

TEACHER'S NOTES

SECTARIANISM

VIDEO VAULT

ATTACKS 1 AND ATTACKS 2

LEARNING OUTCOMES:

- Pupils will improve their understanding of what sectarianism is
- Pupils will explore some of the reasons why people are sectarian
- Pupils will think about the consequences of sectarian actions
- Pupils will begin to realise that these attacks can have a wider impact across Northern Ireland

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Two video clips - located in Video vault, Sectarianism section.

(1) Attacks 1 (2 mins 3 secs)

(2) Attacks 2 (1 min 38 secs)

SUGGESTED TIMING: 1 x 40 minutes lesson
1 x 1 hour lesson
(depending on size, receptivity and ability of class)

LESSON SEQUENCE:

LESSON ONE:

Preparation

- Explain to the pupils that we are going to watch two short video clips and then look at the issue of sectarianism
- Pupils are asked to brainstorm the word on the whiteboard
- Pupils should then go to the Glossary on this website to pursue a definition (Teacher may wish to look up the definition beforehand)

Task**Attacks 1 Video Clip**

- Write the following questions up on the whiteboard:
 - What happened to the families?
 - Who attacked them?
 - Why did they face this treatment?
 - How did this affect the families?
- Students watch Attacks 1 video clip
- Consideration of questions asked (including help with lesson glossary if required)

Attacks 2 Video Clip

- Write the following questions up on the whiteboard:
 - What happened to the little boy?
 - Who attacked him?
 - Why did it happen?
- Students watch Attacks 2 video clip
- Consideration of questions asked (including help with lesson glossary if required)

Conclusion

Ask the pupils to:

- Make a list of the people who may have been affected by these incidents
- Think about how these people might feel about what happened

Homework

Pupils write into pupil journal their thoughts on the above questions and the lesson in general.

LESSON TWO:**Preparation**

- Remind pupils of the two stories they heard about in Lesson One.
(If helpful, pupils could watch the two video clips again.)
- Separate class into (up to) 10 groups for a role play.

Possible roles to consider.

Relevant to video one

- (i) The Magill family's Protestant neighbours
- (ii) Other Catholics who live in this area
- (iii) Other Protestants from around N Ireland who saw this news report
- (iv) Other Catholics from around N Ireland who saw this news report
- (v) The Magill family themselves

Relevant to video two

- (vi) The Martin family's Protestant neighbours
- (vii) Catholics who live in the area involved
- (viii) Other Protestants from around N. Ireland who saw this news report
- (ix) Other Catholics from around N. Ireland who saw this news report
- (x) The Martin family themselves

Task

- Each group is given one of the above roles and asked to prepare an honest statement of reaction. This will be presented in front of the other groups.
- The statements are presented.
Other groups in role are encouraged to react to each statement after it has been read out.

Conclusion

The class opens to a whole group discussion considering:

- Do you have sympathy for any of the statements that were read out?
- Why?
- How do you think we should react to such attacks?

Homework

Pupils write into pupil journal their thoughts on the above questions and the lesson in general.

EXTENSION ACTIVITY:

Newspapers: look through for stories on sectarian attacks. (Could set a time period for this – a week or a month. Then pupils report back on their findings.)

Research project: pupils could produce a piece of work which would include statistics and reasons for sectarian attacks and abuse in Northern Ireland.

Exhibition: complete 'Anti-sectarianism project' lesson (located in Sectarianism section).

LESSON GLOSSARY:

Band parades: A Catholic and Protestant cultural tradition, where people belong to a band that plays drums and flutes (fifes), as well as other instruments. The bands march on the streets, for example during (Protestant) Orange Order and (Catholic) Ancient Order of Hibernians parades.

Ceasefire: When people agree to stop fighting so that discussions about peace can take place. In Northern Ireland paramilitary groups stopped their campaigns of violence to allow talks to happen.

Celtic: A Scottish soccer team that has a large Catholic following in Northern Ireland.

Loyalist: People who strongly support the British way of life.

Paramilitaries: Organised groups who use violence to get what they want.

PUP: (Progressive Unionist Party) A political party which represents the views of the Ulster Volunteer Force, a loyalist paramilitary group which wants Northern Ireland to remain part of the United Kingdom.

