

Civic, Social and Political Education

Teaching and Learning Workshops

The Case for Posters

1. Posters not only brighten up the CSPE classroom, but can also be vehicles for effective learning.
2. With such limited classroom time given to the subject –one period per week - the need to make classes memorable is great.
3. Visual images in general can be very useful ‘hooks’ on which students and teacher can hang many ideas.
4. Some students are much more comfortable with visual images that with verbal ones; a combination of visual and verbal can enhance student interest and involvement. This is especially true for students uncomfortable with written tasks.
5. Many social agencies with CSP agendas make posters available free of charge and can be useful reference points for classroom discussion.
6. Posters on the classroom walls – and beyond the classroom, on corridors etc. – can heighten the profile of CSPE issues throughout the school for students, teachers and others.
7. Getting students to construct their own posters can be a particularly useful way for them to explore complex concepts such as *citizenship* and *stewardship*.
8. Following a classroom discussion or exploration of a topic, getting students to construct a poster can be a focused homework task. Think of the possibilities offered by broad topics such as *The Needs of Children, Community, Human Rights, Justice, Equality* and *Being European*, or more specific issues such as *Travellers’ Rights, Road Safety, Homelessness, Voting* etc. Incorporating a slogan can help focus the poster. One homework activity can result in 30 posters.
9. Asking them to explain their posters orally – as well as displaying them – can help further their understanding and also be very affirming for students.
10. Students who claim to have limited artistic ability can be encouraged to construct posters using pictures cut out from magazines, headlines from newspapers etc.

Similarly, teachers who make similar claims need not shy away from encouraging the use of posters. The teacher may need to emphasise the CSPE dimension of any poster-making activity, rather than letting artistic merit be a primary focus.

11. In the context of action projects, posters can be especially effective, particularly if the project is a campaigning one or aims to increase awareness about an issue.
12. As far as possible the teacher should plan any poster-making activity so that all necessary materials are available at the start of a class. Students wandering around the school looking for poster paper, paints etc. disrupts the learning both in the CSPE classroom and elsewhere.
13. The teacher should keep an eye out for appropriate opportunities to display students' CSPE posters both within and outside the school. Some social agencies – nationally and locally – actively seek student posters. Liaison with teachers of art can be very helpful in such situations.
14. From a teacher's point of view, posters, especially those made by students, can quickly built into a unique CSPE resource which can be used in future classes both to illustrate points and issues and to demonstrate to students what they might aspire to. *(There can be issues of storage which need to be thought out in advance)*