

LESSON 1

What Is a Community?

60 minutes

Strand 2.1: Appreciating my Community

Participating

Outcome LCW.M2.S1.COM.1

Outcome LCW.M2.S1.COM.2

WHAT THIS LESSON DOES

This lesson explores the idea of community as groups connected by shared interests, activities or places. Students sort examples into local, national and global categories and create a personal list of communities they belong to along with their connecting factors.

HANDLE WITH CARE

- Lists and discussion can touch identity, family, faith or disability. Students choose what they name. If something heavy surfaces, follow the school's own pastoral procedures and guidance counsellor pathway. Do not put external support-service names on the student page.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.COM.1	explain what community means from a local, national and global perspective.
LCW.M2.S1.COM.2	identify a community they belong to, illustrating positive aspects of this community.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Define community as people connected by interest, activity or place
- Identify communities at local, national and global levels
- List 6-10 communities you belong to with connecting factors

KEY TERMS

Term	What it means here	For example
Community	A social unit of people connected by a common interest, a shared activity, or a specific place.	A parish GAA club, a school year group, or an online climate-action network
Local community	People connected by a place or activity close to where you live or study: your town, school, club or parish.	Your school's drama group or a local Tidy Towns committee
National community	People connected across Ireland, or through an Irish identity that stretches beyond the State, such as the diaspora.	Irish citizens living abroad who stay linked through family, language or sport
Global community	People connected across borders by a shared interest, identity or cause, including many online communities.	A worldwide climate-action network or an international peer community online

BEFORE THE BELL

- Ensure all students can access and create documents in their Strand 2.1 portfolio folder (create Strand 2.1: Community if it is not there yet).
- Confirm every student can open a document in their Strand 2.1 portfolio folder. This is the first piece of work they will save for this strand, so if the folder does not exist yet, have them create Strand 2.1: Community now.
- On screen this lesson: card sort.

What Is a Community?

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Sort and List Your Communities
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a thirty-second show of hands: who is in a sports club, a music group, a volunteering role, or an online community they would actually miss? Keep it light. The point is that community is already in the room before anyone defines it.

Then say in one sentence what the class is making today: a list of the communities each of them belongs to, saved in their own portfolio folder, which they will use again in the lessons ahead.

5 min Key Terms

Spend no more than five minutes here. Read the definition with the class and let the three levels sit as examples rather than explaining each one at length, because the students will practise the distinction on the card sort in the next step and the examples make more sense once they have argued over a placement.

If someone asks whether an online community counts, the answer is yes when the connection is genuine, but hold that answer until the paired discussion later in the lesson, where the question gets its own time and the class can work it out rather than take your word for it.

NEW 15 Sep: a halfway restatement of the 60/40 split has been added, about two minutes at the start. The point to land is that Module 2 work does two jobs, going into the portfolio and being the material they revise from. Worth it here because the written paper is otherwise mentioned once in the whole course.

35 min Sort and List Your Communities On screen: card sort

SUGGESTED TIMING

- 12 minutes: card sort on the board and devices; pause on contested cards (diaspora, Irish-language learners worldwide, online communities, Foróige)
- 3 minutes: class share of one placement that caused argument, and the test used (interest, activity or place? scale of the connection?)
- 20 minutes: independent writing of Communities I Belong To; stop the writing with a few minutes to spare, even mid-sentence, so that everyone has saved before the paired discussion in the next step

LOOK-FORS

- Lists that mix levels rather than six versions of "my school"
- Connection sentences with a real activity, place or interest, not adjectives
- Students who notice a community they had never named before

Common pitfall: students write organisations they admire but do not belong to. Belonging needs a real link. Push gently: *when did you last take part?*

Circulate and spot-check three lists before the period ends so nobody leaves without a saved document. The writing is meant to be done in class so that you can see it; send it home only for a student who already has a saved draft and wants to polish the connection sentences.

Community lists can touch family, identity, faith, disability or other personal ground. Do not force disclosure, because a student who feels cornered will write something safe and untrue. If something heavy surfaces, follow the school's own pastoral procedures and the guidance counsellor route the school already uses, and keep external support services off the student page.

10 min Think About It

Keep this to a short paired discussion plus the one-sentence portfolio addition. The online and diaspora questions are the load-bearing ones: they stop community being reduced to "my town".

Do not force disclosure of family or identity details. Students choose what they name. If a student becomes distressed or shares something that needs follow-up, use the school's pastoral procedures and guidance counsellor pathway; do not introduce external services on the student-facing page.

Check that the surprise-community sentence is actually written into the saved document before summary.

5 min What you covered

Quick exit check: every student has a saved Communities I Belong To document, including the surprise-community sentence. Spot three connection sentences on the way out. Flag anyone who only listed school groups so they can widen the list before next time.

ANSWERS AND LOOK-FORS

- Local: place or activity near you - Your local GAA club; Your school year group; People who live on your street or estate
- National: Ireland or Irish identity - The Irish diaspora; Supporters of the Irish senior football team; Foróige
- Global: across borders - Global climate-action networks; An international gaming community online; Irish-language learners around the world; An online neurodivergent peer community

TEACHING MOVES

- Model deciding borderline cases in the sort activity with the whole class.
- Circulate the room during list creation to prompt for connecting factors.
- Highlight online and diaspora examples during the paired discussion.
- Perform a quick exit check to confirm all documents are saved.
- Name the cycle phase: students are participating today as Strand 2.1 opens.

WHAT TO WATCH FOR

- Students list only school groups. Prompt for clubs, online interests or parish connections.
- Confusion between national and global levels. Remind that national links to Irish identity or diaspora.
- Missing connection sentences in the list. Check the document requires one sentence per community.

DIFFERENTIATION

- Support: Provide a starter list of example communities for those who need ideas.
- Extension: Challenge students to include and explain an international community.
- Support: Pair students during discussions to share and develop ideas.

WHAT STUDENTS ARE LEFT WITH

- Communities I Belong To: 6-10 communities across levels with connection sentences