Rangers: A Scottish soccer team that has a large Protestant following in Northern Ireland.

Sinn Fein: A nationalist political party, which is opposed to a British presence in any part of Ireland. It is regarded as the political wing of the IRA and was founded in Dublin in 1905.

UVF: (Ulster Volunteer Force) one of the loyalist paramilitary organisations in Northern Ireland. These are Protestant people who want Northern Ireland to remain part of the United Kingdom and have engaged in violence to achieve this.

TEACHER'S NOTES**SECTARIANISM****VIDEO VAULT****CROSS-COMMUNITY 1****LEARNING OUTCOMES:**

- Pupils will improve their understanding of what anti-sectarianism is
- Pupils will explore some of the reasons why people are anti-sectarian
- Pupils will think about the consequences of anti-sectarian actions
- Pupils will begin to realise that these actions can have a wider impact across Northern Ireland

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clip - Cross-community 1 (1 min 36 secs) Located in Video vault, Sectarianism section.

Blank display entitled: 'Wall of hope'

White and coloured paper

Colouring pencils

Blu-tac

SUGGESTED TIMING: 40 minutes
(depending on size, receptivity and ability of class)

LESSON SEQUENCE:**Preparation**

- Explain that the Protestant Woodstock and Catholic Short Strand areas have been serious flashpoints in East Belfast (as they will see at the start of the video clip). Then tell pupils that they are going to see these communities doing something different.
- Write the following questions up on the whiteboard:
 - Where was this wall built?
 - Who were brought together to build the wall?
 - How long did it take them to do all the work?
 - What was the message they were trying to get across?
 - Is this usually the reason you see in Northern Ireland for building walls?
 - What colour would you encourage the children to paint their wall and why?

SECTARIANISM

- Students watch video clip
- Consideration of questions asked (including help with lesson glossary if required)

Task

- Explain to pupils that they are going to look at the word Anti-sectarianism.
- Ask pupils to brainstorm the word on the whiteboard.
- Pupils should then go to the Glossary on this website to pursue a definition. (Teacher may wish to look up the definition beforehand.)
- Ask pupils if they can see that the Hope wall in Short Strand was an example of anti-sectarianism in action.
- Explain that we are now going to try to put anti-sectarianism into action. Pupils get into pairs and are asked to create a 'wall of hope' of their own.
- Each pairing will think of and draw out a word, a message, a symbol or a picture that they will stick onto the blank 'wall of hope' displayed in the classroom. They will be given white and coloured paper and colouring pencils for this. (NB: The IT software could be used instead to carry out this task.)

Conclusion

Each pairing brings their presentation to the wall and sticks it on with blu-tac.

Homework

Pupils write into pupil journal their thoughts on the 'wall of hope' they created and the lesson in general. They should also think about whether there are any other anti-sectarian actions they could do or do pursue in their lives.

EXTENSION ACTIVITIES:

- Display: organise a display on the theme of 'Anti-sectarian actions – what are we already doing and what could we be doing?'
- Links: make contact with schools / groups from the 'other' community with the aim of doing something together, eg football tournament, exhibition, a 'wall of hope', a trip somewhere, etc ...
- Guest speaker: invite a guest speaker to visit the school or their class to talk about a cross-community project/initiative. (Perhaps something the pupils could get involved in themselves.)
- Research: for suggestions of activities they could get involved in or organisations they could contact they should take a look at the Act now! section of this site.

LESSON GLOSSARY:

Community: A group of people who live in the same area, share common interests and look out for one another.

Cross-community: Contact between two divided communities. For example, events held where Protestants and Catholics in Northern Ireland can get to know each other better.

No go areas: These are places where it is dangerous for outsiders to go, usually because the police do not have complete control of the area. For example, in Northern Ireland it can be unsafe for Catholics to go into certain Protestant areas and vice versa, because they may be verbally abused or attacked.

TEACHER'S NOTES**SECTARIANISM****VIDEO VAULT****CROSS-COMMUNITY 2****LEARNING OUTCOMES:**

- Pupils will improve their understanding of what anti-sectarianism is
- Pupils will explore some of the reasons why people are anti-sectarian
- Pupils will think about the consequences of anti-sectarian actions
- Pupils will begin to realise that these actions can have an impact right across Northern Ireland

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clip: Cross-community 2 (1 min 52 secs) Located in Video vault, Sectarianism section.

