
Revenue Commissioners, usually called Revenue	

Name of Employee		Name of Company				Month		
ID	PPSN	Units	Amount	DEDUCTIONS	Balance	Amount	SUMMARY	YEAR TO DATE
Basic Pay				Pension			Payments	
Overtime				Private Health Insurance			Deductions	
				Union Sub.			Gross Pay	
				Uniform			PAYE Tax	
							PRSI Employee	
							PRSI Employer	
							PRSI Total	
							Insurable Weeks	
Tax credit			Monthly		Cumulative			
Standard Rate Cut-off			Monthly		Cumulative		NET PAY	

Problems at work

Decide on how you might approach these scenarios and give the advantages and disadvantages of your strategy to deal with each situation.

What do you do when	Options
Your employer is always asking you to work more hours than your contract says.	
Your employer said she would pay your taxi fare home but it is deducted from your pay packet.	
You don't always get your pay packet on time.	
The person you are working with keeps asking you to clock in for him when he's late.	
Your supervisor keeps undermining you in front of customers.	

Employment legislation

Research what the law says about the following situations.

Recommended websites	www.equality.ie www.employmentrights.ie www.citizensinformation.ie
Situation	Name of law and what it states
Asking someone under 18 to work until midnight.	
Discriminating against employing people because of their ethnic background.	
Paying a 16 year old half the minimum wage.	
How much notice an employer has to give if you've worked part-time for a year.	
The period of time an employer has to give you a written contract.	
Are young people entitled to a payslip?	
What does the Safety, Health and Welfare at Work Act 2005 say about being harassed or bullied at work?	

1. Identify all the breaches in the law illustrated by each case study. If you're in breach of the law, you've broken it.
2. Say what advice you would give the young person in each scenario by listing the steps you suggest that the young person should take to resolve the situation.

Recommended website	www.citizensinformation.ie
<p>Sean is 17 and has been working weekends in the local petrol station from 8pm-12am. He wants to change to the earlier shift so he can go out at weekends but his employer said he couldn't because he can't find anyone else to work that shift.</p>	
<p>Anna is 16 and has been working in a night club on Saturday nights from 10pm-2am and 9pm-11pm on Sunday. She gets paid cash in hand after each shift. She gets €4 per hour plus tips. She knows others are getting €6 per hour and wants the same.</p>	
<p>Kate is 17 and has been working 50 hours a week in a hotel over Christmas. The money is great but she's working back-to-back shifts which means she's not home until 2am and she's in for 8am the next morning.</p>	

Outline of School topic

1 Identifying some of the laws relating to children's education **Page 83**



Student worksheet 1 page 94

2 Listing the rules of your school and debating their fairness **Page 85**

3 Reviewing how effectively the rules are communicated **Page 86**

Student worksheet 2 page 95

4 Explaining how the school deals with breaches of rules **Page 87**

Newspaper article page 96

5 Explaining the rules around State exams **Page 90**



Student worksheet 3 page 97

6 Explaining students' rights in relation to school records and reports **Page 91**

7 Outlining what options are open to early school leavers **Page 92**



Student worksheet 4 page 98

School

Aims

The aims of this topic are to:

- Examine students' rights and responsibilities as set out by the Department of Education and Skills.
- Explore students' rights and responsibilities in their own school.

Learning outcomes

By the end of this topic, students should be able to:

1. Identify some of the laws relating to children's education.
2. List the rules of their school and debate their fairness.
3. Review how effectively the rules are communicated.
4. Explain how the school deals with breaches of rules.
5. Explain the rules around State exams.
6. Explain their rights in relation to school records and reports.
7. Outline what options are open to early school leavers.



Background information

This is likely to be a challenging session but, provided you are up to date on your school rules and the rationale behind them, it should be an enjoyable one. Students rarely get the chance to question the rules and boundaries set by their school so the lesson is a great opportunity for students to have their say.

Each school has its own physical and social characteristics shaped by the students who attend, the staff and the principal in charge. Schools develop reputations based on fact and fiction but it is often the leadership of the principal which shapes the relationship that teachers have with their students. Your approach to this lesson will most likely reflect that relationship.

At a national level the Education (Welfare) Act 2000, the Education Act 1998, the Education for Persons with Special Educational Needs 2004, the Irish Constitution and equality legislation are the main legal documents relating to school life in Ireland. Families and schools have to comply with them and, in addition, schools have their own set of rules and regulations and mechanisms for student involvement, such as student councils. This lesson provides an opportunity for students to debate the strengths and weaknesses of these, so be prepared for some spark and even flack!

Advance preparation

The activities in this section include student feedback and suggestions on how effective the school is in communicating its rules and regulations. You will need to know in advance what scope there is for presenting their suggestions to the appropriate person or group.

These activities could link well with a communication skills module that is available in your school.

Make copies of the following:



- The school rules.
- The policy and procedures on student record keeping.
- The newspaper article on page 96.
- Student worksheets 1-4 on pages 94-98.

There is some computer-based activity in this topic so plan accordingly.



Useful websites

www.taoiseach.ie

Website of the Department of the Taoiseach covering information ranging from how the Government works to topical issues of the day. It has a section specifically for young people called Youth Zone, which includes information on the flag, Constitution and national anthem, and a Did You Know factfile.

www.citizensinformation.ie

Website managed by the Citizens Information Board giving information about rights and entitlements on all life events which people in Ireland experience. The information is available in several languages.

www.spunout.ie

Spunout is a youth-led media initiative covering all aspects of youth information such as health, lifestyle, travel, family, employment. The site hosts a blog, forum and find help option which lists all the services on a county-by-county basis.

www.studentcouncil.ie

The Students Council was set up by the National Children's Office to help students, school management and staff to establish and run student councils in second-level schools. The site explains how to set up and run a student council.

www.teenspace.ie

Set up by the National Children's Office, this site provides information on events, activities and recreation services for young people aged 10-18 years.

www.newb.ie

Website of the National Education Welfare Board (NEWB) which encourages and supports young people to attend school or otherwise receive an education, or participate in training. The site has sections for young people, parents and guardians, and schools.

1. What the law says about children's education

Learning outcome

To know what the law says about children's education.

The first activity is designed to check students' existing understanding of what the law says about children's education.



Activity

Purpose: To check how much students know about the law and education.

How: Distribute copies of student worksheet 1: ***Education and the law***. Ask students to complete the true/false questionnaire without the aid of the internet. They can then check their answers by going to www.citizensinformation.ie > Education and Training > Primary and post-primary education. They will find the information in the two sub-headings on attendance and post-primary schools.

Student worksheet 1 on page 94



Teacher Worksheet 1

Education and the law

Recommended website	www.citizensinformation.ie
Statement	True/false
The Constitution states that schools are the primary and natural educators of children.	False. The family is.
Children must attend school.	False, though most do. Children can be educated at home provided the family can show that the children are being educated to a certain standard.
The State is obliged to provide free primary education.	True.
The State manages most schools.	False. The State funds most schools but they are run and managed privately (many by religious orders).
Schools are obliged to accept all children who apply.	False.
Children must be educated between the ages of 6 and 16.	True, or have completed three years of post-primary education.
Schools are responsible for making sure children attend school.	False. Parents are.
Parents can be fined or imprisoned for not sending their children to school.	True.
Children must attend school until they complete the Junior Certificate.	True, though the State may make exceptions.
Transition year is compulsory.	False.

2. School rules and regulations

Learning outcome

To familiarise students with the school rules and debate their fairness.



Background information

The Education (Welfare) Act 2000 sets out how discipline is addressed in State primary and post-primary schools. Under the Act, the school is obliged to draw up a code of behaviour for students stating the disciplinary rules and procedures.

Codes are drawn up with input from teachers, parents and the educational welfare officer. (Educational welfare officers work for the National Education Welfare Board [NEWB] and they help co-ordinate all policies concerning both attendance and broader educational welfare).

Code of behaviour

A code of behaviour must lay down the following:

- The types of behaviour by the student that may need disciplinary measures.
- The nature of the disciplinary measures to be carried out.
- The procedures to be followed before a student is suspended or expelled.
- The grounds for lifting a suspension.

In May 2008 NEWB issued its Guidelines for Schools on Developing a Code of Behaviour. Information about the Guidelines is available on the NEWB website, www.newb.ie.

2.1 Who knows the rules?

Before distributing copies of the school rules, check students' existing level of knowledge about the school rules and regulations on the more obvious issues like uniform, homework, absence, attendance, smoking, bullying.

As part of the activity below, ask students to make suggestions about changing the rules. You will need to know in advance whether there is any scope for presenting the students' suggestions to the appropriate person or group, and explain this to your class.



Activity

Purpose: To familiarise students with the rules and regulations of the school.



How: Distribute copies of the school rules and discuss the rationale behind each rule. Ask students for their views on the fairness of the rules. Ask what additions or changes they would like to see.

3. How effectively are the rules communicated?

Learning outcome

To get feedback from students on how effectively your school rules are communicated and understood.

This activity reviews how well the school rules are communicated to students. As with the previous activity, you will need to know in advance what scope there is for presenting their suggestions to the appropriate person or group.



Activity

Purpose: To examine how effectively the school rules are being communicated and suggest improvements.

How: List the various ways in which the school rules are communicated e.g. verbally, in posters, on the school's website. Group students according to the number of communication types and ask them to review a specific one for effectiveness using student worksheet 2: ***How well are the school rules communicated***, which you can adapt. This could form part of a wider school survey.

Student worksheet 2 on page 95

Teacher Worksheet 2

How well are the school rules communicated?

