

## 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.