Labels: Acceptable, Unacceptable

SUGGESTED TIMING: 40 minutes
(depending on size, receptivity and ability of class)

LESSON SEQUENCE:**Preparation**

- Ask pupils to call out the kind of clothes they generally like to wear
(Write these on the whiteboard)
- Then ask pupils to list the things they like to wear that they feel show off their culture
[expect Rangers / Celtic football tops/scarves, GAA / rugby tops,
Ireland / Northern Ireland tops, Irish dancing outfit / band uniform,
crucifix, poppy, fainne, etc...]
(Write these on the whiteboard)
- Explain to the pupils that we are going to watch a short video clip and then explore the issues of fashion and culture in Northern Ireland

- Write the following questions up on the whiteboard:
 - What is unusual about this football team?
 - How would you feel wearing your 'own' football top, etc with people from the 'other' area?
 - Why did the football coach think this might be a good idea?
 - Would you like N Ireland to be a place where you could wear anything you want, anywhere you wanted?
- Students watch video clip
- Consideration of questions asked (including help with lesson glossary if required)

Task

- Label each end of the room with 'unacceptable' at one end and 'acceptable' at the other.
- Ask the question.

Do you think it would be acceptable or unacceptable to wear _____ anywhere in Northern Ireland?

The blank will be filled, one item at a time, by each of the responses gained earlier (listed on the whiteboard during preparation).

Ask pupils why they went to their chosen end of the room.

- Then ask the question below using the same word in the blank.

Do you think it should be acceptable or unacceptable to wear _____ anywhere in Northern Ireland?

Ask pupils why they went to their chosen end of the room (noting those who changed positions).

- Continue this practical question and answer session for as many 'cultural garments' as the pupils have mentioned.
(If your group is particularly one sided you may need to add some garments 'from the other side' to the whiteboard as they watch the video clip.)

Conclusion

The class opens to a whole group discussion considering:

- Is the football coach's idea a good one?
- Do you think there will be a time when you will be able to wear whatever you want, anywhere you want in Northern Ireland?
- Who would like this to be possible?

Homework

Pupils write into pupil journal their thoughts on the above questions and the lesson in general.

EXTENSION ACTIVITIES:

Active citizenship: ask pupils to consider 'What can I do?' For suggestions of activities they could get involved in or organisations they could contact they should take a look at the Act now! section of this site.

LESSON GLOSSARY:

Celtic: A Scottish soccer team that has a large Catholic following in Northern Ireland.

Cross-community: Contact between two divided communities. For example, events held where Protestants and Catholics in Northern Ireland can get to know each other better.

Culture: A society's language, values, beliefs and customs that together give people a sense of who they are.

Rangers: A Scottish soccer team that has a large Protestant following in Northern Ireland.

TEACHER'S NOTES**SECTARIANISM****VIDEO VAULT****CULTURE 1**

(to achieve balance link this lesson to 'Culture 2' lesson)

LEARNING OUTCOMES:

- Pupils will improve their understanding of what culture is
- Pupils will explore some of the ways in which people practise their culture
- Pupils will think about the importance of culture
- Pupils will begin to realise that culture can allow a community to feel a common bond

Suggested structured activities to reinforce learning outcomes:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clip – Culture 1 (1 min 54 secs) Located in Video vault, Sectarianism section.

Paper, pens, etc (will be used to create a 'collage of culture')

SUGGESTED TIMING: 1 hour (depending on size, receptivity and ability of class)

LESSON SEQUENCE:**Preparation**

- Explain to the pupils that we are going to watch a short video clip and then explore the idea of culture.
- Ask pupils to brainstorm the word on the whiteboard.
- Pupils should then go to the Glossary on this website to pursue a definition.
- Before the pupils watch the video they should be told that it takes place on the eve of a GAA final between Armagh and Tyrone. It is set in Armagh in the village of Moy (which is mostly Catholic) and the village of Richill (which is mostly Protestant).
- Write the following questions up on the whiteboard:
 - What is Gaelic football?
 - What makes you think that the people of Moy cared about this final?
 - Do all the people of Richill care about this final?