Method	Purpose	Intended audience	Strengths	Weaknesses	Suggestions
Poster in corridors	To inform	Students			

4. What happens when the rules are broken?

Learning outcome

To generate discussion on how the school deals with breaches in rules.

Rules and sanctions go hand in hand. This section looks at what happens when rules are broken. The two key issues here are:

- Whether the punishment fits the crime?
- How fairly the students believe the disciplinary procedures are imposed?

This second issue deals with perception and you need to approach this without mentioning specific situations or students.

The following three activities are designed to explore these issues.



Activity

Purpose: To discuss the criteria used to make sure the punishment fits the crime.

- How:**
- i) Ask students to distinguish between minor and serious breaches of the rules and list in two columns on the board. Debate and challenge the views.
 - ii) Distribute copies of the disciplinary procedures / school rules and go through the content, emphasising the rights and responsibilities of students.

You could opt to highlight the more common breaches such as mobile phone usage, lateness, behaviour towards teachers. Debate the fairness of the disciplinary procedures and what alternatives students would suggest for when specific rules are broken.



Activity

How fair?

The issue of fairness, perceived or actual, is harder to pin down than the previous issue. The relationships between students and teachers, their histories, their personalities etc all come into play when discussing how fairly students are treated. Your school may have already examined this so you may have some means of ensuring that all students are treated equally and fairly.

This activity looks at what is in place if students feel they are not being treated fairly. Every school has procedures in place to deal with this.

Purpose: To examine what students can do if they feel they are being unfairly treated.

How: Check what students already know before distributing copies of the school procedures and discussing them. As with previous exercises, check if there is an option for giving student feedback on these.





Activity

Purpose: The newspaper report below outlines an actual case of how a school dealt with a male student who had long hair and subsequently how his mother dealt with the school. It will certainly get a discussion going and it will be interesting to explore how your school would deal with the situation!

How: Divide the class into groups and hand out the press report. Ask each group to discuss the questions arising from the article and then have a class discussion.

Newspaper article on page 96

Taken from the internet

STUDENT GETS COMPENSATION FOR DISCRIMINATION

February 2009

A former student of a West of Ireland community school has been awarded three and a half thousand euro in compensation after he was suspended from school in his Leaving Cert year for refusing to cut his hair.

The case was taken by the boy's mother on his behalf and the Equality Tribunal ruled that he had been discriminated against and victimised.

He was told he had a "girl's hair style" by the Deputy Principal at the school. He was then told by the Principal to cut his hair or go to another school. He cut his hair, but on returning to school, a barber was hired by the school to measure its length and he was told it was still too long.

He missed sitting his mock exams while on suspension and eventually moved to another school to sit his Leaving Cert.

The student's mother brought a complaint to the Equality Tribunal.

The Equality Tribunal ruled that he was victimised and discriminated against by the school.

Questions

- What are your views on the story?
- How reasonable was the deputy principal and principal?
- How would you have approached the breach in rules?
- Should schools be able to set rules on the length of students' hair?
- Should a school have rules on personal appearance (make-up, jewellery, uniform length, hairstyles, wearing of hijabs)?
- Was the Equality Tribunal right?

5. What are the rules around State exams?

Learning outcome

To raise awareness about the administration involved in sitting the Leaving Certificate.

This section uses a computer-based search to look at what the Department of Education and Skills requires from students sitting the Leaving Certificate.



Activity

Purpose: To do initial research on the administration of the Leaving Certificate.

How: Distribute copies of student worksheet 3: ***Leaving Certificate questionnaire*** to be completed individually. Direct students to go to www.citizensinformation.ie and then select Education and Training > State examinations.



Student worksheet 3 on page 97

Teacher Worksheet 3

Leaving Certificate questionnaire

Recommended website	www.citizensinformation.ie
Question	Answer
Have you to pay a fee to sit the Leaving Cert exams?	Yes, the amount depends on the number of subjects and whether you are sitting it for the first time or repeating.
Where can you get a certified copy of the results?	For a small fee you can get a copy from the State Examination Commission. Some employers may ask for this.
Can you apply to sit the exam at any time?	The date for applying is set and late applications are only accepted in exceptional circumstances. If you are in school, the school will apply for you.
List three things you can do if you are not happy with your marks?	<ul style="list-style-type: none">i) You can apply to the State Examination Commission to view your paper.ii) You can appeal the result and have the paper rechecked. There are forms to be filled, a fee to be paid and a deadline by which you can do it.iii) If you are not happy with the outcome of your appeal, you can appeal to the Independent Appeal Scrutineers.

6. Students' rights in relation to school records and reports

Learning outcome

To know what your rights are in relation to seeing your school records and reports.

Each school has a policy on student record keeping and procedures on seeing these records. However, schools are under no legal obligation to let students see their school records though the Department of Education is now encouraging all schools to be as open and transparent as possible in keeping with the Freedom of Information Acts 1997 and 2003, as well as current education legislation.

This section focuses on ensuring that students know what records are maintained, their rights in relation to accessing their records and how to exercise those rights.

You could start by asking the following:

- What information on students does the school keep?
- Why does it keep that information?
- Where is the information kept?
- Who can look at the information?
- How long is the information kept?

Then look at the school policy and procedure on reports and records.



You can get feedback from students on the policy and procedure through a class discussion.

7. What can you do if you leave school after the Junior Cert?

Learning outcome

To know some of the options open to early school leavers.

Although the overall number of students leaving school between Junior and Leaving Certificate is low, it will differ from school to school. This section uses a computer activity to guide students to the options that might be open to them if they leave school early. Obviously the career guidance teacher will also cover aspects in much more detail.



Activity

Purpose: To get students to research the options available to them if they leave school before completing the Leaving Certificate.

How: Give each student a copy of student worksheet 4: **Options after Junior Certificate**. This is a true/false computer-based questionnaire. Direct students to go to www.citizensinformation.ie and select Education.



Student worksheet 4 on page 98

Teacher Worksheet 4

Options after Junior Certificate

Recommended website	www.citizensinformation.ie
Statement	True/false
Youthreach is for people aged 15-20.	True.
You have to have completed the Junior Cert to go to Youthreach.	False. You don't need any formal qualifications.
You can apply for a FÁS traineeship at 15.	False, 16 years.
To be eligible for a FÁS traineeship, you have to be unemployed or a first-time jobseeker.	True.
You get an allowance on a FÁS traineeship programme.	True. The amount is linked to your age.
You must have a Junior Certificate to do a FÁS apprenticeship.	True.
Apprenticeships usually take 2 years	False, 4 years.
You can get the dole (Jobseeker's Benefit or Allowance) at 16.	False, 18 years. You can get an allowance before 18 if you join a FÁS programme.

Education and the law

Recommended website

www.citizensinformation.ie

Statement

True/false

The Constitution states that schools are the primary and natural educators of children.

Children must attend school.

The State is obliged to provide free primary education.

The State manages most schools.

Schools are obliged to accept all children who apply.

Children must be educated between the ages of 6 and 16.

Schools are responsible for making sure children attend school.

Parents can be fined or imprisoned for not sending their children to school.

Children must attend school until they complete the Junior Certificate.

Transition year is compulsory.

How well are the school rules communicated?

Method	Purpose	Intended audience	Strengths	Weaknesses	Suggestions

Taken from the internet

STUDENT GETS COMPENSATION FOR DISCRIMINATION

February 2009

A former student of a West of Ireland community school has been awarded three and a half thousand euro in compensation after he was suspended from school in his Leaving Cert year for refusing to cut his hair.

The case was taken by the boy's mother on his behalf and the Equality Tribunal ruled that he had been discriminated against and victimised.

He was told he had a "girl's hair style" by the Deputy Principal at the school. He was then told by the Principal to cut his hair or go to another school. He cut his hair, but on returning to school, a barber was hired by the school to measure its length and he was told it was still too long.

He missed sitting his mock exams while on suspension and eventually moved to another school to sit his Leaving Cert.

The student's mother brought a complaint to the Equality Tribunal.

The Equality Tribunal ruled that he was victimised and discriminated against by the school.

Questions

- What are your views on the story?
- How reasonable was the deputy principal and principal?
- How would you have approached the breach in rules?
- Should schools be able to set rules on the length of students' hair?
- Should a school have rules on personal appearance (make-up, jewellery, uniform length, hairstyles, wearing of hijabs)?
- Was the Equality Tribunal right?

Leaving Certificate questionnaire

Recommended website	www.citizensinformation.ie
Question	Answer
Have you to pay a fee to sit the Leaving Cert exams?	
Where can you get a certified copy of the results?	
Can you apply to sit the exam at any time?	
List three things you can do if you are not happy with your marks?	

Options after Junior Certificate

Recommended website	www.citizensinformation.ie
Statement	True/false
Youthreach is for people aged 15-20.	
You have to have completed the Junior Cert to go to Youthreach.	
You can apply for a FÁS traineeship at 15.	
To be eligible for a FÁS traineeship, you have to be unemployed or a first-time jobseeker.	
You get an allowance on a FÁS traineeship programme.	
You must have a Junior Certificate to do a FÁS apprenticeship.	
Apprenticeships usually take 2 years.	
You can get the dole (Jobseeker's Benefit or Allowance) at 16.	

