

TEACHER'S NOTES

SECTARIANISM

LAUGHTER LAB

SELECTIVE HEARING

LEARNING OUTCOMES:

- Pupils will improve their understanding of how language is used in N Ireland
- Pupils will explore examples of how language is used in N Ireland to deliver a version of history that seems factual but may only be opinion
- Pupils will think about the consequences of not listening to each other's opinions
- Pupils will begin to realise that the two communities in N Ireland have parallel histories

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

RESOURCES:

Video clip - Selective hearing (3 mins 18 secs) Located in Laughter lab, Sectarianism section.

Typed selection of statements from video clip (Appendix 2)

Statements template - a table to complete (Appendix 1)

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

LESSON SEQUENCE:

Preparation

Listening Game

- Pupils are put into pairs
- Ask each pair to take it in turns to talk to each other on any topic for 30 seconds
- Ask pupils to discuss favourite football teams, singers, films, subjects, etc
- Inform pupils that each person in a pair must have opposite views on the film, subject, etc
- Tell pupils to express their opposing views in a non-threatening, non-aggressive manner

- Teacher demonstration
Teacher chooses one pupil who thinks Manchester United is the best football team.
Pupil: "Manchester United is the best football team ever. They've won every title going and they wash the floor with Liverpool every season."
Teacher: "I agree with that. You're quite right. After all Liverpool won the European Champions League. So we're the best team in England, in fact the whole of Europe."
- Each pair has a go at the listening game
(Teacher may decide to pick one or two pairs to re-enact their role-play to the whole group)

Video Clip

- Before the pupils watch the video clip they are told that it is an extract from a comedy programme which is looking at how people in N Ireland (Protestants and Catholics) tend to listen to each other.
- Introduce pupils to some of the terminology from the clip (use lesson glossary if necessary). Write definitions on the whiteboard for pupils to take down.
- Write the following questions up on the whiteboard:
 - What attitude did they say N Ireland people used to have?
 - What attitude do they say people have now to our history?
 - Which one do you feel is the Catholic?
 - Which one do you feel is the Protestant?
 - are these two people really listening to each other? What makes you feel that?
- Students watch video clip.

Task

- Give each pupil a handout containing a selection of statements from the video clip. (These statements can be printed off - see Appendix 2)
- Ask pupils to familiarise themselves with the statements bearing in mind the video they have just watched. (If they need to watch the video again with the typed-up statements they can.)

(This exercise is difficult due to the understanding required for the humour – teacher guidance will probably be necessary here.)

- Ask pupils to get into small groups (of three or four) and cut up the statements and sort them into 'Catholic statements' and 'Protestant statements'. (It might be helpful if pupils completed a 'Statements table' - template provided in Appendix 1).
- (Optional) Ask pupils (on blank boxes at bottom of transcript) to try and add some statements, like the ones from the video, to the Catholic and Protestant sides.
- To finish, pupils must label each statement – OPINION or FACT.
(If pupils have used the 'Statements table' then they can add in this extra information.)
- Watch the video again to see if pupils' choices were correct.

Conclusion

The class opens to a whole group discussion considering:

- Have you ever heard any of the statements from the video before?
- When you first heard the statements did you perceive them to be OPINIONS or FACTS?
- What do you think now?
- Can you share any new statements that you thought of?

Homework

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

EXTENSION ACTIVITIES:

Sketch: pupils could create a humorous drama sketch on 'Why we have 'troubles' in N. Ireland?' featuring similar opinions/perceptions

News report: pupils could split into two large groups and produce a news report looking at the 'troubles' from a biased and humorous angle
(Depending on time, this could take the form of a newspaper article or an audio or video piece)

LESSON GLOSSARY:

Bigot: A person who has strong, unreasonable beliefs and thinks that anyone who does not have the same beliefs is wrong.

Coerce: To persuade someone forcefully to do something which they are unwilling to do.

Prejudice: When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

Prods: An offensive nickname for Protestants, often used by Catholics.

Province: A name often used to describe Ulster or Northern Ireland. It is based on the fact that Ireland is made up of four provinces - Ulster, Leinster, Munster and Connaught.

Taigs: An offensive nickname for Catholics, often used by Protestants.

United Ireland: Many people in Ireland believe that Northern Ireland and the Republic of Ireland should become one country and be ruled by the Irish government with no British involvement. This would then be a "United Ireland".

APPENDIX 1**Statements - Catholic or Protestant?**

CATHOLIC	PROTESTANT	OPINION OR FACT?

APPENDIX 2**Jumbled Transcript**

The Protestants, I think we would all agree, arrived here 400 years ago. They robbed the Catholic land. They drove us up to the hills like so many sheep

Roman Catholics are breeding like rabbits. What we need now is a compulsory programme of sterilisation for Taigs.

We cannot coerce a million Protestants into a united Ireland. So we have got to find some other way of getting rid of them.

We will not hesitate to use the ballot box as a weapon.

These early settlers were fine, decent, hard-working Protestant stock. What did they find when they got here? They found a wasteland; a bog.

They did their best to brutalise our language, our culture, our traditions

Basically a wall is what's required from Newry right round the province, up to Londonderry.

We are going to soon outbreed you Prods within the next 20 or 30 years. That's going to enable us to actually vote for a united Ireland.