- Why do you think the lady in the hairdressers said that 'they were in the wrong area' to look for supporters of the GAA team?
 - How do you think Protestants feel when they see all the flags and bunting up in support of the Armagh GAA team?
 - Why do you think this is?
 - Why do you think one man in Richill said he was drawn to the match and thought it was 'fantastic for Armagh'?
 - What did the newspaper man mean when he said that the support for Armagh was 'cross-community'?
 - Do you think that Gaelic football should only be followed by Catholic people?
 - Do you think the flags and banners do any harm?
- Students watch video clip
 - Consideration of questions asked (including help with lesson glossary if required)

Task

Explain that we are now going to try to create a 'collage of culture' associated with the Catholic people of Northern Ireland. Pupils get into pairs and each pairing will choose a symbol or picture to draw that they would associate with the 'Catholic culture'. This will be displayed in the classroom. They will be given white and coloured paper and colouring pencils for this.

(Alternatively, you may prefer to use a computer software package to complete this task.)

Suggested sources for images: the CAIN Web Service at <http://www.cain.ulst.ac.uk/> to make use of its database of symbols

Or the Streetscape activity on the BBC's Eyewitness site at <http://www.bbc.co.uk/northernireland/eyewitness/activities/index.shtm>

Or you may find the Community Relations Council's symbol wheels beneficial. These can be obtained from the Community Relations Council. Visit their website for contact details - www.community-relations.org.uk

Or the symbol cards from Local and Global Citizenship produced by CCEA and ELBs.

Conclusion

Each pairing brings their presentation to the wall and sticks it on with blu-tac.

Homework

Pupils write into pupil journal their thoughts on their 'collage of Catholic culture' and the lesson in general.

They will also consider if there are any of the above 'cultures' that they practise or would like to practise, and whether any of them seem to be doing any harm.

EXTENSION ACTIVITIES:

- Complete Four corners activity in Sectarianism section of this website
- Complete the 'Contrasting cultures' lesson
- Complete the 'Culture 2' lesson
- Visit the Act now! section of this site for ideas on activities pupils could organise and groups they could contact to get more information.
- Visit the BBC website 'A State Apart' (www.bbc.co.uk/ni/learning/history/stateapart)

LESSON GLOSSARY:

Community: A group of people who live in the same area, share common interests and look out for one another.

Cross-community: Contact between two divided communities. For example, events held where Protestants and Catholics in Northern Ireland can get to know each other better.

Culture: A society's language, values, beliefs and customs that together give people a sense of who they are.

Gaelic Athletic Association (GAA): A sporting club that makes it possible for young men, women, boys and girls to play various sports including: Gaelic football, hurling, camogie, handball, rounders, etc.

Heritage: Something which is passed down from previous generations. These can be items such as traditions, languages, or even property.

Moy: A predominately Catholic village in Co. Armagh.

Richhill: A predominately Protestant village in County Armagh.

TEACHER'S NOTES**SECTARIANISM****VIDEO VAULT****CULTURE 2**

(to achieve balance link this lesson to 'Culture 1' lesson')

LEARNING OUTCOMES:

- Pupils will improve their understanding of what culture is
- Pupils will explore some of the ways in which people practise their culture
- Pupils will think about the importance of culture
- Pupils will begin to realise that culture can allow a community to feel a common bond

Suggested structured activities to reinforce learning outcomes:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clip – Culture 2 (1 min 25 secs) Located in Video vault, Sectarianism section.

Paper, pens, etc (will be used to create a 'collage of culture')

SUGGESTED TIMING: 1 hour (depending on size, receptivity and ability of class)

LESSON SEQUENCE:**Preparation**

- Explain to the pupils that we are going to watch a short video clip and then explore the idea of culture.
- Pupils are asked to brainstorm the word on the whiteboard.
- Pupils should then go to the Glossary on this website to pursue a definition. (Teacher may wish to look up the definition beforehand.)
- Before the pupils watch the video they should be told that it is set in a place called Annadale in Belfast and is about a cultural practice normally associated with the Protestant people – that is the lighting of bonfires on the evening before the 12th July.