Outline of At home topic

1 Expressing opinions on what family means
Page 103

2 Accessing information about the position of the family in the Irish Constitution **Page 103**



Student worksheets 1-2 on pages 115-116

3 Giving some examples of children's rights internationally and nationally **Page 106**

4 Understanding some of the responsibilities that children have
Page 107

5 Clarifying the legal age for some rites of passage
Page 108

Student worksheet 3 page 117

6 Understanding some of the legal issues which relate to one-parent families **Page 110**

7 Knowing where to access information about separation and divorce
Page 110



Student worksheet 4 page 118

8 Explaining the procedure for changing your name
Page 112



Student worksheet 5 page 119

9 Identifying organisations which offer advice and support to young people **Page 113**



Student worksheet 6 page 120

The  indicates a computer activity. If you are teaching in a computer lab, the students can do this activity as part of the lesson. If not, you need to set the activity as homework to be done in advance of the lesson.

At home

Aims

The aims of this topic are to:

- Raise awareness of some of the rights and responsibilities young people and their parents have to each other.
- Explore different concepts of family.

Learning outcomes

By the end of this topic, students should be able to:

1. Express opinions on what family means to them.
2. Access information about the position of the family in the Irish Constitution.
3. Give some examples of children's rights internationally and nationally.
4. Understand some of the responsibilities that children have.
5. Clarify the legal age for some rites of passage.
6. Understand some of the legal issues which relate to one-parent families.
7. Know where to access information about separation and divorce.
8. Explain the procedure for changing your name.
9. Identify organisations which offer advice and support to young people.

Advance preparation



- Photocopy one of the UNICEF leaflets on the UN Convention on the Rights of the Child. Go to www.unicef.org. On the Home page, under NEW Enhanced search, type in *rights of the child leaflet*. In the results page that opens, select the option headed The Convention on the Rights of the Child - Resources - Child-friendly resources (usually the first result on the page). Now select Children's Rights and Responsibilities (you have a number of options on this page, but this is probably the most teen-friendly publication).



- For reference, make a photocopy the Ombudsman for Children's submission on the Constitutional amendment (available on www.oco.ie).



- Photocopy student worksheets 1-6 on pages 115-120.

Background information

Any input on families may tread on sensitive areas. Choose the content based on what you know about the family lives of your students and their comfort in dealing with specific topics.

The lesson aims to deal with factual information and tries to avoid areas which could be sensitive or are dealt with in much more detail in other TY modules. However, there is a lot of scope to broaden this lesson to prompt debate and challenge perceptions around family.

Finally, remember that parents are the legal guardians of their children and they have a duty to maintain and properly care for the child and make decisions about the child's religious and secular education, health requirements and general welfare.



Useful websites

www.citizensinformation.ie

Website managed by the Citizens Information Board giving information about rights and entitlements on all life events. This information is available in several languages.

www.oco.ie

The Ombudsman for Children exists to ensure that the rights of children are protected. Their site includes information on the rights of children, making a complaint, having your voice heard and current issues affecting young people.

www.omc.gov.ie

The Office of the Minister for Children and Youth Affairs is part of the Department of Health and Children. This office was set up in 2005 to improve the lives of children under the National Children's Strategy and bring greater coherence to policy making for children.

www.ispcc.ie

The Irish Society for the Prevention of Cruelty to Children exists to ensure that all children are given the opportunity to experience love and happiness, to stop discrimination and exclusion of children and to end cruelty and discrimination of children. The site explains how to access their services such as Childline, Teenfocus, Childfocus and 4me.

www.barnardos.ie

Barnardos works at a local and national level with children whose wellbeing is under threat. The site gives information on children's rights, local and national services, resources and policy and research.

www.teenbetween.ie

Teen Between offers a specialised counselling service to teenagers with separated or divorced parents. The site explains their services and how to contact them.

www.fsa.ie

The Family Support Agency offers a range of support services including a child and bereavement counselling service, a family mediation service and information on parenting.

www.taoiseach.ie

Website of the Department of the Taoiseach covering information ranging from how the Government works to topical issues of the day. It has a section specifically for young people called Youth Zone, which includes information on the flag, Constitution and national anthem, and a Did You Know factfile.

www.unicef.ie

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF works with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child's path and is involved in work in over 190 countries.

1. Is there such a thing as a typical family?

Learning outcome

To express opinions on what family means to each student.

Below are discussion options to get started. If they don't suit your group, devise an alternative or go straight to Section 2.



- TV families – “Who’s the maddest family on TV?” or select the programmes your students watch and ask, in relation to family life “What are the real bits and what are the fictional bits?”
- “Family life is different to what it was.” You can prompt the discussion with the following ideas: family make-up, family size, extended families, family time, family pressures.
- “Are celebrity families a media invention or a family craving?”

2. What does the Constitution say about the family?

Learning outcome

To know what the Constitution says about the family.

The rights of the family are set out in Article 41 of the Constitution. Students may be aware that this Article is currently under review, taking into account different types of family structure.

2.1 The Irish Constitution

Depending on what students already know about the Irish Constitution, they could do this online activity first and then go to the next activity.



Activity

Purpose: To find information on the Irish Constitution.

How: Hand out student worksheet 1: *The Irish Constitution* and ask the students to complete it individually by accessing www.taoiseach.ie to find the information to answer the questions.



Student worksheet 1 on page 115

Teacher Worksheet 1

The Irish Constitution

Recommended website	www.taoiseach.ie
What is the Irish Constitution called?	Bunreacht na hEireann.
When did it come into effect?	29 December 1937.
What are changes to the Constitution called?	Amendments.
The Constitution is divided into 2 parts. What are they?	1. How the State works. 2. Citizens' rights.
What is Article 41 about?	The family.

The Family and the Irish Constitution



Activity

Purpose: To access online information on the constitutional position of the family.

How: Distribute copies of student worksheet 2: ***The Constitution and the family*** and ask students to complete it individually. Direct them to go to www.citizensinformation.ie and then select Government in Ireland > Irish Constitution > Rights of the family.



Student worksheet 2 on page 116

Teacher Worksheet 2

The Constitution and the family

Recommended website	www.citizensinformation.ie
Statement	True/False
The Irish family based on marriage has rights in the Constitution.	True.
Unmarried families have rights in the Constitution.	False.
The State obliges you to send your children to school.	False. But it requires that children receive a certain minimum education which some families do at home.
Children have a right to free primary education.	True.
The State does not have to pay for the primary education of non-Christian children.	False. It cannot discriminate on the basis of religion.
Only parents can decide on their children's religion.	True.
Only married parents have equal rights to their children and guardianship of them.	True. For unmarried parents, it is the mother who has automatic rights while the father doesn't.

3. Children's rights

Learning outcomes

- To be able to give some examples of children's rights under the UN Convention on the Rights of the Child.
- To raise awareness about the forthcoming referendum on the Rights of the Child in the Irish Constitution.



3.1 The UN Convention on the Rights of the Child



This section starts by looking at the shared rights of all children in the world as set out in the UN Convention on the Rights of the Child. This is an international declaration adopted by nearly every country in the world including Ireland. There are 54 Articles. An explanatory leaflet suitable for teenagers is available on the UNICEF website (see page 101 for details). You need to make photocopies of this leaflet before doing the activity below.

Ask students what rights they think it might include and list suggestions on the board.

They might suggest the following rights:

- Education.
- Being looked after by family.
- Freedom.
- Protection.
- Play.

You could broaden the discussion to include areas where children's rights are violated, such as child labour, child soldiers.



Activity

Purpose: To debate what rights are the most important to protect children.

How: Combining the list on the board with the UNICEF leaflet on the UN Convention, ask students to work in groups of 5 to agree their top 5 rights for children. After the agreed time, ask them how they came to their decisions. There is no right or wrong answer.



3.2 Children's rights and the Irish Constitution

Although children in Ireland are protected by the UN Convention on the Rights of the Child, children's rights are not defined in the Irish Constitution. However, in 2006 the Government indicated that it would hold a referendum on including children's rights in the Constitution. Details can be found on the Ombudsman for Children website, www.oco.ie.



Activity

Purpose: For students to consider items which they think should be included in the referendum.

How: Divide students into groups of 5 and ask them to agree 3 items for inclusion. Compare these to what has already been submitted by the Ombudsman for Children for consideration.

4. Children's responsibilities

Learning outcome

To reflect on and debate what responsibilities students have as citizens.

With rights come responsibilities. Responsibilities can be set in law or are part of our accepted norms - "That's the way we do things here." Children's responsibilities can vary at a global level or at a socio-economic level or based on gender, or even within the family unit. In Ireland, there are generally accepted responsibilities such as going to school and staying at home with the family. Parents are responsible for their children's welfare until they are 18 years old. But this doesn't mean that children under 18 do not have personal responsibilities.



Start by asking students what responsibilities they think they have at their age and list them on the blackboard. It may be possible to categorise the feedback into responsibilities that are set by law or set by a school or club, or those responsibilities which are cultural or social norms. And then there are responsibilities which families determine and which young persons themselves decides.

The main point is that there are lots of responsibilities which impact on the lives of your class.

Some examples might be:

- ➡ Go to school.
- ➡ Agree to school rules.
- ➡ Do what their parents say.
- ➡ Obey laws.
- ➡ Help with household chores.

18 is the age when responsibility shifts from parents to child. However the reality is that responsibility is a developmental thing and continues on well beyond 18.



Activity

Purpose: To get students to distinguish between personal and parental responsibilities.

How: Have a debate on the motion “Children, and not parents, should be held responsible for their behaviour.” Divide the class into two groups, those for the motion and those against.

Most students are expected to take on responsibilities or jobs at home. The next activity looks at what students themselves consider as reasonable.



Activity

Purpose: To draw up a list of responsibilities at home.

