

Do the state exams in Irish

Use the Irish version of your name and your address

Apply in Irish for your passport

Apply in Irish for your driving licence

Do your business with the state in Irish



Language Rights

A Resource for Teachers

with the support of

An Chomhairle um Oideachas
Gaeltachta & Gaelscolaíochta



Acknowledgements

The Office of An Coimisinéir Teanga would like to thank all those who helped us develop this educational resource, especially:

- An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta and its chief executive, Muireann Ní Mhóráin.
- The Department of Arts, Heritage and the Gaeltacht
- Conor Harrison, Professional Development Service for Teachers , the Department of Education and Skills.
- The teachers who developed the material:
 - Máire Ní Chléirigh, Gaelcholáiste Reachrann, Donaghmede, Dublin 13.
 - Siobhán Uí Loideáin, Scoil Chuimsitheach Chiaráin, An Cheathrú Rua, Co. Galway.
 - Máire Gearóidín Ní Sheabhleáin, Clifden Community School, Clifden, Co. Galway.
- The principals, teachers and students of the schools that participated in the pilot scheme in 2010.
- Acadamh na hOllscolaíochta Gaeilge for their work on the pilot project
- Nuacht TG4, in particular Micheal Lally, Eimear Ní Chonaola, JoAnne Ní Dhomhnaill, Maidhc Mac Conmara, Ken Fogarty, Dave Fenwick and Breandán Delap.
- The Coronas for the song *Éist a Ghrá*.
- Orla Nic Suibhne (Seachtain na Gaeilge).
- Gráinne O'Carroll of Dough Productions for the short film *Yu Ming is ainm dom*.
- Others who also gave advice or assistance.

Educational Resource of the Office of An Coimisinéir Teanga

I am very pleased to introduce this bilingual educational resource. I hope that both teachers and students will find it useful and enjoyable.

We have provided this material, with the support of An Chomhairle um Oideachais Gaeltachta agus Gaelscoilaíochta, for use in the Junior Certificate Civic, Social and Political Education (CSPE) course, with the aim of improving students' understanding of language rights.

Irish is the national language of this country and has been spoken here for at least 2,000 years. It is also the oldest written language in northern Europe that still survives as a spoken community language. However, Irish is not the most commonly spoken language in this country and, notwithstanding its status as our first official language, it is under pressure as are many other lesser used languages throughout the world.

The Irish language is of fundamental importance to the identity of the Irish people and it plays a central role in our culture. We also have a duty to protect the language as part of world heritage.

It falls to the people of this country to keep our national language alive. This can be done by making sure we create a place and a space for it in the life of the country rather than having it marginalised or sidelined. It is important that, as part of the educational system, young people are given a chance to develop their understanding of language rights and that they are made aware of the importance of protecting and promoting our national language.

The language rights of the people are confirmed in the Constitution of Ireland and also in various pieces of legislation, in particular in the Official Languages Act 2003. The Office of An Coimisinéir Teanga was established under that Act to protect the language rights of the public. One of the functions of the Office is to provide advice to the public about those rights.

Consequently, we have developed this series of lessons on language rights as an educational resource for teachers and students of the CSPE course. It provides an insight into language rights generally and Irish language rights in particular, in the overall context of human rights. The material has been prepared bilingually and it includes a teacher's manual, posters, CD Rom, DVD of video clips and online resources (www.coimisineir.ie).

I hope that this educational resource will encourage debate on language rights among students and will improve their understanding of this important subject. I hope it will also help them develop their sense of identity as citizens of a country which has two official languages, Irish and English.

I would like to take this opportunity to thank sincerely all those who helped in the development of this resource; particular individuals are listed in the section entitled 'Acknowledgements' but many others also facilitated the project by giving advice and other forms of assistance.

I hope that students will benefit from and enjoy learning more about language rights.

Seán Ó Cuirreáin

An Coimisinéir Teanga

In the Box

The following resources are provided in the teacher's box:

- Teacher's booklet.
- DVD of the video clips for Lessons 2, 3, 4, 6 and 8.
- CD Rom of the teacher's booklet.
- Matching cards for Lesson 1 (6 boxes).
- Cards about nationality for Lesson 2 (1 box).
- Task Cards about Martians for Lesson 2 (in the plastic wallet).
- Task Cards in foreign languages for Lesson 3 (in the plastic wallet).
- 2 posters for Lesson 5.
- 2 posters for Lesson 7.
- 1 poster for Lesson 8.

This material is also available at www.coimisineir.ie/schools.

Additional information is available at www.coimisineir.ie.

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Lesson 1



Universal Declaration of Human Rights (UDHR)

Aim: Students will understand the Universal Declaration of Human Rights (UDHR).

Learning Outcomes:

At the end of this lesson, students will be able to:

- Recognise the UDHR.
- Explain why the UDHR exists.
- Recognise and name 5 rights that are protected by the UDHR.
- Recognise the articles from the UDHR regarding nationality i.e. Articles 2, 15 and 19.

Article 2:

Every person has the right to be free of discrimination, regardless of race, gender, skin colour, language, religion or opinions, family background, social or economic status, birth or nationality.

Article 15:

Every person has the right to a nationality, the right to have it recognised and the right to change it.

Article 19:

Every person has the right to freedom of opinion and the right to express that opinion.

Requirements for the Class:

- A set of matching cards to be given to each group of 5 students in the class.
 - There are 6 sets of matching cards in small boxes labelled 'Lesson 1'.
 - There are 20 cards with text and 20 cards with pictures in each small box.
 - Each card is numbered so that the teacher can ensure the 40 cards are put back in each box at the end of the lesson.
 - The cards are matched in the correct order in this booklet in order to assist the teacher.
- A copy of the UDHR to be photocopied by the teacher for every student. A summary of the UDHR is provided in this booklet.
- A copy of the Homework Sheet to be photocopied by the teacher for every student. The Homework Sheet is provided in this booklet.

Start of Class:

1. Divide the students into groups of five and give a set of matching cards to each group. Ask the students to match the pictures with the text.

Development of Class:

2. Ask each group to name one right and to show the corresponding picture. Briefly discuss any issue that arises as a result of another group choosing a different right statement to accompany that same picture.
3. Question the students about the importance of these rights.
4. Explain the UDHR to the students. Tell them that these rights are so important that they are protected by a document called the Universal Declaration of Human Rights. Give each student a copy of the UDHR and ask them to look specifically at Articles 2, 15 and 19.

End of Class:

5. Homework: The Homework Sheet is to be given to each student.

Teacher's Notes:

In 1941 during World War II, US President Franklin D. Roosevelt said that the necessary conditions for peace were freedom of speech, religious freedom, freedom from want and freedom from fear.

Between 1942 and 1944, the leaders of the main powers met to create a new organisation which would bring together the states of the world. The organisation which was established was called the United Nations.

Between 1946 and 1948, the United Nations struggled to write the Universal Declaration of Human Rights. It took a lot of time to agree a document which recognised the different political, economic and cultural systems of the United Nations.

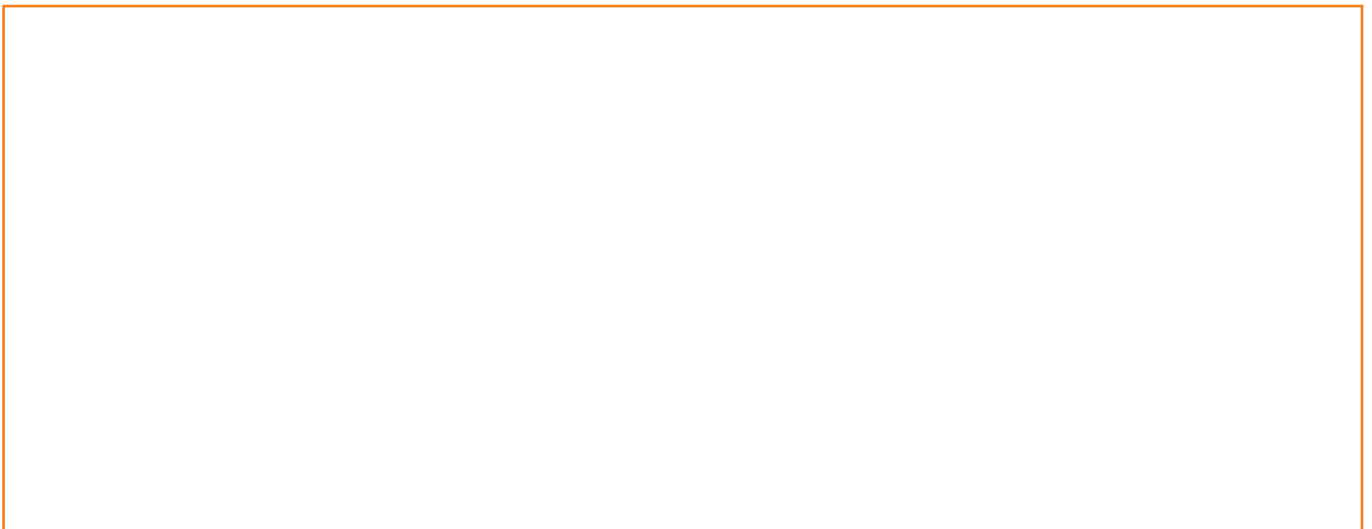
On 10 December 1948, the General Assembly of the United Nations ratified the UDHR. Eight countries abstained from the vote.