Write the following questions up on the whiteboard:

- What is your first reaction to the initial pictures of the bonfire at Annadale?
- How long does it take the people to build the bonfire?
- What happens on the Eleventh Night?
- Why do you think these people like their bonfire to be so big?
- Why do you think the children collecting the wood for the bonfire seem to be enjoying themselves?
- Why is the Eleventh Night so important for Protestants?
- Do you think that these bonfires are doing any harm?
- Do you think they should be allowed?

- Students watch video clip
- Consideration of questions asked
(including help with lesson glossary if required)

Task

Explain that we are now going to try to create a 'collage of culture' associated with the Protestant people of Northern Ireland. Pupils get into pairs and each pairing will choose a symbol or picture to draw that they would associate with the 'Protestant culture'. This will be displayed in the classroom. They will be given white and coloured paper and colouring pencils for this.

(Alternatively, you may prefer to use a computer software package to complete this task.)

Suggested sources for images: the CAIN Web Service at <http://www.cain.ulst.ac.uk> to make use of its database of symbols

Or the Streetscape activity on the BBC's Eyewitness site at <http://www.bbc.co.uk/northernireland/eyewitness/activities/index.shtm>

Or you may find the Community Relations Council's symbol wheels beneficial. These can be obtained from the Community Relations Council. Visit their website for contact details - www.community-relations.org.uk

Or the symbol cards from Local and Global Citizenship produced by CCEA and ELBs.

Conclusion

Each pairing brings their presentation to the wall and sticks it on with blu-tac.

Homework

Pupils write into pupil journal their thoughts on their 'collage of Protestant culture' and the lesson in general.

They will also consider if there are any of the above 'cultures' that they practise or would like to practise and whether any of them seem to be doing any harm.

EXTENSION ACTIVITIES:

- Complete Four corners activity in the Sectarianism section of this website
- Complete the 'Contrasting cultures' lesson
- Complete the 'Culture 1' lesson
- Visit the Act now! section of this site for ideas on activities pupils could organise and groups they could contact to get more information
- Visit the BBC website 'A State Apart' www.bbc.co.uk/ni/learning/history/stateapart

LESSON GLOSSARY:

Annadale: An area in South Belfast close to the Ormeau Road and the River Lagan.

Bagpiper: Someone who plays a musical wind instrument called a bagpipe. Some Protestants listen to Scottish bagpipe music because they feel a common bond with Scotland where their ancestors came from.

Eleventh Night: The night before 12th July when bonfires are lit at midnight to start 'The Twelfth' celebrations (important part of the Protestant culture for some).

Lambeg drum: An oak and goatskin drum weighing 34-40 lbs and measuring 3 foot in diameter. It is played with two canes and can make a sound as loud as a pneumatic drill. The Lambeg drum is traditionally carried on 12th July in Orange Order processions and is traditionally played with fifes (flutes).

Tradition: Like heritage, it is a way of life or a set of customs that a community have practised for a long time.

Twelfth of July: Traditionally this is a day of celebration for Protestants in Northern Ireland, in remembrance of 1690 when Prince William of Orange (Protestant) defeated King James (Catholic). This is a public holiday in Northern Ireland when there are Orange Order marches in many towns and cities.

CONTRASTING CULTURES

LEARNING OUTCOMES:

- Pupils will improve their understanding of what culture is
- Pupils will explore some of the ways in which people express their culture in Northern Ireland and beyond
- Pupils will think about their reactions to people expressing their culture
- Pupils will begin to realise that other people's culture can seem unusual until you understand its significance for them

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Two video clips - located in Video vault, Sectarianism section.

- a) Culture 1 (1 min 54 secs)
- b) Culture 2 (1 min 25 secs)

'Unusual' and 'Normal' labels (Appendix 2)

SUGGESTED TIMING: 1 hour (depending on size, receptivity and ability of class)

LESSON SEQUENCE:

Preparation

- Explain to the pupils that we are going to watch two short video clips and then look at the idea of cultures around the world
- Pupils asked to brainstorm the word 'Culture' on the whiteboard
- Pupils should then go to the Glossary on this website to pursue a definition
- Write the following questions up on the whiteboard:
 - Write down anything in these videos that you can identify with
 - Write down anything in these videos that you cannot identify with

- Students watch video clip a) Culture 1
- Students watch video clip b) Culture 2
- Consideration of questions asked (including help with lesson glossary if required)

Task

- Label each end of the room with 'Unusual' at one end and 'Normal' at the other.
- Ask the question:

Do you think the following actions are 'Unusual' or 'Normal'?