How: Divide students into small groups and ask each group to agree 5 responsibilities which they think are reasonable for young people to have at home. Examples would be helping with household chores such as stacking the dishwasher or feeding the cat. Discuss the suggestions and see if there is a consensus.

5. “While you’re under my roof”

Learning outcome

To clarify the age at which young people can do certain things.

To a greater or lesser degree, the teenage years can be challenging for parents and their children. On the one hand, teenagers are exerting their independence while, on the other hand, parents struggle for authority. It’s an age-old dilemma. While the age at which young people can do things isn’t often at the heart of most family arguments, it’s often thrown into them. For that, and legal reasons, it is useful to clarify where things stand.



Activity

Purpose: To clarify the age when you can do certain things.

How: Divide the class into small groups and distribute copies of student worksheet 3: *Who’s right?* Ask students to answer the questions on the worksheet without referring to resource material. Take each question and go through the various answers, checking against the actual answer.



Student worksheet 3 on page 117

Teacher Worksheet 3

Who's right?

Questions	Answers
What age can you leave home?	16 with parental consent. If you leave home without consent and you are deemed at risk, then the HSE and/or the gardai may intervene.
What age can you leave school?	16 or when you have completed the junior cycle.
What age can you drink alcohol at home?	You can drink alcohol at home at any age. Age 18 applies to drinking in a public place.
Is it legal to have sex at 15?	No.17.
Can you get your own passport at 16, without parental consent?	No. It's 18.
If you left home at 16, could you get Jobseeker's Allowance (the dole)?	Yes, but you'd have to wait 3 months.
Can you get your own place at 16?	You need parental consent before 18.
Do parents have the right to smack their children?	There is no law banning smacking children.
What age can you get married?	Age 18 unless you get a court exemption order. Parental consent is not required. You must give 3 months notice unless you get a court order exemption.

6. Understand some of the legal issues which relate to one-parent families

Learning outcome

To recognise some of the distinguishing features between one-parent and two-parent families.

According to the 2006 census, 18% of families were recorded as one-parent families. Because this is likely to be reflected in your class, it is worth looking at some of the legal issues relating to one-parent families.

This section looks at the profile of one-parent families and the issue of guardianship.

6.1 Parental rights

Married parents automatically have equal guardianship of their children. If they split up and cannot agree how best to care for their children, they will usually get legal advice. If that doesn't resolve the issue, ultimately the court will decide.

However with unmarried parents, the mother is sole guardian, regardless of the couple's relationship. In fact, the mother can decide not to put the father's name on his child's birth certificate. If the mother agrees, the father can become joint guardian provided both parents sign a statutory declaration. If the mother does not agree, the father can apply to the court to be appointed joint guardian.



Activity

Ask students if they think the law treats mothers and fathers who aren't married equally fairly?

7. What happens when parents separate?

Learning outcome

To know where to access information about separation and divorce.

Young people experience many difficulties when their parents separate. While there are a great number of issues surrounding separation and divorce, the activity below focuses on one issue which is a key concern for young people, that of custody and access to children.



Activity

Purpose: To know where to access information about separation and divorce and to find out what supports are available to young people.

How: Using the internet, ask students to complete student worksheet 4: **Custody and access**. Direct them to go to www.citizensinformation.ie and then select Birth, Family and Relationships > Separation and Divorce > Separation and Divorce: Children.



Student worksheet 4 on page 118

Teacher Worksheet 4

Custody and access

Recommended website	www.citizensinformation.ie
Statement	True/False
Custody in Ireland refers to the day-to-day care, residency and upbringing of children who are regarded as dependent children.	True.
Dependent children are under 16.	False. For custody purposes, it is under 18.
Married parents are automatically joint guardians of their children. Neither separation nor divorce changes this.	True.
One parent always has custody of the children.	False. While it is usual, parents can have joint custody where the children spend equal amounts of time with each parent.
Access refers to the right of the parent with whom the children do not reside to spend time with the child.	True. It can be agreed informally between the parents and if they can't agree, either parent can apply to the court to decide on the custody arrangements.
Children under 18 do not have the right to see both parents.	False. Access to the non-custodial parent can only be denied if the court believes that it is in the child's best interest.

One of the questions which may arise is whether children have any say in the custody arrangements. Although it is not a right of children to decide their custody, some judges do talk to children in private about their wishes.

8. Changing your name

Learning outcome

To know the rules and procedures relating to changing your name.

Who knows why and when someone might want to change their name. To do it legally, you need to do so by deed poll.

Children aged between 14 and 17 years need the consent of both parents to process their change of name application.

Sometimes parents don't actually think what it would be like to be called Annette Curtin, Anita Bath, Justin Case, Pete Moss or Tommy Gunn.

Ask students can they think of celebrity children who would probably benefit by changing their name.

Ask students can they think of other reasons why people change their names, for example marriage. There is actually no legal basis for changing your name when you marry. It's a cultural thing where women have traditionally taken the name of their husband at marriage.



Activity

Purpose: To find out the procedure for changing your name.

How: Distribute copies of student worksheet 5: ***Changing your name*** and ask students to complete the individual questionnaire using the Citizens Information website, www.citizensinformation.ie.



Student worksheet 5 on page 119

Teacher Worksheet 5

Changing your name

Recommended website	www.citizensinformation.ie
Question	Answer
What is a deed poll?	A signed declaration that binds a person to a particular course of action from that date.
If you change your name, can you continue to use the old one?	Yes for general everyday use, but for legal purposes you must use your new name.
Do you have to use the prefix Mrs if you are a married woman?	No. There is no law requiring you to do so. It's a cultural thing.
What are the three ways in which a child's name can be changed?	1. Register of births. 2. Deed poll. 3. Common usage.
Can you do a deed poll yourself?	Yes but you have to go in person to the Deed Poll section in the Four Courts in Dublin.
Who needs a change of name licence before executing a deed poll?	A foreign national over 18 who wants to change their name.

9. Where to go for advice and support

Learning outcome

To identify organisations which offer advice and support to young people.

When it comes to family issues, knowing where to go and who to turn to for information and advice can make all the difference. This section gives students the task of making a teenager's guide to the range of services which they think would be useful.



Activity

Purpose: To compile a list of organisations which offer advice and support to young people.

How: Divide students into pairs and distribute student worksheet 6: **Directory of youth-related organisations**. Ask students to use the template to make a list of youth-related organisations and then design it in a format which could be distributed in school.



Student worksheet 6 on page 120

Encourage the students to add local, national and online suggestions to the list. The Family Support Agency website, www.fsa.ie, has a very comprehensive directory.

This list might help get them started:

- ISPCC.
- Ombudsman for Children.
- HSE (Health Service Executive).
- ISPCC.
- Childline.
- Barnardos.
- Spunout.
- Teenspace.
- Teen Between.

The Irish Constitution

Recommended website www.taoiseach.ie

Question	Answer
What is the Irish Constitution called?	
When did it come into effect?	
What are changes to the Constitution called?	
The Constitution is divided into 2 parts. What are they?	
What is Article 41 about?	

The Constitution and the family

Recommended website

www.citizensinformation.ie

Statement

True/False

The Irish family based on marriage has rights in the Constitution.

Unmarried families have rights in the Constitution.

The State obliges you to send your children to school.

Children have a right to free primary education.

The State does not have to pay for the primary education of non-Christian children.

Only parents can decide on their children's religion.

Only married parents have equal rights to their children and guardianship of them.

Who's right?

Question	Answer
What age can you leave home?	
What age can you leave school?	
What age can you drink alcohol at home?	
Is it legal to have sex at 15?	
Can you get your own passport at 16, without parental consent?	
If you left home at 16, could you get the dole?	
Can you get your own place at 16?	
Do parents have the right to smack their children?	
What age can you get married?	

Custody and access

Recommended website

www.citizensinformation.ie

Statement

True/False

Custody in Ireland refers to the day-to-day care, residency and upbringing of children who are regarded as dependent children.

Dependent children are under 16.

Married parents are automatically joint guardians of their children. Neither separation nor divorce changes this.

One parent always has custody of the children.

Access refers to the right of the parent with whom the children do not reside to spend time with the child.

Children under 18 do not have the right to see both parents.

Changing your name

Recommended website www.citizensinformation.ie

Question	Answer
What is a deed poll?	
If you change your name, can you continue to use the old one?	
Do you have to use the prefix Mrs if you are a married woman?	
What are the three ways in which a child's name can be changed?	
Can you do a deed poll yourself?	
Who needs a change of name licence before executing a deed poll?	

Outline of Leaving home topic

1 Reflecting on what home means
Page 125

2 Explaining the different sorts of housing options available
Page 125

3 Identifying some advantages and disadvantages of the individual housing types
 Page 127

4 Listing the steps involved in renting accommodation for the first time
Page 129
 Student worksheets 1-2 on pages 135-136

5 Recognising some of the issues which can lead to homelessness and the accommodation options available
Page 132
Case studies page 137

Leaving home

Aims

The aims of this topic are to:

- Inform students about their rights and entitlements in relation to housing.
- Explore issues around leaving home.

Learning outcomes

By the end of this topic, students should be able to:

1. Reflect on what home means.
2. Explain the different sorts of housing options available.
3. Identify some advantages and disadvantages of the individual housing types.
4. List the steps involved in renting accommodation for the first time.
5. Recognise some of the issues which can lead to homelessness.

Background information

The purpose of this lesson is to raise awareness about the housing options available to students when they leave home for the first time. Your task at the start of the lesson is to map the housing scene before moving into the options open to students. While the reality for most young people is that the move from home will be another step towards independence, the lesson also looks at what happens when a young person is forced to leave home with nowhere to go.