Homework for Lesson 1

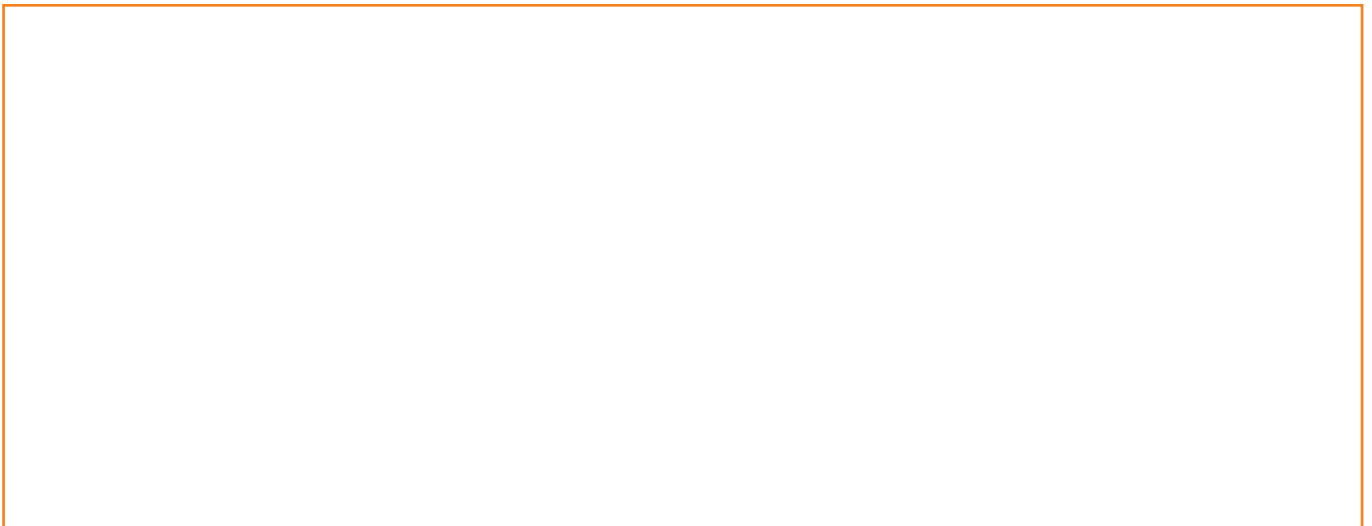
Draw or glue pictures in the boxes below to illustrate these three Articles from the UDHR.



Article 1: Everyone has the right to self-determination, to determine freely their political status and to pursue their economic, social and cultural development.



Article 15: Everyone has the right to a nationality.



Article 19: Everyone has the right to freedom of opinion and expression.


Universal Declaration of Human Rights

EVERYONE:

1. Is born in freedom, equality and dignity.
2. Has the right not to be discriminated against on any basis.
3. Has the right to life and to live in freedom and safety.
4. Has the right to liberty/freedom.
5. Has the right not to be hurt or tortured.
6. Has the right to recognition before the law.
7. Has the right to equality and to equal protection before the law.
8. Has the right to ask for legal help when one's rights are not respected.
9. Has the right not to be subjected to unjust arrest or detention.
10. Has the right to a fair and public trial.
11. Has the right to be presumed innocent until proven guilty.
12. Has the right to privacy.
13. Has the right to freedom of movement.
14. Has the right to asylum.
15. Has the right to a nationality.
16. Has the right to marry.
17. Has the right to own property.
18. Has the right to freedom of thought, conscience and religion.
19. Has the right to freedom of opinion and expression.
20. Has the right to freedom of assembly and association.
21. Has the right to take part in government.
22. Has the right to social security.
23. Has the right to work.
24. Has the right to rest and leisure.
25. Has the right to an adequate standard of living.
26. Has the right to education.
27. Has the right to participate in the cultural life of the community.
28. Must respect the social order that is necessary for all these rights to be available.
29. Must respect the rights of others, the community and public property.
30. Nobody may interpret this Declaration in a way that could endanger any of the rights and freedoms of others.

Matching Cards

Ceacht Lesson 1



Religion


Everyone has a right to practice their religion

1

1 = L


↔

Ceacht Lesson 1



L

Ceacht Lesson 1



Rest + Leisure

Everyone has a right to rest and leisure

2

2 = M


↔

Ceacht Lesson 1



M

Ceacht Lesson 1



Property

Everyone has a right to own property

3

3 = G


↔

Ceacht Lesson 1



G

Ceacht Lesson 1



Possessions

Everyone has a right to own possessions

4

4 = O

↔

Ceacht Lesson 1



O

Ceacht Lesson 1



Differences

Everyone is free and equal

5

5 = E

↔

Ceacht Lesson 1



E


Ceacht Lesson 1

School

Everyone has a right to attend school

6



$$6 = K$$


Ceacht Lesson 1

K




Ceacht Lesson 1

Health Care

Everyone has a right to health care

7



$$7 = I$$


Ceacht Lesson 1

I





Ceacht Lesson 1

Marriage

Everyone has a right to marry

8



$$8 = J$$


Ceacht Lesson 1

J




Ceacht Lesson 1

Government

Everyone has a right to participate in the government of their country

9



$$9 = P$$


Ceacht Lesson 1

P




Ceacht Lesson 1

Protest

Everyone has a right to protest

10



$$10 = F$$


Ceacht Lesson 1

F



Ceacht Lesson 1

Opinions

Everyone has freedom of speech

11

11 = R

Ceacht Lesson 1

R

Ceacht Lesson 1

Nationality

Everyone has a right to nationality

12

12 = H

Ceacht Lesson 1

H

Ceacht Lesson 1

Conscience

Everyone has a right to use their reason and conscience

13

13 = N

Ceacht Lesson 1

N

Ceacht Lesson 1

Voting

Everyone has a right to participate in elections

14

14 = S

Ceacht Lesson 1

S

Ceacht Lesson 1

Education

Everyone has a right to education

15

15 = T

Ceacht Lesson 1

T

Ceacht Lesson 1

Kindness

Everyone has a right to care and love

16

 $16 = D$


Ceacht Lesson 1

D

Ceacht Lesson 1

Travel

Everyone has a right to travel

17

 $17 = C$


Ceacht Lesson 1

C

Ceacht Lesson 1

Justice

Everyone has a right to equality before the courts

18

 $18 = U$


Ceacht Lesson 1

U

Ceacht Lesson 1

Gatherings

Everyone has a right to meet with other people

19

 $19 = Q$


Ceacht Lesson 1

Q

Ceacht Lesson 1

Employment

Everyone has a right to work

20

 $20 = B$


Ceacht Lesson 1

B

Lesson 2

Identity, Nationality and Culture of the Individual

Aim: Students will understand the importance of the identity, nationality and culture of the individual.

Learning Outcomes:

At the end of this lesson, students will be able to:

- Recognise the Articles from the Universal Declaration of Human Rights (UDHR) which relate to the recognition of nationality i.e. Articles 2, 15 and 19.
- Recognise and understand aspects of identity/nationality.
- Understand the importance of identity.

Requirements for the Class

- A set of 30 cards with pictures about nationality.
 - The 30 cards are in a small box and are labelled 'Lesson 2'.
 - The students are to be divided into groups of 5 and 5 cards are to be given to each group.
 - Each card is numbered so that the teacher can ensure the 30 cards are put back in the box at the end of the lesson.
 - The cards are listed in this booklet in order to assist the teacher.
- A set of 6 task cards about Martians.
 - The 6 task cards are in the plastic wallet and are labelled 'Lesson 2'.
 - Give 1 task card to each group of 5 students.
 - Each task card is numbered so that the teacher can ensure the 6 task cards are put back in the plastic wallet at the end of the lesson.
 - The task cards are listed in this booklet in order to assist the teacher.
- A copy of the Universal Declaration of Human Rights (UDHR) for every student. The students should have kept this from Lesson 1.
- A copy of the Homework Sheet to be photocopied by the teacher for every student. The Homework Sheet is provided in this booklet.
- DVD which gives an insight into Irish national identity. The video clip entitled 'Lesson 2' on the DVD is to be shown to the class.

Start of Class:

1. Question the students about the UDHR:
 - Do you remember what the letters UDHR mean?
 - What is the Declaration about?
 - Can you mention and explain any statement from the Declaration?
 - Ask the students to show their homework from Lesson 1 to the class.

2. Divide the class into groups of 5 and give 5 pictures to each group from the set of 30 cards, labelled Ceacht/Lesson 2, in the small box. Ask the students to select a picture and to discuss it with their group.

3. The teacher must make the connection between the pictures by careful questioning. The following questions may be written on the blackboard or whiteboard.
 - What image do you have?
 - Which country does that image come from or relate to?
 - Were you ever in that country or do you have relatives or friends there?
 - What is it that connects all the pictures?

The students should conclude that they are all related to culture/nationality.

Development of Class:

4. Give 1 Martian task card to each group of 5 students and tell them that they have 10 minutes to complete the task.

5. Get feedback from the different groups. Write the answers on the whiteboard.

6. Explain to the students that cultural symbols are very important to us because they help us to understand our identity. Cultural symbols are found in every country in the world. Cultural and national identity is so important that it is protected in the UDHR.

End of Class:

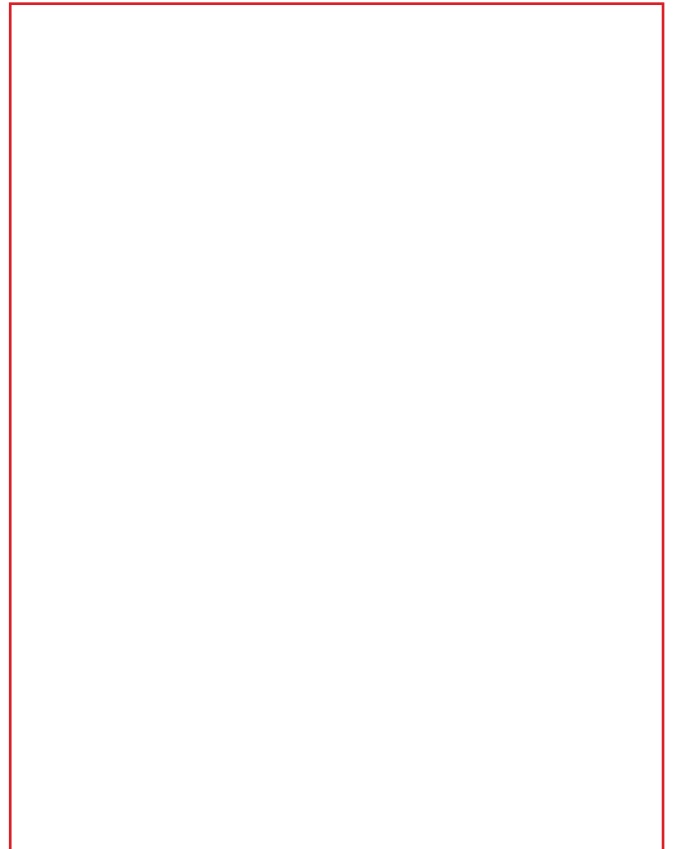
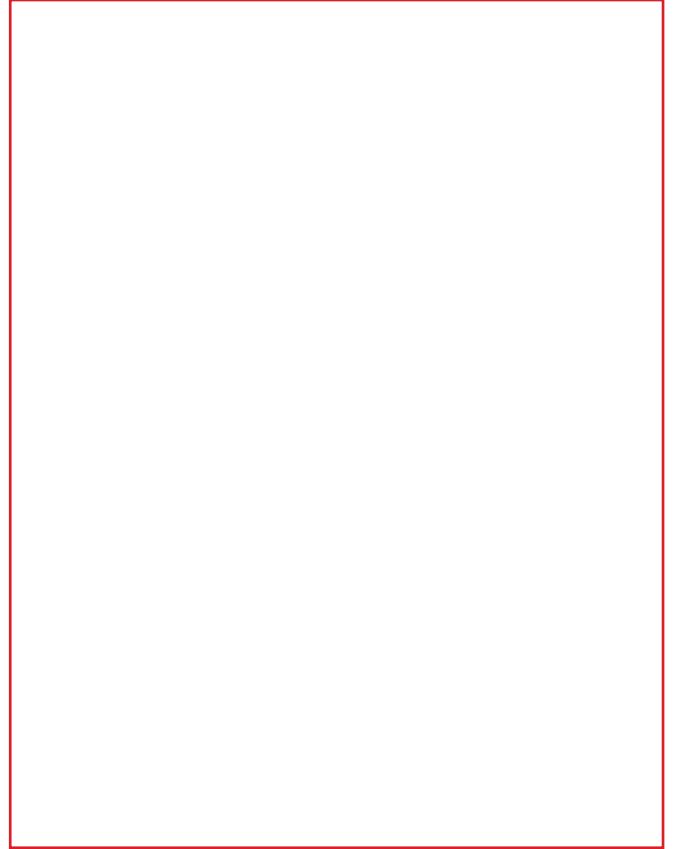
7. Ask the students to look back at the handout of the UDHR from Lesson 1. Direct the students to focus on Articles 2, 15 and 19 in particular.

8. Show the class the DVD, Lesson 2, *Our country, our language, our culture* or in Irish, *Ár dtír, ár dteanga, ár gcultúr* which is produced by Nuacht TG4/RTÉ. This short video, to the soundtrack of *Éist a Ghrá* by the Coronas, includes segments on music, history, politics and sport and gives an insight into Irish national identity. The video lasts 3 minutes but it may need to be played twice.

9. Homework: The Homework Sheet is to be given to each student.

Homework for Lesson 2

Choose a country which was not mentioned in class today. Draw or glue pictures in these boxes which show the cultures and customs of that country.



Here are the cards which depict symbols relating to nationality.