Teacher should read out a selection of the statements provided at end of this lesson plan (Appendix 1). Once the pupils have made their decision they should be asked why they chose 'Unusual' or 'Normal' for each in turn.

Conclusion

- Ask the pupils do they now feel that one person's culture can seem very unusual to someone who has not experienced it before? However, to the people practising that culture it is probably something very natural for them to do.
- Then ask:
 - Have you ever come across any of the practices (they've just heard read out) for example whilst on holiday?
 - Are there any of the actions you feel you would like to be part of (i.e. watch or do)?
 - Can you see how culture is something that makes those who practise it very proud and can make the rest of us either very interested or very frightened?

Homework

Pupils write into pupil journal their thoughts on the whole idea of culture. Each pupil is given (or chooses) a particular country or culture to research. Brief summary of their findings should be presented to the whole class at the next lesson.

EXTENSION ACTIVITIES:

- Complete the 'Culture 1' lesson
- Complete the 'Culture 2' lesson
- Global culture wall display
- Global culture appreciation day – with exhibits, presentations, maybe links with embassies etc...

LESSON GLOSSARY:

Bagpiper: Someone who plays a musical wind instrument called a bagpipe. Some Protestants listen to Scottish bagpipe music because they feel a common bond with Scotland where their ancestors came from.

Community: A group of people who live in the same area, share common interests and look out for one another.

Cross-community: Contact between two divided communities. For example, events held where Protestants and Catholics in Northern Ireland can get to know each other better.

Culture: A society's language, values, beliefs and customs that together give people a sense of who they are.

Eleventh Night: The night before 12th July when bonfires are lit at midnight to start 'The Twelfth' celebrations (important part of the Protestant culture for some).

Gaelic Athletic Association (GAA): A sporting club that makes it possible for young men, women, boys and girls to play various sports including: Gaelic football, hurling, camogie, handball, rounders, etc.

Heritage: Something which is passed down from previous generations. These can be items such as traditions, languages, or even property.

Lambeg drum: An oak and goatskin drum weighing 34-40 lbs and measuring 3 foot in diameter. It is played with two canes and can make a sound as loud as a pneumatic drill. The Lambeg drum is traditionally carried on 12th July in Orange Order processions and is traditionally played with fifes (flutes).

Moy: A predominately Catholic village in Co. Armagh.

Richhill: A predominately Protestant village in County Armagh.

Tradition: Like heritage, it is a way of life or a set of customs that a community have practised for a long time.

Twelfth of July: Traditionally this is a day of celebration for Protestants in Northern Ireland, in remembrance of 1690 when Prince William of Orange (Protestant) defeated King James (Catholic). This is a public holiday in Northern Ireland when there are Orange Order marches in many towns and cities.

Appendix 1

Smashing plates on the floor and on your head (Greek culture)	Dancing with your arms tight by your side and flicking your legs up and down (Irish dancing)
Walking down a road playing music (Brazilian carnivals, Lord Mayor Show, The Twelfth, Notting Hill Festival)	Not using toilet paper after going to the toilet (seen as unhygienic in India)
Praying five times a day (Islamic culture)	Not eating pork (Jewish)
Not eating beef (India)	Sitting in front of a box that makes noise and shows lots of colours for hours at a time (watching TV)
Dyeing your hair a different colour (anywhere from UK, Ireland to African tribes)	Painting colours over your body (anywhere from UK, Ireland [tattoos] to African tribes)
Having a two hour rest at lunchtime (France and Spain)	Bathing in a river full of the ashes of dead people (Ganges river for Hindus in India)
Singing the words of a book for two and a half days solid (Sikhs in India)	Letting wild bulls chase you around the streets (Pamplona, Spain and some parts of India)
Throwing tomatoes at each other in the street (Buñol, Spain)	Chasing cheese down a hill (villages in England)
Deliberately climbing down a mountain in your bare feet (Croagh Patrick vigil – Catholics in Ireland)	Chasing a fox through the countryside whilst on horseback (UK)
Singing songs in a house around the coffin of a dead person (Irish wake)	Watching other people kick a ball around for over an hour (all over the world from soccer to rugby to Gaelic football)
Not working on a Sunday (associated with some Protestant people – ‘keep the Sabbath holy’)	Gathering up wood and old settees etc and burning them at twelve o’clock at night (Bonfires in Northern Ireland and Guy Fawkes Night in UK)
Putting lots of gold rings around your neck to stretch it – the longer the neck the more beautiful (tribes in Asia and Africa)	Banging a very loud drum repeatedly whilst people stand around and listen (Lambeg Drums, African Djemba drumming, or a Rock concert)