This lesson touches on a number of housing options with the emphasis on renting for the first time. The section on homelessness is short and aims to raise awareness but, depending on your students and their interest, you could develop this area by drawing on resource material from Focus Ireland and the Simon Community.

Advance preparation



Make copies of the following:

- Worksheets 1-2 on pages 135-136.
- Case study cards on page 137.



Useful websites

www.citizensinformation.ie

Website managed by the Citizens Information Board giving information about rights and entitlements on all life events which people in Ireland experience. This information is available in several languages.

www.mabs.ie

Money Advice and Budgeting Service (MABS) is a national, free, confidential and independent service for people in debt or in danger of getting into debt. It has a self-help guide for dealing with personal or family debts and a series of information leaflets, including one on budgeting which looks at working out a personal budget.

Local authorities

The local authority websites usually have the following formats: for city councils such as Galway city, it is www.galwaycity.ie; for county councils such as Louth, it is www.louthcoco.ie. Each site will have a housing menu option.

www.threshold.ie

Threshold provides advice and advocacy on housing problems.

www.focusireland.ie

Focus Ireland is a housing and homeless charity which works to prevent people becoming, remaining or returning to homelessness through the provision of direct access services, supported housing and advocacy.

www.simoncommunity.com

The Simon Community works with people who experience homelessness by delivering services and accommodation.

www.treoir.ie

Treoir is the website of the National Federation of Services for Unmarried Parents and their Children which offers a national information service to unmarried parents.

www.onefamily.ie

One Family supports individual one-parent families and those experiencing a crisis pregnancy through a range of services including counselling, parent mentoring and courses.

1. What does home mean to you?

Learning outcome

To reflect on what home means.

This lesson starts with a reflection activity.



Activity

Purpose: To reflect on what home means.

How: Start by asking students to think about what home means to them for one minute and get them to call out their suggestions and write them on the board.

It's likely that their answers will fit into one of three areas as shown below. Don't stifle the feedback by having these categories on the board, but they can help in giving some definition at the end to the range of responses.

The physical place	The emotional place	The social place
Shelter	Security	Family
Key	My space	Parties

Having a place called "home" is one of the cornerstones of our wellbeing, along with friendship, health and having something to do (for example, going to school, working or leisure activities).

2. What sort of housing is available?

Learning outcome

To identify the main types of housing available.

The main types of housing

This section identifies the main types of housing available in Ireland:

- ➡ Home ownership: homes that are bought, usually with a loan from the bank called a mortgage.
- ➡ Private rented: accommodation that is owned by a landlord and rented to tenants.

- Social housing: houses and flats owned by the local authority or housing associations and rented to people at a rent they can afford. Eligibility is based on income and housing need.
- Affordable housing: housing for purchase through the local authority. It's also bought with a loan from the bank called a mortgage. To be eligible, you have to fulfil certain conditions.

Local authority housing is also known as social housing and, more recently, local authorities also provide affordable housing. A number of housing associations offer social and affordable housing as well. These associations also provide much of the supportive housing available to special needs groups such as people with disabilities, vulnerable people/families, older people and mothers of newborns.



Activity

Purpose: To list the types of housing available and the percentage of people in each.

How: Ask students to identify the types of housing available and list their suggestions on the board. These should fit into one of the categories already listed but you can add in other categories if suggested. Then ask what percentage of people live in each category. Use the auction style method of "higher, lower... by how much" following the first suggestion.

The responses to this activity will largely reflect personal experience so if you have students living in accommodation types other than those mentioned above, you will need to research the figures for these, e.g. halting sites or asylum seeker accommodation.

The actual figures look like this.

Home ownership	Private rented	Local authority or social & affordable
approx. 80%	approx. 10%	approx. 10%

These figures are often quite a surprise as people tend to think it's a more equally divided situation.

In case students are curious, this table is very different to other European countries where private rented accommodation is much more the norm. There are many reasons why Ireland has such high home ownership including Government policy and incentives to buy, insecurity in the private rented sector and the preference of Irish people to own their own house.

3. Pluses and minuses of the different housing types

Learning outcome

Identify some advantages and disadvantages of the different types of housing.

3.1 Pluses and minuses

The sort of housing people choose to live in is determined by a number of things including income, household size, short-term or long-term need and location. The activity below prompts students to come up with these determinants.



Activity

Purpose: To examine the pluses and minuses of the different types of housing.

How: Divide the class into three groups and give each group a housing option (private rented, social housing and home ownership including affordable housing). Ask them to work in small groups and list the advantages and disadvantages of that type of housing. Have a discussion around some of the more contentious feedback and challenge where it comes from.

The table below might help in getting started.

Private rented		Social housing		Home ownership including affordable housing	
+	-	+	-	+	-
You choose the location.	Doesn't feel like a home.	Reasonable rent.	Sometimes estates have a bad name.	It's home.	Paying mortgage.
Not tied to it.	Can't make changes without the landlord's permission.	Permanent home.	Some tenants engage in anti-social behaviour.	Can do what you want with it.	Cost of maintaining it.

3.2 Anti-social behaviour

The link between anti-social behaviour and young people is well highlighted. Although anti-social behaviour is a serious issue throughout the country, regardless of social background, much of the attention is focused on the difficulties it causes for people living in local authority estates. A class discussion around this area could be useful in exploring the area of responsibility towards neighbours and the community.

You could select from the following options or develop something topical of relevance to your class.



Activity

Choose from the discussion options below:

- Anti-social behaviour only happens because young people have nothing to do.
- Anti-social behaviour is only young people letting off steam and does no real harm.
- What factors can lead to anti-social behaviour?
- Parents should be held responsible for their children's behaviour.



Activity

Using the computer, ask the students to log on to their local authority website and find their definition of anti-social behaviour and ASBOs.

Activity

If anti-social behaviour is an issue in the community, consider inviting the community garda in to discuss issues around anti-social behaviour and how it is dealt with.

4. Renting for the first time

Learning outcome

List the steps involved in renting accommodation for the first time.

4.1 Leaving home

This section looks at preparing to leave home for the first time and renting a flat or house.

Start by asking the class why young people leave home and what sort of accommodation they usually go to. Summarise by saying that most moves are by choice and are natural moves to the next stage in a young person's life as opposed to being forced to leave home.

4.2 Renting for the first time

Students are most likely to rent when they leave home for the first time. This section looks at what is involved in making that move.

Start the section by asking what are the pluses and minuses of leaving home. It's likely to be a mixture of freedom and financial burdens.

Whether it's renting a house, a room in a house, or student accommodation, they will have rights and responsibilities. These rights and responsibilities are set out in the lease which they, the tenant, have to sign.

4.3 Being a tenant

Tenants have rights and responsibilities which are set out in the Private Residential Tenancies Act 2004.

Activity

Purpose: To identify some of the rights and responsibilities of being a tenant.

How: Hand out student worksheet 1: *List five rights and responsibilities of a tenant*. Direct students to the Threshold website, www.threshold.ie, and ask them to list five rights and responsibilities of a tenant.

Student worksheet 1 on page 135



Teacher Worksheet 1

Rights and responsibilities of a tenant

Examples

Recommended website	www.threshold.ie
Your rights	Your responsibilities
Have a rent book.	Pay rent.
Privacy from landlord.	Pay deposit.
Visitors to stay.	Abide by the terms of the lease.
Get your deposit back if left in good order.	Maintain the property.
Good standard of accommodation and furnishings.	Don't disturb the neighbours.
Repairs done within reasonable time.	Pay your bills, if not included in the rent.

Renting checklist



Activity

Purpose: To identify all the costs involved in moving into rented accommodation.

How: Hand out student worksheet 2: **Renting checklist**. Ask students to work in pairs to develop a checklist that lists all the costs involved in moving into rented accommodation for the first time.



Student worksheet 2 on page 136

Keep in mind there are the obvious costs like deposit and rent and then the hidden costs like connection charges, bin charges etc. Check if students want to add to the checklist.

Teacher Worksheet 2

Renting checklist

Examples

Item	Approx. Cost
Rent.	
Deposit.	
Phone connection.	
TV connection.	
ESB connection.	
Gas connection.	
Bin charges.	
Kitchen items.	

4.4 What happens if you can't pay the rent

Circumstances can change and someone might find themselves in a situation where they cannot pay any or some of the rent. They can contact the Money Advice and Budgeting Service (MABS) for advice about managing the problem – see www.mabs.ie for more information such as the self-help guide for dealing with personal or family debt.

If they have no other option open to them, the HSE may give financial assistance towards the cost of rent. This is known as rent supplement and it is assessed by the Community Welfare Officer, who works in the local health centre.

Ask students to think about the circumstances that could lead to someone needing to apply for rent supplement. These could include:

- ➡ Receiving social welfare.
- ➡ Losing your job.
- ➡ Leaving home.
- ➡ Leaving residential care.
- ➡ Leaving prison.
- ➡ Relationship breakdown.

There are a number of criteria that have to be met before qualifying for rent supplement.



Activity

Purpose: To know some of the eligibility criteria for applying for rent supplement.

How: Ask students to go onto the Citizens Information website, www.citizensinformation.ie, and identify two criteria.

Examples of eligibility could be:

- ➔ Has no other accommodation options.
- ➔ In receipt of, or getting, certain welfare payments.
- ➔ Does not have sufficient funds.
- ➔ At risk of becoming homeless.

5. Being homeless

Learning outcome

To recognise some of the issues which can lead to homelessness.