Ireland



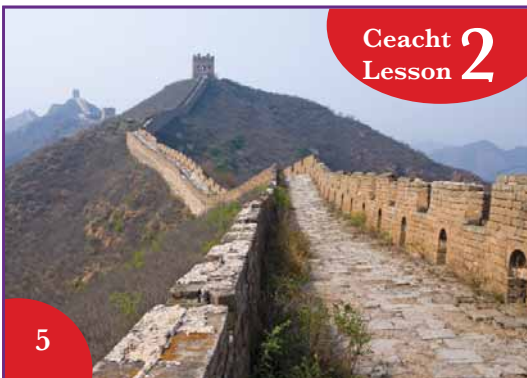
Finland



Italy



Italy



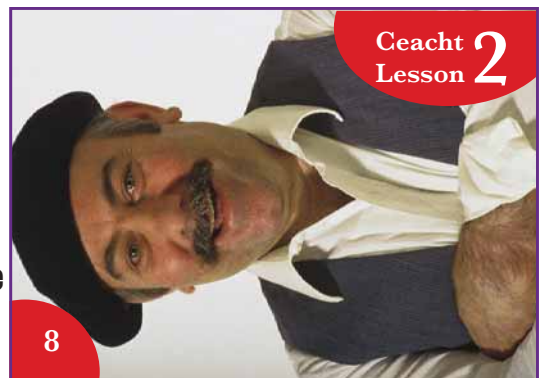
China



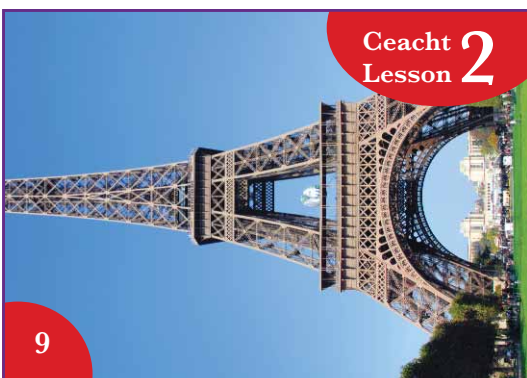
China



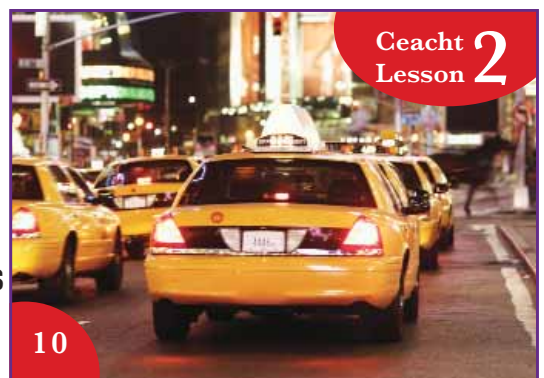
Norway



France



France



United States



Ceacht Lesson 2

11

United States



Ceacht Lesson 2

12

Russia



Ceacht Lesson 2

13

Russia



Ceacht Lesson 2

14

Canada



Ceacht Lesson 2

15

Australia



Ceacht Lesson 2

16

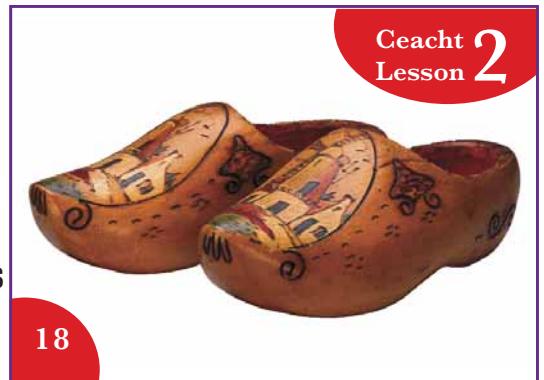
Spain



Ceacht Lesson 2

17

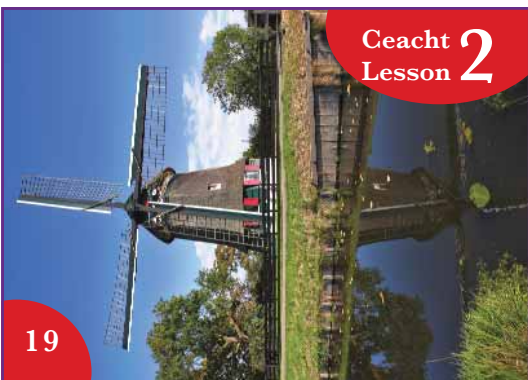
Greece



Ceacht Lesson 2

18

Netherlands



Ceacht Lesson 2

19

Netherlands



Ceacht Lesson 2

20

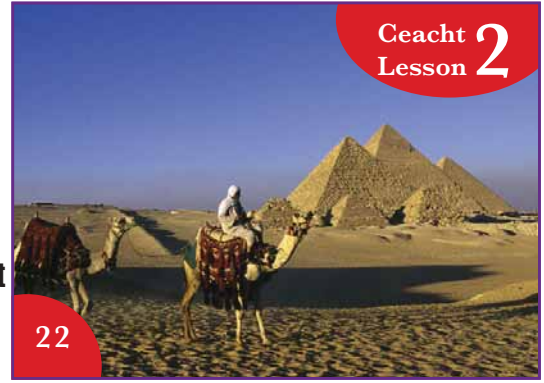
Japan



Ceacht Lesson 2

21

Japan



Ceacht Lesson 2

22

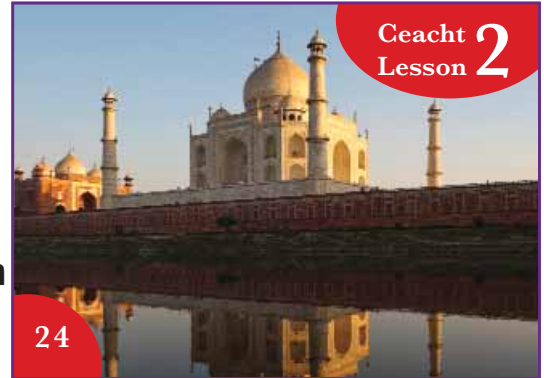
Egypt



Ceacht Lesson 2

23

Scotland



Ceacht Lesson 2

24

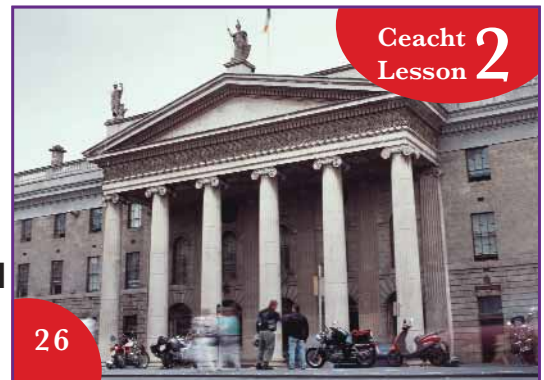
India



Ceacht Lesson 2

25

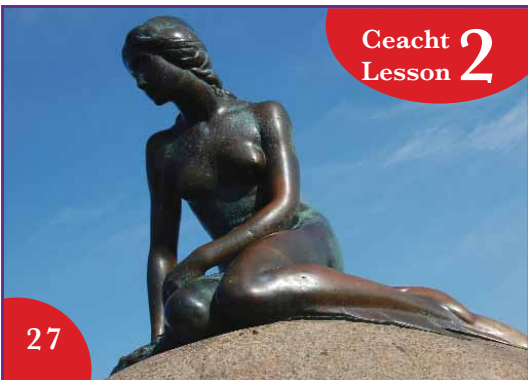
India



Ceacht Lesson 2

26

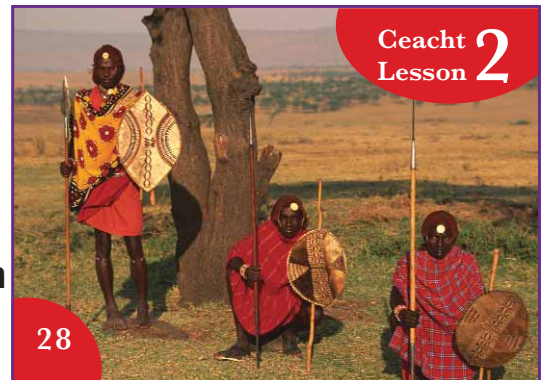
Ireland



Ceacht Lesson 2

27

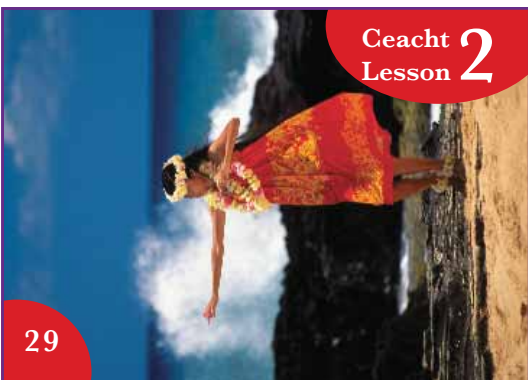
Denmark



Ceacht Lesson 2

28

Kenya



Ceacht Lesson 2

29

Hawaii

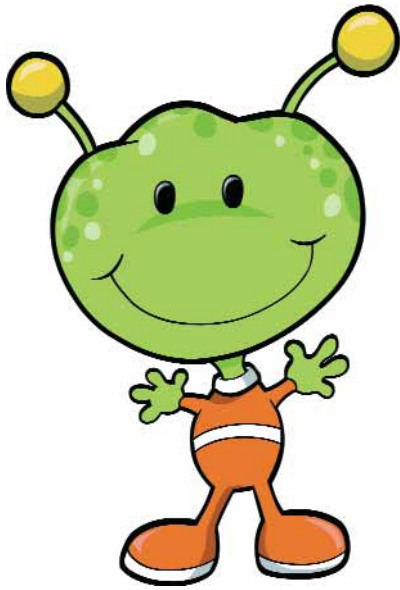


Ceacht Lesson 2

30

England

Here are the task cards relating to the Martians.



Ceacht
Lesson 2

Task Card 1: Martians and Culture

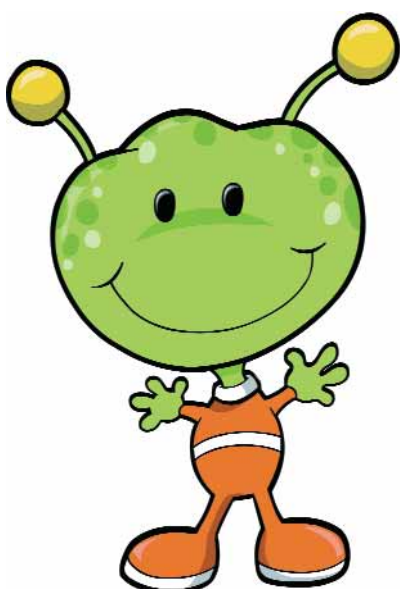
Imagine that you are a Martian who has landed in Ireland. You leave the spaceship to gather information about the Irish people. You have to send a report back to the spaceship. Write the report that you would send back regarding Irish culture.



Ceacht
Lesson 2

Task Card 2: Martians and Food

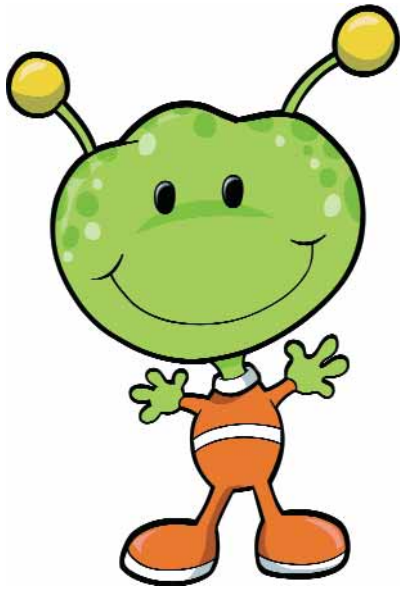
Imagine that you are a Martian who has landed in Ireland. You leave the spaceship to gather information about the Irish people. You have to send a report back to the spaceship. Write the report that you would send back regarding Irish food.



Ceacht
Lesson 2

Task Card 3: Martians and Sport

Imagine that you are a Martian who has landed in Ireland. You leave the spaceship to gather information about the Irish people. You have to send a report back to the spaceship. Write the report that you would send back regarding Irish sporting activities.



Ceacht Lesson 2

Task Card 4: Martians and Pastimes

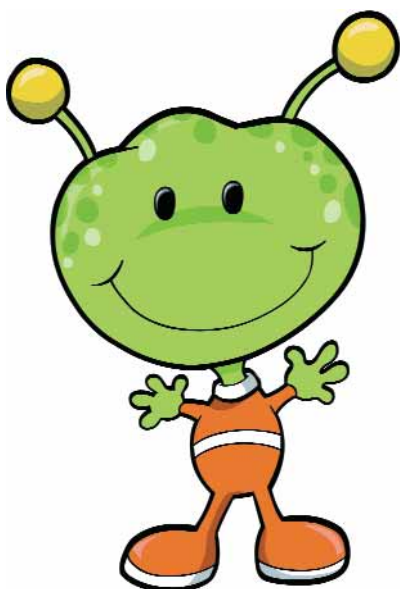
Imagine that you are a Martian who has landed in Ireland. You leave the spaceship to gather information about the Irish people. You have to send a report back to the spaceship. Write the report that you would send back regarding the pastimes of Irish people.



Ceacht Lesson 2

Task Card 5: Martians and Signs/Symbols

Imagine that you are a Martian who has landed in Ireland. You leave the spaceship to gather information about the Irish people. You have to send a report back to the spaceship. Write the report that you would send back regarding the symbols or important signs of Ireland.



Ceacht Lesson 2

Task Card 6: Martians and History

Imagine that you are a Martian who has landed in Ireland. You leave the spaceship to gather information about the Irish people. You have to send a report back to the spaceship. Write the report that you would send back regarding the history of Ireland.

Lesson 3

Yu Ming Is Ainm Dom

Aim: Students will understand the importance of language and of understanding languages.

Learning Outcomes:

At the end of this lesson, students will be able to:

- Understand the importance of language so as to get the full picture or story.
- The challenges that arise when people don't understand the primary language of the country.

Requirements for the Class:

- Two sets of task cards in foreign languages with pictures and without pictures.
 - The 32 task cards are in the plastic wallet and are labelled 'Lesson 3'.
 - There are 8 task cards without pictures and 8 task cards with pictures in each set.
 - There are 2 sets of task cards so that there are enough to divide the class into pairs.
 - Each task card is numbered so that the teacher can ensure the 16 x 2 task cards are put back in the plastic wallet at the end of the lesson.
 - The task cards are listed in this booklet in order to assist the teacher.
- A copy of the Homework Sheet to be photocopied by the teacher for every student. The Homework Sheet is provided in this booklet.
- DVD of the short film *Yu Ming Is Ainm Dom*. The video clip entitled 'Lesson 3' on the DVD is to be shown to the class.
 - The duration of the short film, which is mostly in Irish, is 13 minutes.
 - There are two versions of the short film, *Yu Ming is ainm dom*, or in English, *My Name is Yu Ming*, on the DVD. You can select the version **without subtitles in English** by choosing "Gaeilge" at the beginning of the DVD or you can select the version **with subtitles in English** by choosing "English".

Start of Class:

1. Start the class with a game of Chinese Whispers.
 - Give a sentence to one student.
 - The student whispers the sentence to the next student.
 - The game continues until every student in the class has heard the sentence.
 - The last student says the sentence out loud.
 - Ask the first student who was given the sentence to say it out loud to see whether it has changed during the game.
 - Start the game again with a new sentence.
 - At this stage, focus the students' attention on the difficulties associated with communication i.e. hearing, paying attention to and understanding the message.
 - What were the difficulties? Why? Imagine if you could not understand the message because of a language barrier.

Development of Class:

2. Divide the class into pairs. Give a task card **without pictures** to each pair of students. Student A must tell student B what message is on the card. Each pair of students must agree what the message is and write it down in English.
3. Now give a task card **with pictures** to each pair of students. Student A must tell student B what message is on the card. Each pair of students must agree what the message is and write it down in English. This should be easier this time because there are pictures on these task cards.
4. Discuss the difficulties the students had understanding the messages in foreign languages, with and without the pictures.
5. Read out the messages in English to the students. They are listed in English in this booklet for the teacher. Ask the students to think about the difficulties which people have getting services when they do not speak the primary language of the country.
6. Discuss the importance of respecting people's right to speak their chosen language, including the right of people to speak Irish, the national language of Ireland.
7. Discuss the importance of ensuring Irish survives as a community language in the Gaeltacht.

End of Class:

8. Show the DVD of the short film *Yu Ming is ainm dom* to the class.
What was the message of the film?
9. Homework: The Homework Sheet is to be given to each student.

Homework for Lesson 3

A language challenge which you experienced

Think about a situation, maybe when you were on holidays, when you tried to give your opinion or when you needed to get a service and you did not speak the primary language of the country.

Mention the situation.

.....

.....

.....

How did you feel?

.....

.....

.....

How were you in danger because of your lack of understanding?

.....

.....

.....

As someone who did not speak the primary language of the country, what could have helped you in this situation?