Appendix 2

NORMAL

UNUSUAL

TEACHER'S NOTES**SECTARIANISM****VIDEO VAULT****ANTI-SECTARIANISM PROJECT****LEARNING OUTCOMES:**

- Pupils will improve their skills including: communication, initiative, teamwork, ICT, community awareness
- Pupils will explore some of the reasons why people are sectarian
- Pupils will think about what it means to be anti-sectarian
- Pupils will begin to realise that some views and actions can be exclusive while others can be inclusive

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clips - located in Video vault, Sectarianism section.

- (1) Attacks: Carrickfergus evictions (2 mins 3 secs)
- (2) Attacks: Stone throwing incident (1 min 38 secs)
- (3) Cross community: Hope sculpture wall (1 min 36 secs)
- (4) Cross community: Football (1 min 52 secs)
- (5) Culture: GAA final (1 min 54 secs)
- (6) Culture : Annadale bonfire (1 min 25 secs)

SUGGESTED TIMING: 5 lessons (1 hour each) + free afternoon

Pupils will also need time to carry out research.

LESSON SEQUENCE:**Preparation**

- Even if the pupils have completed the individual lessons in the Sectarianism section of this site it may be useful for them to view the video clips again.
- Explain to the pupils that we are going to watch a number of short video clips and then look at the issues of sectarianism and anti-sectarianism.
(Use Glossary on this website if necessary.)

- Write the following questions up on the whiteboard:
 - What did you think of the cultural traditions of the people in the last two clips?
 - How did the attacks in the first two clips make you feel?
 - Did Video clips 3 and 4 make you feel like doing something positive for the community in Northern Ireland?
 - Have you taken part in community based activities at school?
- Students watch video clips
(If facilities available it may be preferable to watch clips in groups of two)
- Consideration of questions asked
(including help with glossary if required)

Task

- Pupils should be told that they have a number of resources at their disposal on this website.
 1. Video vault clips in the Sectarianism section of the site
(Also the video clips featured in Marching, Case study - N. Ireland and the Laughter lab)
 2. Newsstand: newspaper articles in the Sectarianism section
 3. The interactive activity A balanced view in the Sectarianism section
 4. The Act now! section which gives contacts and ideas
 5. The extensive range of BBC websites and associated links
- (Could set aside one lesson for this and, if facilities available, use an ICT suite)
- Pupils should be split into two (there can be a number of groups within each half). Using the resources above, ask them to organise an Anti-sectarian exhibition that they would display in front of their class. The size and number of groups could be determined by the method(s) of presentation chosen.
- Before setting the groups their tasks, as a lead in you might find it helpful to do the Four corners activity in the Sectarianism section of the site.
- One set of groups will look at the tasks below from a Protestant experience and the other from a Catholic experience.
- There will be a number of tasks to carry out within groups or classes.
 - Get across the negative experiences that your religious group has had in Northern Ireland
 - Show the kind of positive contributions your group has made in Northern Ireland
 - Make some contact with a cross-community group that works to stop sectarianism (to get ideas/information use contact details in Act now! section)

- Children should choose what presentation methods they would like to use in their exhibition.

Methods of presentation could include:

- ICT Power Point presentations
 - poster boards
 - political speeches
 - debate /discussion forum
 - video
 - journal / booklet
 - drama sketches
 - storytelling
 - playing or performing of anti-sectarian songs
etc...
- For the presentation of the exhibition you could set up a classroom or hall at lunchtime (or longer if possible) and invite the other pupils and school staff to come along. Maybe design a brochure, including a menu and order of events, for invitees to see.

Conclusion

When exhibition is completed it is always a good idea to have a student evaluation of the exhibition experience. They could write their thoughts into their pupil journal.