This section looks at the options open to young people who have to leave home because they cannot, for whatever reason, stay in the family home. The focus is on young people who stay away from home indefinitely rather than those who run off for a few days to make a point. Depending on your students' interest, you could develop this section by looking at the resource material on the Focus Ireland website, www.focusireland.ie.

The housing options for young people who have to leave home are largely dependent on whether they are under or over 18.

If under 18: Responsibility for the care of young people under 18 rests with the Health Service Executive (HSE) as defined in the Children Act 1991.

If over 18: No one agency has legal responsibility for their care, although the local authority has a responsibility to provide housing or assist in providing housing.

5.1 Under 18

If you leave home when you're under 18, the HSE is responsible for your care. If going home isn't possible, the other options are generally foster care or residential care. Which option can depend on what's available and what's most suitable.

5.2 Over 18

When a young person over 18 becomes homeless, the HSE does not have any legal responsibility for finding accommodation. In most cases it is the voluntary sector which provides accommodation in hostels or supportive housing, though some of the bigger urban local authorities also run hostels.

Whichever option is available, the first port of call is the homeless section in the local authority. All local authorities have a homeless liaison person who should be able to tell someone what options are available to them.

The two case studies below are designed to help students give initial advice to friends who may find themselves in situations where they have to leave home. The main objective is to see if there is any possibility that the home situation could be improved and prevent someone becoming homeless in the first place.



Activity

Purpose: To give referral advice to a friend who feels they have to leave home.

How: Distribute the case studies on people wanting to leave home. Either in small groups or together, ask students to list some of the things they would say to someone who came to them for help and support.

List the suggestions/questions and discuss what would be helpful and what may not be.



Case studies on page 137

Case Study 1

If Jonathan came to you for advice, what would you say?

Jonathan is in Leaving Cert year. His relationship with his father is so bad that his Dad has threatened to throw him out of the house. They can't see eye to eye on anything and everyone in the house is feeling tense and anxious. Jonathan feels it would be better for everyone if he just left. He isn't sure where he'd go, but with his part-time job money he might be able to get a flat.

Discussion questions:

- Could Jonathan and his dad go and talk to someone about their relationship? Who?
- Could he talk to someone like a teacher or a relative?
- Could Jonathan realistically afford a flat?
- Where could he possibly stay?
- Even if Jonathan went to stay with a friend, how long could he live there?
- Would you advise him to go to a hostel?
- How important is it that he stays in school?

Case Study 2

If Sinead came to you for advice, what would you say?

Sinead has made up her mind that she doesn't want to stay at home when the baby is born. The house is chaotic and there isn't enough room. She has heard that the council gives flats to mothers with babies so she'll be sorted. Sinead will be 18 next year.

Discussion questions:

- Does the council give flats to mothers and babies? You have to be 18 to get on a housing waiting list. Even if she was 18 and due a baby and living in the family home, she would go on the waiting list. She would only get priority if she was seen to have a real need for housing (and over 18). A real need could include overcrowding, health grounds or something that would make it very difficult to live there.
- Could she stay with a relative until she got something more permanent sorted?
- Do you know of any agencies she could contact for help? You may know of local agencies. Among the national agencies are Treoir and One Family.
- Is there someone she could talk to in the hospital she attends? All hospitals have a social worker who would have local knowledge of the services that could help Sinead.

List five rights and responsibilities of a tenant

Recommended website www.threshold.ie

Rights	Responsibilities

Case study 1

If Jonathan came to you for advice, what would you say?

Jonathan is in Leaving Cert year. His relationship with his father is so bad that his Dad has threatened to throw him out of the house. They can't see eye to eye on anything and everyone in the house is feeling tense and anxious. Jonathan feels it would be better for everyone if he just left. He isn't sure where he'd go, but with his part-time job money he might be able to get a flat.

Case study 2

If Sinead came to you for advice, what would you say?

Sinead has made up her mind that she doesn't want to stay at home when the baby is born. The house is chaotic and there isn't enough room. She has heard that the council gives flats to mothers with babies so she'll be sorted. Sinead will be 18 next year.

6. Travel and transport

Driving regulations, applying for a driving licence, student travel passes, applying for a passport, visas for working and studying abroad, European Health Insurance Card, travel insurance, dealing with a crisis when abroad.



Outline of Travel and transport topic

1 Applying for a learner permit and driving test

Page 143



Student worksheets 1-2 on pages 160-161

2

Knowing some of your responsibilities when driving Page 147



Student worksheet 3 page 162

3

Listing a number of student travel passes and how to apply for them



Page 149

4

Applying for a passport Page 150



Student worksheet 4 page 163

5

Carrying out research on working and studying abroad Page 152



Student worksheet 5 page 164

6

Applying for EU health cover (EHIC) Page 154



Student worksheet 6 page 165

7

Explaining how travel insurance works

Page 156

8

Dealing with a travel emergency Page 157

Student worksheet 7 page 166

9

Designing a travel checklist Page 159

The  indicates a computer activity. If you are teaching in a computer lab, the students can do this activity as part of the lesson. If not, you need to set the activity as homework to be done in advance of the lesson.

Travel and transport

Aims

The aims of this topic are to:

- Inform students about their rights and entitlements when using transport.
- Prepare students for travelling, studying or working abroad.

Learning outcomes

By the end of this topic, students should be able to:

1. Apply for a learner permit and driving test.
2. Know some of their responsibilities when driving.
3. List a number of student travel passes and how to apply for them.
4. Apply for a passport.
5. Carry out research on working and studying abroad.
6. Apply for EU health cover (EHIC).
7. Explain how travel insurance works.
8. Deal with a travel emergency.
9. Design a travel checklist.



Background information

Within a class and between schools, students' experience of travel and the opportunities open to them will vary considerably. You will need to select what is relevant to your students and skip what is not.

The material relating to driving regulations in this topic is basic and you should refer to the Road Safety Authority website for more detailed information.



Advance preparation

- Photocopy student worksheets 1-7 on pages 160-166.
- Many activities are computer based so either make sure the students have access to computers or set some activities as homework.





Useful websites

www.citizensinformation.ie

Website managed by the Citizens Information Board giving information about rights and entitlements on all life events which people in Ireland experience. The information is available in several languages.

www.rsa.ie

The Road Safety Authority website covers everything on safe driving and rules of the road as well as resource material to promote safe driving. The information is available in several languages.

www.theorytest.ie

This website provides information on preparing for and booking a driver theory test.

www.studenttravelcard.ie

This website explains how the Student Travelcard works and how to apply for one.

www.spunout.ie

Spunout is a youth-led media initiative covering all aspects of youth information such as health, lifestyle, travel, family, employment. The site hosts a blog, forum and find help option which lists all the services on a county-by-county basis.

www.nyci.ie

The National Youth Council of Ireland is an umbrella group for youth organisations in Ireland. Included on the website is information on a range of things young people can get involved in including volunteering abroad, various awards and campaigns.

www.transport.ie

The website for the Department of Transport. It contains comprehensive and detailed information on all aspects of transport in Ireland.

www.itsyourmoney.ie

This website gives you information on financial products and services to help you make financial decisions.

www.earlydrive.ie

This is the website for the Early Drive Programme which is aimed at helping young people to develop driving skills in a safe, controlled environment.

www.dfa.ie

The website for the Department of Foreign Affairs. It provides information for travellers both to and from Ireland. This ranges from passport applications and advice if you are travelling or getting married abroad to information on visa and citizenship applications for people entering Ireland.

1. Driving in Ireland

Learning outcome

To be aware of some of the rules and regulations relating to learner permits and driving tests.

You need a driving licence to drive on public roads in Ireland. Before you can apply for the licence, you have to go through three steps:

1. Pass the driver theory test.
2. Get a learner permit (formerly called a provisional licence).
3. Pass the driving test.

The activities below explore students' understanding of the driving regulations and learner permits, and deal with how to apply for the driver theory test and driving test.

1.1 The learner permit



Activity

Purpose: Check what students already know about the rules and regulations on driving and learner permits.

How: Start by asking students to work in pairs and complete the student worksheet 1: **Learner permits** without access to the internet. Then either check their answers in a Q&A format or ask them to self-correct by going online.



Student worksheet 1 on page 160

Teacher Worksheet 1

Learner permits

Recommended websites	www.rsa.ie www.citizensinformation.ie www.transport.ie www.spunout.ie	
Statement	True/False	Additional information
You can apply for a learner permit at 17 to drive a car.	True.	
You can drive a tractor at 15.	False.	16 years.
Before getting a learner permit, you have to do a driver theory test.	True.	You need this certificate when applying for the permit.
You can sit your driving test once you get your learner permit.	False.	You have to have a learner permit for 6 months before applying for the test.

Statement	True/False	Additional information
Once you have a learner permit, you can drive away.	False.	You must be supervised by a full licence holder, of 2 years, except in the case of tractors and motor bikes under 300cc.
You need clearly displayed L-plates on the front and back windows.	True.	
You can't drive on the motorway unless you have a full driving licence.	True.	
You have to have an eye test report to get a learner permit.	True.	A completed eyesight report form must accompany all first-time learner permit applications. A registered ophthalmic optician or a registered medical practitioner should conduct the eye test. He or she should then complete the D.502 Eyesight Report form and witness your signed declaration on the form.
Learner permits are issued by the Department of Transport.	False.	The Motor Taxation Office in the local authority.
You can keep renewing your learner permit when it expires.	False.	The learner permit is valid for two years. You can renew it once before having to sit a test.
You can carry passengers on a motorbike with a learner permit.	False.	You must have a full licence for 2 years before carrying passengers.
You can carry passengers on a tractor.	True.	Provided that there is a seat for the person and they have a full driving licence.
The maximum penalty for breaking the rules is €500.	False.	€1000 minimum.