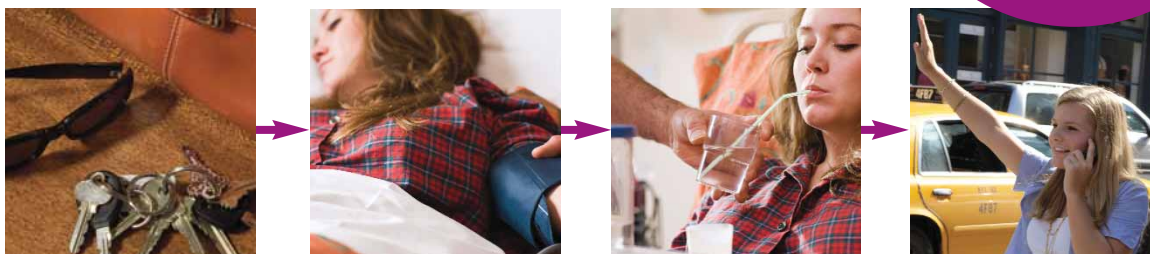
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Cás 1 / Case 1

Ceacht
Lesson 3

I have left my bag at home. My keys are locked inside the house. My friend has a key but she is at the hospital because she has had an accident. Could you drive me to the hospital please?

1a Polish

Zostawiłem swoją torbę w domu i nie mam pieniędzy. Klucze również zostały w domu. Moja znajoma ma klucz, ale przebywa teraz w szpitalu, ponieważ uległa wypadkowi. Czy mógłby mnie Pan/Pani zawieźć do szpitala?

1b Chinese

我的包忘在家里了，身上没有带钱。钥匙也锁在了家里。我朋友有一把钥匙，但是她出了意外，现在在医院里。请问您能开车送我去医院吗？

Cás 2 / Case 2

Ceacht
Lesson 3

I would like to make an appointment with the doctor. I have a sore leg for the last two days and cannot walk. I cannot come to the surgery in the morning because I will not have a lift until the afternoon.

2a Swahili

Ningependa kupanga miadi na daktari. Nina mguu wenye uchungu kwa siku mbili zilizopita na siwezi kutembea. Siwezi kwenda kwa upasuaji asubuhi kwa sababu sitapata gari hadi jioni.

2b German

Ich möchte einen Termin beim Arzt vereinbaren. Mein Bein tut seit zwei Tagen weh und ich kann nicht gehen. Morgens kann ich nicht zur Operation kommen, da mich erst am Nachmittag jemand mitnehmen kann.

Cás 3 / Case 3

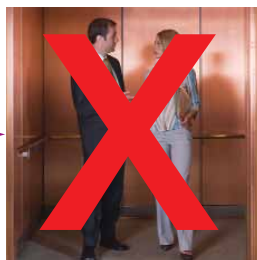
Ceacht
Lesson 3

Your daughter has missed ten days at school this month. We would like you to come to the school and discuss this matter at ten o'clock on Friday morning.

3a Filipino Hindi nakapasók sa paaralan ang iyong anak na babae ng sampung araw sa buwang ito. Nais namin kayong pumunta sa paaralan at talakayin ang usaping ito sa ganap na alas diyos nang umaga ng Biyernes.

3b French Votre fille a manqué l'école pendant dix jours durant le mois. Nous aimerions que vous veniez à l'école vendredi matin à dix heures afin d'en discuter.

Cás 4 / Case 4

Ceacht
Lesson 3

In case of fire, do not use the elevator. The door on the fourth floor is locked. You should exit to the left from this room.

4a Hindi आग लगने पर एलिवेटर का इस्तेमाल न करें। चौथे तल का दरवाजा बंद है। आपको इस कमरे के बाईं तरफ से निकलना चाहिए।

4b Welsh Os bydd tân, peidiwch â defnyddio'r lifft. Mae'r drws ar y pedwerydd llawr dan glo. Dylech ddefnyddio allanfa chwith yr ystafell hon.



Lesson 4

The advantages and the challenges of multilingualism

Aim: To investigate the various challenges faced if you don't speak the primary language of the country.

Learning Outcomes: At the end of this lesson, students will understand the advantages of being able to speak a variety of languages and the challenges faced if you don't have that opportunity.

Requirements for the Class:

- DVD of the vox pops which are in Irish. The video clip entitled 'Lesson 4' on the DVD is to be shown to the class.
 - There are two versions of the vox pops on the DVD. You can select the version **without subtitles in English** by choosing "Gaeilge" at the beginning of the DVD or you can select the version **with subtitles in English** by choosing "English" at the beginning of the DVD.
 - The text of the vox pops is provided in this booklet.
- A copy of the Worksheet to be photocopied by the teacher for every student. The Worksheet is provided in this booklet.

Start of Class:

1. Ask the students to watch the DVD of the vox pops.

Development of Class:

2. Distribute a copy of the Worksheet to each student.
3. Ask the students to watch the DVD again and to complete the worksheets.
4. Ask them to state the similarities between the different examples.
5. Are there any similarities between these examples and the examples discussed in Lesson 3?
6. Define the difficulties that people have if they don't speak the primary language of the country. What about the advantages of being able to speak various languages?

End of Class:

7. Homework: Ask the students to list 5 countries in which more than one language is spoken. They must list the various countries and the various languages which are spoken in those countries.

Teacher's Notes:

The teacher should explain the following points to the students:

- There are over 6,500 languages spoken throughout the world and many of these are in danger of being lost.
- There are particular countries in which more than one language is widely spoken, for example Canada, Belgium and Switzerland.
- There are other countries in which lesser used languages are spoken, for example Irish in Ireland, Welsh in Wales and Scots Gaelic in Scotland.
- While Irish is a lesser used language in Ireland, it is the first official language under the Irish Constitution. English is the second official language in Ireland under the Constitution.
- Irish is spoken as a community language in Gaeltacht areas in 7 counties: Donegal, Mayo, Galway, Kerry, Cork, Waterford and Meath.
- For many others throughout the country, Irish is their language of choice. Irish is taught in all schools and in the last census over 1.6 million people said that they could speak Irish.

Vox pops:

This is the text in English, for the teacher, of the vox pops which are on the DVD.

Vox pop 1

My name is Niamh. I have lived in Belgium with my family for a few years since my mother got a job here.

It was very hard for me at school in the beginning because I had no French. I had problems understanding the teachers. I had to spend a lot of time translating my school books before I could do my homework.

Although people in school were very friendly, it was hard to make friends at the start because I had no French but, little by little, I managed to learn French and now I have loads of friends at school.

I'm delighted that my family came to live in Belgium. I now have fluent French and I love using it!

Vox pop 2

My name is Pádraig. Last year I went on a camping holiday to Spain with my family. I really enjoyed it. The weather was great. The campsite was near the beach and I went swimming every day.

But I had a bad experience one day when I got a jellyfish sting on my foot – I will never forget it – the pain was terrible.

My Dad had to take me to the doctor but it was hard to explain to the doctor what was wrong with me because we couldn't speak Spanish. In the end, we managed to explain to the doctor what had happened and I got the medicine I needed. But had we been able to speak Spanish, it would have been much easier to deal with the doctor.

Vox pop 3

My name is Zina. My family came from Brazil to live in Dublin a few years ago.

It was very hard for me at the start because I wasn't able to understand anything in school and it was difficult to make friends. When I came home from school, I wasn't able to understand much on TV either.

I'm very interested in music and I wanted to learn the piano. My mother found a music teacher for me but I had problems understanding her. My mother had to come to the piano lessons with me and help me to understand the teacher.

But things are much better now. I don't have any problems now understanding people in this country. But I also think it's great that I have my own native language from Brazil. That is what we speak at home.

Vox pop 4

My name is Séamus. I live in the Gaeltacht in Co. Galway. We speak Irish at home and when I started going to school, I had very little English.

When I was younger, I had a stammer and I had to get help from a speech therapist. Unfortunately, there was no speech therapist with Irish available to help me and the classes were in English. My mother used to come to the classes to help me understand the speech therapist.

Even though I had problems when I was younger because I spoke Irish only, I love being able to speak my own language as well as English. I speak Irish with my family and friends and enjoy watching young people's programmes on TG4 but I have to say that there are lots of places where Irish is still not very welcome.

Worksheet for Lesson 4

Vox Pop 1

What is her name?

What were the challenges she had with a language she didn't understand?

.....
.....

What are the advantages to her of being able to speak more than one language?

.....
.....

Vox Pop 2

What is his name?

What were the challenges he had with a language he didn't understand?

.....
.....

Vox Pop 3

What is her name?

What were the challenges she had with a language she didn't understand?

.....
.....

What are the advantages to her of being able to speak more than one language?

.....
.....

Vox Pop 4

What is his name?

What were the challenges he had with a language he didn't understand?

.....
.....

What are the advantages to him of being able to speak more than one language?

.....
.....

What difficulties does he still have?

.....
.....

Lesson 5

Language Rights Charter

Aim: That students will understand language rights, especially the official Language Rights Charter from the Office of An Coimisinéir Teanga (Office of the Irish Language Commissioner).

Learning Outcomes: At the end of the class, students will understand:

- What a Language Rights Charter means.
- They will be able to draft their own Charter.
- They will know about the official Language Rights Charter from the Office of An Coimisinéir Teanga.

Requirements for the Class:

- White paper and markers for the students.
- A large poster of the official *Language Rights Charter* to be hung in the classroom. This poster is in the teacher's box and it's also provided in this booklet.
- A large poster of *Our Class Language Rights Charter* with no text. This Charter is to be hung in the classroom and completed by the teacher based on ideas from the students. This poster is in the teacher's box and it's also provided in this booklet.

Start of Class:

1. Remind the students about the stories they watched on the vox pops in Lesson 4 and discuss these stories briefly.

Development of Class:

2. Ask the students to think of 4 language rights themselves and to write them down.
3. After a few minutes, ask the students to form pairs. Give the pairs time to discuss together the rights which they have written and then ask them to agree 5 language rights between them.
4. Then divide the students into groups of six. Ask them to look at all the language rights which have been written by every pair in the group. The group must agree on 5 – 7 language rights.
5. Give each group a blank sheet and markers. Each group must design their own Language Rights Charter.
6. When all the Charters are finished, ask a pupil from each group to hang their Charter on the wall and give them an opportunity to look at the ideas from the different groups.
7. Put the large poster of *Our Class Language Rights Charter* without text on the wall. This Charter is to be written by the teacher in the class based on ideas from the pupils.

End of Class:

8. Before the end of the class, the teacher can hang the official *Language Rights Charter* from the Office of An Coimisinéir Teanga on the wall also.

