

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.