1.2 The driver theory test and driving test

The driver theory test was introduced in Ireland in 2001 to supplement the practical driving test. A motorist must pass the driver theory test before applying for a first learner permit. You can apply to sit the driving test after you have had your learner permit for 6 months.

When you pass your driving test, you will be given a Certificate of Competency. To get your driving licence, you then need to complete the Driving Licence Application Form D.401 (available from your local Motor Taxation Office, Garda station or public library) and submit this with the required documentation to the Motor Taxation Office.



Activity

Purpose: To research the rules on the driver theory test and driving test, and find out how to apply for the tests.

How: Distribute copies of student worksheet 2: ***Driver theory test and driving test.*** Ask students to answer the questions in class or as homework. They should include the website they used in case you need to check for clarification.



Student worksheet 2 on page 161

Teacher Worksheet 2

Driver theory test and driving test

Recommended websites	www.citizensinformation.ie www.theorytest.ie www.transport.ie
Question	Answer
What's the first step you take on the road to passing your driving test?	Pass the driver theory test.
How many questions must you answer correctly to pass the driver theory test?	35 (out of 40 questions).
How do you apply for the theory test?	You can apply online, download an application form, text or phone or pick up a form from a test centre or Motor Taxation Office.
What do you do once you have passed your theory test?	Apply for a learner permit.
Can you drive unaccompanied on a learner permit?	No. At all times you must be accompanied by and under the supervision of someone with a current full driving licence to drive a car.
How do you apply for a driving test?	You can apply online, download an application form or obtain a copy from your local Motor Taxation Office. If you don't apply online, forward your completed application form and fee to the Driver Testing Section of the Road Safety Authority.
List five things you must do in preparation for your driving test?	<ol style="list-style-type: none">1. You must have a current learner permit to sit a driving test.2. Current motor tax and insurance discs and an NCT certificate (if applicable) must be displayed on the vehicle you are using.3. L-plates should be displayed on the front and rear of the vehicle.4. The vehicle should be roadworthy, for example all tyres should have a minimum depth of 1.6mm - the legal thread depth limit for tyres in Ireland.5. Everything should be in perfect working order, e.g. windscreen wipers, indicators, mirrors.6. The interior and exterior of your car should be clean.

2. Some responsibilities of young drivers

Learning outcome

To prompt discussion about some of the legal and moral responsibilities aimed at keeping young drivers and their passengers safe.

At a minimum young people will know that they have to have insurance, but they may not be sure of other responsibilities.



Activity

Purpose: To research what your responsibilities are as drivers.

How: Distribute student worksheet 3: **Responsibilities of drivers**. Ask students to complete the worksheet in class or as homework, using a computer to check the correct answers. They should note the websites they used in case you need to check for clarification.



Student worksheet 3 on page 162

Teacher Worksheet 3

Responsibilities of drivers

Recommended websites	www.rsa.ie www.citizensinformation.ie www.transport.ie www.spunout.ie www.itsyourmoney.ie
Question	Answer
<p>There are three types of car insurance. Explain what each one offers.</p> <ul style="list-style-type: none">➤ Third party cover.➤ Third party, fire and theft.➤ Fully comprehensive.	<p>This pays out for claims that other people make against you for damage or injury caused by your driving.</p> <p>In addition to third party cover, you can claim for loss or damage to your own car as a result of fire or theft.</p> <p>This gives you third party, fire and theft cover and also covers damage to your car, no matter who is to blame. It costs more than basic cover but also usually includes a number of other benefits.</p>
<p>Whose responsibility is to insure and tax a car?</p>	<p>The car owner.</p>
<p>What happens if you drive a car without insurance or tax?</p>	<p>You will be fined, get penalty points and face possible disqualification. The car owner is also committing an offence.</p>
<p>What happens if you withhold or give false information on your insurance?</p>	<p>It is an offence and you will find it very difficult to get insurance again as the insurance companies share this information.</p>
<p>List five safe driving tips for young people.</p>	<p>Wear your seatbelt. Ensure all passengers are wearing seatbelts. Don't drink and drive. Don't speed. Don't carry too many people in the car. Don't text or talk on your mobile phone unless it's hands free. Don't drive with the music volume turned up too high. Don't lose concentration by talking with your passengers.</p>

2.1 Further options for discussion and debate

There is a lot of scope in this area for debate and discussion around safe driving and the behaviour of young drivers. Your students may have views on the current strategies used to encourage safe driving. They will also have their own ideas about what might be useful. Any quibbles about the singling out of young people can be allayed by these sobering statistics:

- Driver error is a contributory factor in 86% of accidents.
- 18 year olds are 3 times more likely to crash than a 48 year old.
- 1 in 5 drivers is involved in an accident in the 1st year of driving.
- Young drivers are held responsible for 55% of accidents.

(source: www.earlydrive.ie)

The RSA website has video testimonials from car crash survivors which would offer further discussion material.



Discussion topics

- Does road safety advertising work?
- If you were Minister for Transport, what would you do to bring down the number of road deaths each year in Ireland?
- What can the Government do to encourage more people to use public transport or cycle?

3. What student travel passes are available for use in Ireland?

Learning outcome

To know where to get online information about student travel passes.

This information relates to full-time students in secondary schools or third level only. If your students already have their cards, skip to the next section.

The Student Travelcard website (www.studenttravelcard.ie) has all the information students will need to know about the travel discount card. The Student Travelcard is Ireland's leading student discount card offering exclusive discounts of up to 40% on Irish Rail, DART, Dublin Bus and Luas services.



Activity

Purpose: Students know where and how to apply for a Student Travelcard.

How: Ask students to log on to the website, www.studenttravelcard.ie, and complete the form. They should look up the FAQs on the site as these will provide them with lots of useful information.

4. Applying for a passport

Specific learning outcome

To know how to apply for a passport.

4.1 Your passport

Check if students already have a passport or need to apply for one. It's worth pointing out that all children now have to have their own passport whereas before they could travel on a parent's passport. Get students to check at home if in doubt.

If they have one or already know the application process, skip to Section 5.

Passport applications can be made directly to the Passport Offices in Dublin or Cork through the post office. This method is known as Passport Express and the advantage is you are guaranteed your passport within 10 working days.

Passport applications can't be downloaded. If you want to go through exactly what's on the form, you can get hold of hard copies at a Garda station, post office or from the Passport Office.



Activity

Purpose: To know some facts about applying for a passport.

How: Distribute copies of student worksheet 4: **Applying for a passport** and ask students to complete it working in pairs. They should refer to the Department of Foreign Affairs website on www.dfa.ie in order to find the answers.



Student worksheet 4 on page 163

Teacher Worksheet 4

Applying for a passport

Recommended website	www.dfa.ie	
Statement	True/False	Additional information
Passports are issued by the Department of Transport.	False.	The Department of Foreign Affairs.
Up to 2004, children under 16 could travel on a parent's passport.	True.	Since 2004, all passport holders must have their own passport. Children included on their parents' passports before 2004 can travel on a parent's passport until their 16th birthday, with some exceptions.
You can travel to the US on your parents' passports if you are under 16 and the passport was issued before 2004.	False.	All people entering the US must have their own passport.
Children aged 3-17 get a 3-year passport.	False.	A 5-year passport. If you are over 18, the passport is valid for 10 years.
You do not need a passport travelling to the UK.	True.	It's advisable to bring one, however. Airlines require you to have valid ID in the form of a passport or driving licence.
Children aged between 16 and 18 can apply for a passport without their parents' consent.	False.	Children under 18 need their parents' consent.
You can apply for a passport at the post office.	True.	It is called Passport Express. An Post and the Passport Office guarantee a 10-day turnaround. There is a fee.

Activity



Purpose: To list 5 requirements which must be fulfilled when applying for a passport for the first time.

How: Using the www.dfa.ie website, ask students to list 5 things they need to have to apply for a passport when under 18 years old.

The responses should include the following:

Application form.	Form has to be signed by a parent and a Garda. The Garda also has to witness the applicant signing the form.
Long form of birth certificate.	
Birth certificate or passport of an Irish citizen parent.	If the child's parents are not Irish citizens, additional documentation will be required.
2 passport-sized photographs.	Garda has to sign the photographs.
Fee.	

5. Visas for working and studying abroad

This section may not be relevant to everyone. If it is something your students are interested in, design the activity to suit the countries they are most likely to travel to.

Learning outcome

To find out what entry requirements exist in certain countries.

Many students avail of the opportunity to study or work abroad. Having the right documentation is essential and thorough preparation can save a lot of hassle in the long run.

Some countries require Irish passport holders to have a visa before travelling. A visa is a permit allowing you to visit, study or work in that country for a specified period of time.

Activity



Purpose: To research student visa requirements for the following countries. Select other countries if more relevant.

How: Distribute student worksheet 5: **Student visas** and ask students to select one, some, or all of the countries and check the visa requirements for studying and working.