Teacher's Notes:

The Office of An Coimisinéir Teanga (Office of the Irish Language Commissioner) was established under the Official Languages Act 2003 to monitor compliance of public bodies with the provisions of that Act.

The main objective of the Act is to ensure better availability and a higher standard of public services through Irish. The Act provides specific language rights for members of the public and places statutory obligations on public bodies to provide certain services in Irish.

The Office of An Coimisinéir Teanga is charged with investigating complaints in relation to non-compliance of public bodies with the provisions of the Official Languages Act 2003 or with any other enactment relating to the status or use of Irish. Other functions of the Office include the provision of advice to the public regarding their language rights under the Act and to public bodies regarding their language duties under the Act.

The Office of An Coimisinéir Teanga may be contacted as follows if you wish to obtain further information on the Official Languages Act or the work of the Office:

An Coimisinéir Teanga, An Spidéal, Co. na Gaillimhe

Phone: 091 504 006 Lo-call: 1890 504 006

eolas@coimisineir.ie www.coimisineir.ie

LANGUAGE RIGHTS CHARTER

Your language rights are protected under the Irish Constitution and under the Official Languages Act.

Ceacht
Lesson 5

Irish Constitution

Article 8 of the Constitution says:

As the national language, Irish is the first official language.
English is the second official language.

Official Languages Act:

These are your language rights under the Official Languages Act:

Reply in Irish

You have a right to get a reply in Irish to a letter or email in Irish to public bodies.

Acts of the Oireachtas

You have a right to be able to get Acts of the Oireachtas at the same time in both Irish and English.

Irish in the Courts

You have a right to use Irish in any court.

Mailshots

You have a right to get mailshots from public bodies at the same time in both Irish and English. Mailshots contain general information sent to the public.

Key documents in Irish

You have a right to be able to get important documents such as annual reports from public bodies at the same time in both Irish and English.

Stationery

You have a right to expect that notepaper used by public bodies is in both Irish and English.

Advice

You can get advice from our Office about your language rights.

Recorded Oral Announcements

You have a right to expect to hear recorded oral announcements by public bodies in both Irish and English, for example on phones.

Signage

You have a right to expect that signs put up by public bodies are in both Irish and English.

Irish in the Houses of the Oireachtas

TDs and Senators have a right to use Irish in the Houses of the Oireachtas.

Services agreed under language schemes

You have a right to get more services in Irish as agreed in language schemes by public bodies. Under language schemes, public bodies agree to provide many more services in Irish besides those listed here.

Complaints

Our Office will investigate if you have a complaint about your language rights.

OUR CLASS LANGUAGE RIGHTS CHARTER

Ceacht 5
Lesson 5



Lesson 6

Office of An Coimisinéir Teanga

Aim: That students will be informed about the Office of An Coimisinéir Teanga (Office of the Irish Language Commissioner) and that they will understand the work done by the Office.

Learning Outcomes: At the end of the lesson, students will understand:

- The work of the Office of An Coimisinéir Teanga.
- The way in which the Irish language is protected by law.

Requirements for the Class:

- DVD of the drama which is in Irish. The video clip entitled 'Lesson 6' on the DVD is to be shown to the class.
 - There are two versions of the drama on the DVD. You can select the version **without subtitles in English** by choosing "Gaeilge" at the beginning of the DVD or you can select the version **with subtitles in English** by choosing "English" at the beginning of the DVD.
 - The text in English of the drama is provided for the teacher in this booklet.
- A copy of the Worksheet to be photocopied by the teacher for every student. The Worksheet is provided in this booklet.
- Markers and white paper for the students.
- A large poster of the official *Language Rights Charter* to be hung in the classroom. This poster is in the teacher's box.
- A large poster of *Our Class Language Rights Charter* to be hung in the classroom. This Charter was compiled by the class during Lesson 5.

Start of Class:

1. At the start of the lesson, remind the students about the work done last week on Our Class Language Rights Charter. Draw the students' attention to the official Charter from the Office of An Coimisinéir Teanga and to the protection given to the Irish language in the Irish Constitution.

Development of Class:

2. Tell the students that they will be watching a drama which shows the work of the Office of An Coimisinéir Teanga and that they will be completing a worksheet based on it.
3. Show the DVD to the class.
4. Distribute the Worksheet to each student and show the DVD again.
5. Go through the answers which the students have given on the worksheets.

End of Class:

6. Divide the class into groups and give each group a task, for example:
 - Design a poster giving information about the Office of An Coimisinéir Teanga and showing how to contact it.
 - Design an information leaflet showing the various steps which the Office of An Coimisinéir Teanga follows when it receives a complaint.
 - Compose a suitable slogan for the Office of An Coimisinéir Teanga.
 - Design a suitable DVD cover for the Office of An Coimisinéir Teanga.
 - Write a drama about a complaint which the group has about language rights.

Drama about the Office of An Coimisinéir Teanga

This is the text in English of the drama on the DVD.

Introduction:

An Coimisinéir Teanga: “Seán Ó Cuirreáin is my name. I was appointed by the President of Ireland as the first Coimisinéir Teanga in 2004. I hope you’ll enjoy this short drama which gives an insight into the work of this Office.”

Scene 1:

The complainant is walking into a public office to get an identity card in Irish.

Áine: “Hello. I would like to get an identity card in Irish, please.”

Oifigeach: “I’m sorry, I’ve no Irish. How can I help you?”

Áine: “Oh! So I suppose you want me to speak in English then. I’d like to get an ID card in Irish please.”

Oifigeach: “Right, well, you’ll have to fill out one of these forms but I’m not sure that the card will be in Irish.” (She gives a form in English to Áine)

Áine: “Can I get this form in Irish please?”

Oifigeach: “I don’t think we have them in Irish.”

Áine: “Oh! Well, you see, I really need this ID card as soon as possible and I can’t wait for you to get the Irish version.”

Oifigeach: “Well, do you want to give me your details and I can input them straight into the computer. What’s your name please?”

Áine: “Áine de Búrca.”

Oifigeach: “What’s that in English?”

Áine: “My name is in Irish. I don’t use the English version of it.”

Oifigeach: “How do you spell it?”

Áine: “Áine de Búrca.”

Oifigeach: “OK. I think I’ve got that. I do have to tell you though that our computer system which creates the ID card doesn’t necessarily deal with the fada.”

- Áine: “Ok, well I’m very unhappy about this; that means my name is going to be spelled incorrectly on the card.”
- Oifigeach: “Well there’s not much I can do about that.”
- Áine: “Well, I think I’m going to have to make a complaint then.”

Scene 2:

Áine is seen walking out of the office and phoning the Office of An Coimisinéir Teanga. Niamh who works in the Office of An Coimisinéir Teanga answers the phone. Niamh is seen sitting at her computer holding the phone.

- Niamh: “Hello. This is the Office of An Coimisinéir Teanga. Niamh speaking.”
- Áine: “Hello. My name is Áine de Búrca. I was trying to get an identity card in Irish but I wasn’t able to. What can be done about this?”
- Niamh: “I will put you through to Sinéad Ní Chathasaigh and Sinéad will be able to deal with your complaint.”
- Áine: “That’s great. Thank you very much.”

Scene 2B:

Sinéad is seen in her office answering the phone.

- Sinéad: “I understand that you wish to make a complaint”.
- Áine: “I was trying to get an identity card in Irish with my name on it in Irish but I wasn’t able to. They didn’t have the application form in Irish either”.
- Sinéad: “Can you send me all the information please?”
- Áine: “I will send you an email. What is your email address?”
- Sinéad: “Send the email to eolas@coimisineir.ie. Please give me all the information about what happened and I will contact the public body about it. I will get back to you when I have investigated your complaint.”
- Áine: “Thank you very much. Goodbye for now.”

Scene 3:

An office scene with a computer and files on the table. The public body’s Irish language officer, Diarmuid Mac Eoin, is sitting opposite Séamus Ó Conghaile from the Office of An Coimisinéir Teanga.

- Séamus: “Hello, I am Séamus Ó Conghaile from the Office of An Coimisinéir Teanga.”
- Diarmuid: “Hello, Séamus, I am Diarmuid Mac Eoin, the Irish Language Officer for this public company.”
- Séamus: “It’s nice to meet you Séamus. My role in the Office of An Coimisinéir Teanga is to ensure that the language scheme is implemented correctly. Now it’s clear from my enquiries that you have made progress in relation to providing services in Irish. However, there are still difficulties.”
- Diarmuid: “Well, the website is in Irish and in English. The application forms and the information leaflets are available in Irish and English and certain offices provide counter services in Irish.”

They are seen talking to one another and ticking a list now and again.

- Séamus: “On another matter, a complaint was made to the Office of An Coimisinéir Teanga by a secondary school student who had difficulties when she tried to get an identity card in Irish. The complainant could not get an application form in Irish and she was told that your computer system could not manage the síneadh fada.”
- Diarmuid: “Well, the application forms should be available in Irish and English. I will have to enquire about the computer system; I’m not too sure about that.”
- Séamus: “Also, she noticed that the signs in the office were in English only.”
- Diarmuid: “The signs should be bilingual.”
- Séamus: “Yes they should. Under the Official Languages Act public companies must ensure that their signs are available (in Irish or) in Irish and in English.”
- Diarmuid: “Well, as I said, I will get back to you about all this.”

Scene 4:

Áine is seen with a friend.

- Áine: “Look. I got my identity card in the post today. It’s completely in Irish.”
- Ristead: “That’s great. I must get my identity card. Have they spelt your name correctly?”
- Áine: “Yes. Believe it or not, everything is correct on the card, even my name!”

Teacher’s Notes:

Public bodies must comply with their direct duties under the Official Languages Act, which are as follows:

- Reply to letters or emails in Irish.
- Issue mailshots at the same time in Irish and English. Mailshots contain general information sent to the public.
- Provide important documents such as annual reports at the same time in Irish and English.
- Put up signs in Irish and English.
- Use stationery in Irish and English.
- Use recorded oral announcements in Irish and English, for example on phones.

In addition to the direct duties under the Act, public bodies must also comply with additional duties under language schemes. A language scheme is a statutory language plan which describes the services in Irish which the public body provides (e.g. one to one service, website, application forms etc) and how these services will be developed over a three year period.