Student worksheet 5 on page 164

Teacher Worksheet 5

Student visas

Country	Study	Work
US	If you want to study temporarily, you can apply for an F-1 student visa. In order to be admitted to a school as an F-1 student, you must first be accepted by the school and obtain Form I-20 from the school's foreign student adviser. As a prospective student, you must also submit evidence that you have enough money to pay all school-related expenses and enough money to support yourself for the duration of the academic programme.	Employment-based immigrant visas are divided into 5 preference categories. Most require a permanent offer of employment in the US, a labour certification from the US Department of Labor (DOL) and the filing of an application with USCIS (United States Citizenship and Immigration Services). A person whose occupation requires a labor certification must have pre-arranged employment in the US. For more information on what occupations require a labor certification look up the website, www.dol.gov .
Australia	You must obtain a student visa before you can commence a course of study in Australia. You will be granted a student visa if you wish to undertake a registered course or part of a registered course on a full-time basis. A registered course is an education or training course offered by an Australian education provider who is registered with the Australian government to offer courses to overseas students. For more detailed information on any of the student visas, including information on how to apply, please refer to the website, www.immi.gov.au .	Working Holiday Visa - with this visa you can travel to Australia at any time within a 12-month period from the date the visa is granted. You can stay in Australia for 12 months from the date you first enter the country, and you can leave and re-enter Australia any number of times within the 12 months from the date you first entered the country.
France	You do not need a visa to study in France as it is part of the EU.	You do not need a visa to work in France as it is part of the EU.
Canada	If you are thinking of studying in Canada, you should know not everyone needs a study permit to study in Canada. If you plan to study for less than 6 months, you do not need the student visa. If you plan to study for a longer than 6 months, you will need to make an application for a study permit.	In almost all cases, you must have a valid work permit to work temporarily in Canada. If you apply for a work permit and also need a temporary resident visa, the work permit and the visa will be issued at the same time if your application is approved. You do not need to make a separate application for a temporary resident visa. There are no extra fees for the visa.

6. European Health Insurance Card (EHIC)

Learning outcome

To check your entitlement to a card and know where to apply for one.

Health cover is important when travelling abroad. EU citizens are entitled to public health care for illnesses which arise while visiting a member state if they have a European Health Insurance Card (EHIC). The card holder is entitled to care from a doctor, dentist and/or hospital for illness that may occur while they are travelling.

If you have an EHIC issued in Ireland but are not an Irish citizen, it is advisable to check that the country you are visiting will accept your EHIC.

6.1 Who is entitled to a European Health Insurance Card (EHIC) and what are they entitled to?



Activity

Purpose: To check who is entitled to an EHIC and what they are entitled to.

How: Ask students to complete student worksheet 6: *Applying for an EHIC* referring to www.citizensinformation.ie to find the answers to the questions.



Student worksheet 6 on page 165

Teacher Worksheet 6

Applying for an EHIC

Recommended website	www.citizensinformation.ie
Question	Answer
Who is entitled to an EHIC?	Anyone ordinarily resident in an EU member state.
Can you apply if you were not born in the EU?	Yes, if you are legally resident in the EU.
What are you entitled to?	Necessary care from a doctor, dentist or hospital that arises during a temporary stay.
Can you travel for a procedure?	The EHIC does not entitle you to travel for a medical procedure.
Can you apply for a family card?	No. Every family member needs their own card.
How much is the card?	It's free.
How long is it valid for?	Two years. It is not automatically renewed.
Can you apply for it online?	Only if you have an existing Drugs Payment Scheme Card or a medical card. Otherwise you can download a form online and post it back, or get a form at your local health centre.

7. Travel insurance

Learning outcome

To know why travel insurance is important and to assess what you might need.



7.1 Class discussion on insurance

Ask students what is covered by travel insurance and list the answers on the blackboard. Remember that nearly everything can be insured against so don't be surprised if someone says "against terrorist acts." It's true!

However the more common things include:

- Cancellation due to illness or other unforeseen circumstances.
- Loss or damage of luggage.
- Loss of passport.
- Loss of or injury to limbs due to an accident.
- Special travel arrangements home if ill/injured.
- Loss of life.
- Legal expenses.
- Loss of personal money.
- Loss of personal items.

Ask the students whether they think insurance is necessary or not?

7.2 Deciding on insurance

There was a time when travellers bought insurance every time they booked their flight or holiday. Today there are many more cost-effective options to choose from. Ask students do they know of any.

Examples

- Multi-trip insurance which lasts a year.
- Insurance specific to certain travel such as skiing.
- Existing insurance policies may include travel.

When taking out insurance, it's important to know exactly what is covered and what isn't. The mantra is "read the small print."

8. What to do when things go wrong while you are travelling

Learning outcome

To know what steps to take when unexpected problems arise while travelling.

Start by asking students what sort of problems they have experienced when travelling. The sorts of things that can happen range from the inconvenient, such as delayed flights, missed connections or losing baggage to more serious things such as a serious illness or accident, having passport, money or possessions stolen or even being attacked.

The reality is that we don't dwell on the negative side of travel so the likelihood of knowing what to do the minute something happens is pretty remote. This exercise may seem academic but you never know!

It's important to distinguish between problems that are your responsibility to deal with and those which are serious and where you may need some assistance.

Activity

Purpose: To suggest ways to deal with problems that can arise when travelling.

How: Ask students to work in pairs and come up with one or more ways to deal with the problems described in student worksheet 7: ***Dealing with problems when travelling*** and, where possible, look at how to prepare for the unexpected.



Student worksheet 7 on page 166

Teacher Worksheet 7

Dealing with problems when travelling

Problem	Dealing With It	Preparing For It
Passport out of date and flying tomorrow.	Only option is to go personally to the Passport Office in Cork or Dublin.	Always check well in advance.
Flight delayed.	Relax. If your flight is delayed by a certain amount, you may be able to get a full refund.	Have essentials in your hand luggage.
Losing passport when away.	Inform the police. Contact the embassy or consulate. If there isn't an Irish consulate, go to an EU one.	Travel with passport photos and a photocopy of your passport and travel tickets. And obviously keep them separate from the original. It could be worthwhile keeping a set of photocopies at home in case you need them sent.
Money stolen.	Inform the police. Organise funds to be transferred to you.	Keep bank cards separate from cash. If one is taken, you'll have something to fall back on.
Serious accident.	If alone, always let people know where you're going.	Keep some form of ID on you at all times. Make sure you have adequate travel insurance.
Being arrested.	Ask to be put in contact with the embassy or consulate immediately. If there isn't an Irish consulate, any EU one will do.	

9. Designing a travel checklist

Learning outcome

To design a travel checklist for students travelling abroad.



Activity

Purpose: To distribute a travel checklist to all students in the school.

How: Start by identifying all the items which could be included and then pool all the suggestions. Then get students to agree the content and work in pairs or teams to design the checklist. Choose a winner or select the best ones and copy and make available.

Examples could include:

To do	My notes
Check that passport is within date.	
Photocopy passport.	
Apply for an EHIC.	

Learner permits

Recommended websites

www.rsa.ie
www.citizensinformation.ie
www.transport.ie
www.spunout.ie

Statement	True/ False	Additional information you want to include
You can apply for a learner permit at 17 to drive a car.		
You can drive a tractor at 15.		
Before getting a learner permit, you have to do a driver theory test.		
You can sit your driving test once you get your learner permit.		
Once you have a learner permit, you can drive away.		
You need clearly displayed L-plates on the front and back windows.		
You can't drive on the motorway unless you have a full driving licence.		
You have to have an eye test report to get a learner permit.		
Learner permits are issued by the Department of Transport.		
You can keep renewing your learner permit when it expires.		
You can carry passengers on a motorbike with a learner permit.		
You can carry passengers on a tractor.		
The maximum penalty for breaking the rules is €500.		

Driver theory test and driving test

Recommended websites

www.citizensinformation.ie
www.theorytest.ie
www.transport.ie

Question	Answer
What's the first step you take on the road to passing your driving test?	
How many questions must you answer correctly to pass the driver theory test?	
How do you apply for the theory test?	
What do you do once you have passed your theory test?	
Can you drive unaccompanied on a learner permit?	
How do you apply for a driving test?	
List five things you must do in preparation for your driving test?	

Responsibilities of drivers

Recommended websites

www.rsa.ie
www.citizensinformation.ie
www.transport.ie
www.spunout.ie
www.itsyourmoney.ie

Question

Answer

There are three types of car insurance. Explain what each one offers.

- ➡ Third party cover.
- ➡ Third party, fire and theft.
- ➡ Fully comprehensive.

Whose responsibility is to insure and tax a car?

What happens if you drive a car without insurance or tax?

What happens if you withhold or give false information on your insurance?

List five safe driving tips for young people.

Applying for a passport

Recommended website www.dfa.ie

Statement	True/False	Additional information you want to include
Passports are issued by the Department of Transport.		
Up to 2004 children under 16 could travel on a parent's passport.		
You can travel to the US on your parents' passports if you are under 16 and the passport was issued before 2004.		
Children aged 3-17 get a 3-year passport.		
You do not need a passport travelling to the UK.		
Children aged between 16 and 18 can apply for a passport without their parents' consent.		
You can apply for a passport at the post office.		

Student visas

Use your computer to find out the student visa regulations for studying and working in the countries on the worksheet.

Country	Study	Work
US		
Australia		
France		
Canada		

Applying for an EHIC

Recommended website

www.citizensinformation.ie

Question	Answer
Who is entitled to an EHIC?	
Can you apply if you were not born in the EU?	
What are you entitled to?	
Can you travel for a procedure?	
Can you apply for a family card?	
How much is the card?	
How long is it valid for?	
Can you apply for it online?	

Dealing with problems when travelling

Working in pairs, discuss each problem and then come up with a solution and a way of forward planning which might prevent the problem happening or make it easier to solve.

Problem	Dealing with it	Preparing for it
Passport out of date and flying tomorrow.		
Flight delayed.		
Losing passport when away.		
Money stolen.		
Serious accident.		
Being arrested.		