The Office of An Coimisinéir Teanga monitors public bodies to ensure that language schemes are implemented.

Worksheet for Lesson 6

1. What difficulties did Áine de Búrca have when she tried to get an identity card in Irish?

2. What complaint did Áine de Búrca have?

3. What did Sinéad Ní Chathasaigh ask Áine to do?

4. What role has the man from the Office of An Coimisinéir Teanga, Séamus Ó Conghaile?

5. Name THREE things the public body has done to implement its language scheme?

6. How was Áine's complaint resolved?

Lesson 7

The Irish language around us

Aim:

Students will be encouraged to be aware of the importance of languages and to respect the language rights of others.

Students will be able to make the connection between what they have learned to date and the use of Irish in their own environment.

Learning Outcomes: Students will be able to see the Official Languages Act in force on a daily basis.

Requirements for the Class:

- Coloured markers and white paper for the students.
- A large poster about signage to be hung in the classroom. This poster is in the teacher's box and it is also provided in this booklet.
- A large poster about stationery to be hung in the classroom. This poster is in the teacher's box and it is also provided in this booklet.
- A copy of the Worksheet to be photocopied by the teacher for every student. The Worksheet is provided in this booklet.
- Cards to be given to every group. The cards are provided in this booklet.
- A blackboard or whiteboard for the teacher.

Start of Class:

1. Write the following instructions on the board regarding stationery and signage.

These are the directions for stationery and signage for public bodies under the Official Languages Act:

- The text in Irish shall appear first.
- The text in Irish shall be as prominent as the text in English.
- The letters in the text in Irish shall not be smaller than those in English.
- Do not shorten a word in the Irish text unless you also shorten the word in the English text.
- Spellings must be correct.
- The text can be in Irish only but the text cannot be in English only.
- The text in Irish shall communicate the same information as the text in English.

Instead of writing these directions on the board, the teacher could explain the directions by showing the posters to the students.

Development of Class:

2. Give out the Worksheet to the students and ask them to find the mistakes.
3. Correct the mistakes with the students.
4. Divide the students into groups and ask them to design stationery or signage which would be appropriate for specific public bodies. They must adhere to the directions given to them at the start of the class under the Official Languages Act.
5. Give each group a card which provides information about specific public bodies and for whom they have to design stationery or signage. Examples are given in this booklet regarding particular public bodies but the teacher could decide to use examples of local public bodies, e.g. the hospital, the Vocational Education Committee, the local authority, the Garda station, the library, the courthouse or the students could design stationery or signage for the school.

End of Class:

6. Put the students' work on display in the classroom beside the posters about signage and stationery.

Teacher's Notes:

Irish has been spoken here for about 2,000 years. It is the national language of Ireland and a core part of our identity. Like all other languages, it is an important part of world heritage and like many other lesser used languages, it is in a vulnerable position.

The Official Languages Act was introduced to ensure better availability and a higher standard of services in Irish and to increase its visibility.

The Official Languages Act applies to public bodies. It does not apply to private bodies.

This means that public bodies must adhere to the Official Languages Act. The Office of An Coimisinéir Teanga monitors public bodies to ensure that they are adhering to the Act.

Around 650 public bodies come under the Act, including government departments, local authorities, third level institutions, Vocational Education Committees, An Garda Síochána and the Health Service Executive.

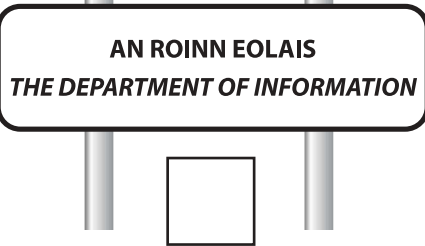
There are particular rules under the Official Languages Act regarding stationery and signage. The reason for this is to ensure that public bodies make prominent use of the Irish language in their stationery and signage.

Worksheet for Lesson 7

Are these signs correct or incorrect?

Put ✓ in the box if the sign is correct or ✗ if it is incorrect.

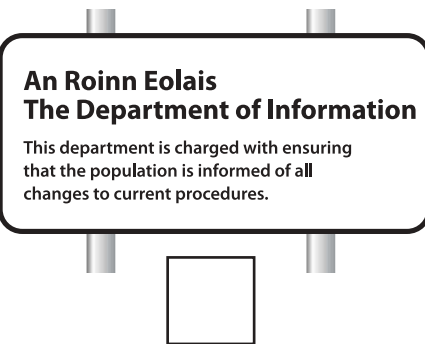
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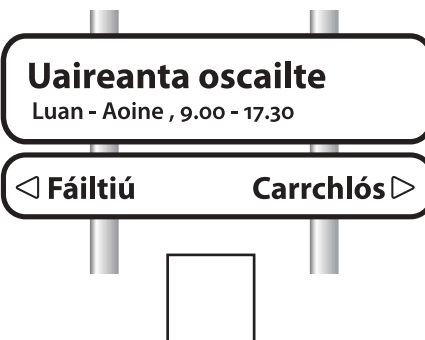
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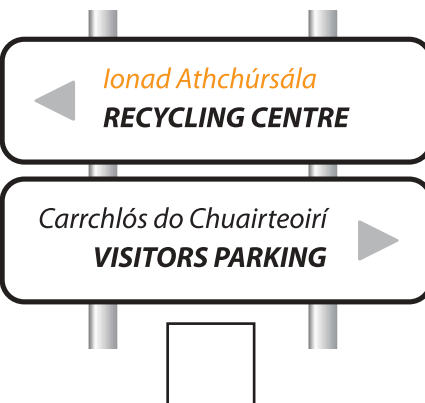
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6



7



8



Answers to worksheet on page 43

1. Correct – The text in Irish appears first; it is as prominent, visible and legible as the text in English and it communicates the same information.
2. Incorrect – A word in the text in Irish is abbreviated while that word is not abbreviated in the text in English (Comh. should read Comhairle)
3. Incorrect – The text in Irish does not convey the same information as the text in English.
4. Incorrect – The text can be in Irish only but the text cannot be in English only.
5. Correct – The text can be in Irish only.
6. Incorrect – Incorrect spelling (the sign should read Bealach Éalaithe not Bealach Éalite).
7. Incorrect - The text in Irish is not as prominent, visible or legible as the text in English.
8. Correct - The text in Irish appears first; it is as prominent, visible and legible as the text in English and it communicates the same information.

Cards for Lesson 7

These cards should be cut up by the teacher and 1 card in Irish and in English should be given to each group so that they can design appropriate stationery and signage for the public body listed on the card.

<p>Cléireach na Dála Tithe an Oireachtais Teach Laighean Baile Átha Cliath 2</p>	<p>The Clerk of the Dáil Houses of the Oireachtas Leinster House Dublin 2</p>
<p>Oifig an Ombudsman do Leanaí Teach na Mílaoise 52-56 Sráid na Trá Móire Baile Átha Cliath 1</p>	<p>Ombudsman for Children's Office Millennium House 52-56 Great Strand Street Dublin 1</p>
<p>Raidió Teilifís Éireann Domhnach Broc Baile Átha Cliath 4</p>	<p>Raidió Teilifís Éireann Donnybrook Dublin 4</p>
<p>An Bainisteoir Contae Comhairle Contae na Gaillimhe Áras an Chontae Cnoc na Radharc Gaillimh</p>	<p>The County Manager Galway County Council County Buildings Prospect Hill Galway</p>
<p>An Phríomh-Oifig Staidrimh Bóthar na Sceiche Airde Corcaigh</p>	<p>Central Statistics Office Skehard Road Cork</p>
<p>Institiúid Teicneolaíochta Bhaile Átha Luain Bóthar Bhaile Átha Cliath Baile Átha Luain Co. na hIarmhí</p>	<p>Athlone Institute of Technology Dublin Road Athlone Co. Westmeath</p>
<p>Ollscoil na hÉireann, Maigh Nuad Maigh Nuad Co. Chill Dara</p>	<p>National University of Ireland, Maynooth Maynooth Co. Kildare</p>

SIGNAGE RULES

UNDER THE OFFICIAL LANGUAGES ACT

Ceacht 7
Lesson 7



STATIONERY RULES

UNDER THE OFFICIAL LANGUAGES ACT

Ceacht 7
Lesson 7

Name of public body
provided bilingually

Comhairle Contae Thiobraid Árann Thuaidh
North Tipperary County Council



Irish appears first

Oifigi Cathartha, Bóthar Luimnigh, An tAonach, Contae Thiobraid Árann.
Civic Offices, Limerick Road, Nenagh, Co. Tipperary.

Irish as prominent
as English

Irish text as large
as English text

Le dea-mhéin
with compliments

Comhairle Contae Thiobraid Árann Thuaidh
North Tipperary County Council



Oifigi Cathartha, Bóthar Luimnigh, An tAonach,
Co. Thiobraid Árann.
Civic Offices, Limerick Road, Nenagh, Co. Tipperary.

Fón:
Telephone: 067-44500
Gréasán Web: www.tipperarynorth.ie
Leathanach Aertel Aertel Page: 622

Facs:
Fax: 067-33134

The same
information
in Irish and
in English



Fón/Phone: 067-44500

Facs/Fax: 067-33134

Gréasán/Web: www.tipperarynorth.ie

'ag obair leis an bpobal'

'working with the community'

Motto bilingual
or in Irish only

Lesson 8

Revision and Exam Questions

Aim:

To give students information about the type of questions on the exam paper.

Learning Outcomes: Students will have seen a publication from the Office of An Coimisinéir Teanga and will have practised sample exam questions.

Requirements for the Class:

- DVD of the TV advertisement used by the Office of An Coimisinéir Teanga. The video clip entitled 'Lesson 8' on the DVD is to be shown to the class.
 - The comedian Des Bishop is on the TV advertisement which lasts 30 seconds and is in Irish only.
 - The translation of the advertisement into English is provided in this booklet.
- A large poster entitled "Would you like to make more use of your Irish?" to be hung in the classroom.
- The Information Leaflet is to be photocopied by the teacher for every student. The Information Leaflet is provided in this booklet and as a poster in the teacher's box.
- The Worksheet entitled *Exam Questions* is to be photocopied by the teacher for every student. The Worksheet is provided in this booklet.

Start of Class:

1. Ask the students to watch the DVD of the TV advertisement.
Talk to them about what they've seen in the advert.

TV advertisement for the Office of An Coimisinéir Teanga.

The text provided is a translation.

Irish is a living, modern language.

The opportunities to use it with public bodies are increasing all the time.

If you would like further information about your language rights, the Office of An Coimisinéir Teanga is there to help you.

It's your choice to speak it.

It's your right to use it.

An Coimisinéir Teanga.

Protecting language rights.

Development of Class:

2. Give every student a copy of the information leaflet.
3. Give every student a copy of the worksheet entitled *Exam Questions*.

End of Class:

4. Ask the students to answer the exam questions.

Teacher's Notes:

The photo in the Exam Questions is that of Seán Ó Cuirreáin, An Coimisinéir Teanga. He was seen in the introduction to the drama on the DVD which was shown for Lesson 6.

The Office of An Coimisinéir Teanga may be contacted as follows if you wish to obtain further information on the Official Languages Act or the work of the Office:

An Coimisinéir Teanga, An Spidéal, Co. na Gaillimhe

Phone: 091 504 006 Lo-call: 1890 504 006

eolas@coimisineir.ie www.coimisineir.ie

Information Leaflet for Lesson 8

WOULD YOU LIKE TO MAKE MORE USE OF YOUR IRISH?

Ceacht
Lesson **8**

**IRISH IS A LIVING MODERN LANGUAGE.
IT'S YOUR CHOICE TO SPEAK IT.
IT'S YOUR RIGHT TO USE IT.**

**Do the state
exams in Irish**

**Use the Irish version
of your name
and your address**

**Apply in Irish
for your
passport**

**Apply in Irish
for your
driving licence**

**Do your
business with the
state in Irish**



An Coimisinéir Teanga, An Spidéal, Co. na Gaillimhe
Phone: 091 504 006 Lo-call: 1890 504 006
eolas@coimisineir.ie www.coimisineir.ie

PROTECTING LANGUAGE RIGHTS

Worksheet for Lesson 8: Exam Questions

SECTION ONE

1. Who published this leaflet?

2. What is the main message of the leaflet?

.....

3. What rights have you in relation to using Irish?

.....

4. How can you contact this Office?

.....

SECTION TWO

1. Who is this person?



2. The Office of An C T
is the name of the Office that protects language rights.

3. Language Rights are protected by the O L Act.

4. Give examples of two actions which your school could take to promote language rights:

.....

.....

.....

.....

.....

SECTION THREE

Your class has been learning about rights and responsibilities as part of CSPE, with particular emphasis on language rights.

- a. Write a short speech for a school assembly explaining why language rights are important. Give 3 reasons in your answer.

- b. Apart from addressing the school assembly, describe 3 ways that your class could make people aware of language rights?

- c. Name and explain 2 skills which you and your classmates could use when informing people about language rights.

Action Projects

This part of the course gives students the opportunity to implement the information from the classes in an action project.

LEARNING OUTCOMES

At the end of this course, students will be able to undertake action projects with particular emphasis on language rights.

LIST OF ACTION PROJECTS

1. Compose a language rights charter for the class.
2. Organise an exhibition about the use of Irish around the school.
3. Celebrate Europe Day on 9 May or European Day of Languages on 26 September. Of course, the celebration can be organised on any date.
4. Compile a booklet for use in the school library.
5. Organise a visit from the Office of An Coimisinéir Teanga.

NOTES FOR TEACHER

- The project can be undertaken during the course. It is not necessary to wait until all lessons are completed.
- One of the projects listed above is described step by step here and recommendations are made for the four other projects.
- Students may have other suggestions for action projects which can also be used once the approach listed here is followed.
- The action projects should be linked to the lessons on language rights awareness which students have been studying.
- The entire class should work on the same project.

ORGANISATION OF ACTION PROJECTS

- Students should be divided into groups of various committees. Each committee should comprise about 3 students.
- Each student on the various committees should be given a specific task.
- Each committee will have to write a report about their role in the project.
- Every week, each committee will have to report to the class on the work they have undertaken to date and what they have yet to do.
- Every student in the class will have to keep a record of the work undertaken while the project is ongoing.

1. Language Rights Charter for the Class

Aim:

That students will be able to compose a charter of language rights for their class.

Research Committee:

This group will conduct research about the language rights which are necessary for the class.

Questions Committee:

Once the research has been completed, this group will compile a questionnaire for other students in the school to find out about the language rights they want and feel they don't currently have.

Survey Committee:

This group will carry out a survey of other students in the year or in the school to obtain the relevant information about language rights from them.

Results Committee:

This group will compile all the results from the survey and will provide the information to the Art Committee.

Art Committee:

This group will design posters based on the results of the survey.

List of Rights:

- Right to use your own language.
- Right to see signs in your own language.
- Right to get services in your own language.
- Right to have books available in your own language.

2. Exhibition about the use of Irish around the school

Notes for Teacher:

- This exhibition may be displayed in the school or used for an Open Day in the school.
- In this example, we are using phrases in Irish but any other language may also be used, for example any other language which the students learn or speak in school.

Aim:

To inform students about the Irish phrases they can use around the school.

Learning Outcome:

That the students will be able to use Irish phrases around the school.

Permission Committee:

This group will seek permission from the school principal to organise an exhibition in the school. They will talk first to the school secretary to make an appointment to meet the principal.

Publicity Committee:

This group will arrange a meeting with the Student Council and make a list of phrases that could be used around the school. They will write an article for the school magazine informing students about the work being done for the project.

Translation Committee:

This group will translate the phrases into Irish. They should get help from the Irish Department / teacher in the school.

Display Committee:

This group will display the phrases around the school.

Photo Committee:

This group will take photos of the exhibition to use in the article for the school magazine or for the local paper.

Organisation Committee:

Once the information has been compiled, this group will formally present the exhibition to the class and invite the Year Head, Deputy Principal and/or Principal to the launch of the exhibition.

3. Celebrate Europe Day or European Day of Languages

Notes for Teacher:

- This celebration can be organised on the appropriate days (Europe Day on 9 May or European Day of Languages on 26 September) or the celebration can be organised on any other date.
- An exhibition can be organised on European cultures or on general information which the students have about Europe or about a place the students have visited on a school trip.
- From the information which has been gathered, a table quiz about Europe could be organised.

Aim:

To inform students about different European cultures and the various customs of people in Europe.

Survey Committee:

This group will ask students in the class or in the school about places in Europe which they have visited. They will then have to collect information or photos about these places and give all the information to the exhibition committee.

Exhibition Committee:

When the information is collected, this group will prepare it for the exhibition.

Art Committee:

This group will find flags or pictures for the exhibition.

Food Committee:

This group will bring samples of food from different countries into school or maybe the food could be prepared with help from the Home Economics Department in the school.

Guest Speaker Committee:

This group will invite a person or persons in the school or in the area, who was/were born in another country in Europe or who lived in another country in Europe, to speak to the class about their experiences in that country.

Table Quiz Committee:

Having gathered information about Europe, this group can organise a table quiz so that students are given the opportunity to show the information they have learned about Europe.

4. Compile a booklet for use in the school library

Notes for Teacher:

Students can compile this booklet in Irish for use in the school library.

Aim:

That students will be able to:

- Compile sentences for use in the library.
- Create a booklet which students can use in the library.

Research Committee:

This group will collect sentences which they think are frequently used in the library.

Art Committee:

This group will draw or find pictures which would be suitable for the booklet.

Translation Committee:

This group will translate the phrases into Irish.

They should get help from the Irish Department / teacher in the school.

Booklet Committee:

Having put the sentences together, this group will compile the booklet. They may need to get help from the IT Department in the school.

Public Relations Committee:

This group will design posters about the booklet to create awareness among students in the school about it and to encourage them to use it.

Presentation Committee:

This group will organise a presentation ceremony for the booklet as part of a school assembly. All students should be present so that they will all be fully aware of the booklet and encouraged to use it.

5. Visit from the Office of An Coimisinéir Teanga

Aim:

To get information about the work of the Office of An Coimisinéir Teanga (Office of the Irish Language Commissioner).

Learning Outcomes:

- To help the students organise a visit to their school by a guest speaker.
- To help the students develop different skills, for example social skills, phone skills and computer skills.

1. Permission Committee:

- This group must get permission from the school principal to invite a guest speaker to the school.
- They will talk first to the school secretary to make an appointment to meet the principal.
- When a time and date has been arranged for the visit, the committee will ask permission from the teachers whose classes are to be cancelled as a result of the visit.

2. The Organising Committee:

- This group will contact the Office of An Coimisinéir Teanga and invite them to come to the school.
- They will explain the reason behind the visit and outline their expectations for the visit.

3. Publicity Committee:

- This group will display posters around the school informing the school about the project being undertaken by the class.
- They will also give information about the work of the Office of An Coimisinéir Teanga and about the importance of that work.

4. Room Committee:

- This group will ensure that a classroom is available for the visit.
- They will have to make sure that it is clean and that there are enough chairs.
- They will ensure that a glass of water is available for the visitor.

5. Questions Committee:

- This group will compile questions from the class before the visitor arrives.
- They will have to select students to put the questions to the visitor during the visit.
- They will have to forward a copy of the questions to the visitor before his/her arrival.
- There should be an opportunity to ask additional questions during the visit.

6. Welcome Committee:

- This group will welcome the visitor when he/she arrives at the school.
- They will take the visitor to the classroom where the talk is to take place.
- They will introduce the guest to the class.

7. Chairing Committee:

- This group will start the talk and keep the session underway.
- They will keep an eye on time and make sure that everything is covered during the allocated time.

8. Finance Committee:

- This group will collect money from the class to buy tea and biscuits for the visitor.
- They will buy a 'thank you' card for the visitor.

9. Food Committee:

- This group will organise tea and biscuits for the visitor after the talk.

10. Thank You Committee:

- This group will thank the visitor for the visit and the information given to the class.
- They will accompany the visitor from the classroom, thank them for their visit and forward a 'thank you' card to them shortly afterwards.

Teacher's Notes:

The teacher should contact the Office of An Coimisinéir Teanga before the class begins to organise this visit. Depending on demand, the Office may be able to provide a guest speaker for the class.