That's very encouraging.

Our struggle continues today to right those wrongs.

The whole dirty, unclean, unwashed, bloodthirsty shower of them are hell bent on spreading their popery worldwide and bringing down our wee state.

They built towns, they built cities, they started up industries, basically they transformed Ulster into the garden that we have today.

Our Gaelic culture, as he says, is flourishing. Our population is young and rousing and vibrant.

If they were all to die tonight, God forbid, the whole fascist million of them, they would go straight to hell for the catalogue of war crimes that they have perpetrated against our people.

TEACHER'S NOTES**SECTARIANISM****LAUGHTER LAB****ACROSS THE BORDER****LEARNING OUTCOMES:**

- Pupils will improve their understanding of Protestant stereotypical perceptions of the Republic of Ireland
- Pupils will explore through humour some examples of Protestant stereotypes of the Republic of Ireland
- Pupils will think about the consequences of using such stereotypes
- Pupils will begin to realise that people in Northern Ireland can have a stereotypical view of the state across the border

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

RESOURCES:

Video clip - 'Across the border' (1 min 42 secs)
Located in Laughter lab, Sectarianism section

Question sheet (Appendix 1)

Task sheet (Appendix 2)

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

LESSON SEQUENCE:**Preparation**

ONLY DO IF YOU HAVE NOT COMPLETED THE LESSON BASED ON THE 2 VIDEO CLIPS 'CATHOLIC STEREOTYPES' AND 'INDOCTRINATING BABY'.

- Exercise

Use this exercise to explore stereotypes. Read out one word at a time from the list below. The words describe a group of people in society. The students are asked to write down their first, honest response/reaction to each word.

GOTHS
CATHOLICS
HOMELESS
PROTESTANTS
FOOTBALL FANS
CLERGY
BIKERS
TEACHERS
TRAVELLERS
POP STARS
PARENTS
TEENAGERS

After the list is read out ask the class to 'grade' their responses.

Grade N for negative response
Grade X for neutral response
Grade P for positive response

Follow-up discussion could take 2 forms.

(a) Labelling

POSITIVE and NEGATIVE labels are put at either end of the classroom. The centre of the classroom can be Grade X. Read out names of the groups (from list above) one by one and pupils should move to the relevant end of the classroom

OR

(b) Ask pupils questions

What negative responses did you have?

What positive responses did you have?

Teacher-led discussion should clearly set out that the negative or positive responses are STEREOTYPES of that particular group e.g. not all football fans cause trouble or not all pop stars are musical... etc...

AND / OR

- Brainstorm

Explore personal views/experiences of the Republic of Ireland by posing the following questions:

- What do you understand 'down south' to mean?
- Where have you visited and did you enjoy your stay?
- Did anything surprise you or was everything as you expected?

(These questions are available in a table format which can be handed out to pupils to complete. See Appendix 1.)

Explore what comedy is by posing the following questions:

- Why is something funny?
- Is the humour at anybody's expense?
- Does it reinforce any stereotypes?
(definition of stereotype in lesson glossary)

(These questions are available in a table format which can be handed out to pupils to complete. See Appendix 1.)

- Video clip

Write the following questions up on whiteboard:

- What did Uncle Andy mean when he described the Republic of Ireland as the 'Bermuda Triangle' for Protestants?
- What percentage change does he mention regarding population?
- What reasons did Dymphna give for the 'disappearance' of Protestants?
- Did Uncle Andy take her explanation seriously?
- Do you think Uncle Andy fairly represents the Protestant view of this issue?

Explain to pupils that we are going to watch a short video clip from a comedy programme which looks at how some Protestants perceive the Republic of Ireland

Pupils watch video clip

Consideration of questions asked
(including help with lesson glossary if required)

Task

- Pupils get into small groups (four or five per group) and each group should be given a task sheet (Appendix 2)
- Groups prepare their reports
- Each group reads out their findings regarding the mystery

Conclusion

The class opens to a whole group discussion considering the following questions:

- Have you heard any of the explanations before that are given in the video?
- When you first heard the explanations did you perceive them to be opinions or facts?
- What do you think now?

Homework

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

They should also think about how people in Northern Ireland sometimes choose to believe explanations that suit their own point of view rather than seeking out the truth.

These people gather together 'facts' to back up their existing opinions, rather than listening to explanations which go against their beliefs.

EXTENSION ACTIVITIES:

Research project: pupils produce a piece of work which would include statistics and reasons for the decrease in the number of Protestants in the Republic of Ireland

News report: pupils split into two large groups and using a camcorder produce a video news bulletin from a humorous angle

(Each group should report on the 'missing Protestants' of the Republic of Ireland)

LESSON GLOSSARY:

Emigration: (opposite of immigration) When people voluntarily move out of one country to start a new life in another country.

Free Presbyterian: This Protestant church was started by Rev Ian Paisley in 1951 and is fundamentalist and evangelical. Members believe that they must live their lives according to what is written in the bible and that preaching the gospel to others is important.

Intermarriage: Marriage between people of different races or religions.

State: Another word used to describe a country or its government.

Stereotype: Believing that people of a certain group, race or religion all have the same characteristics when they don't. Fixed, inaccurate ideas about a group which leads to its members being treated in a certain way.

APPENDIX 1
Question Sheet**Republic of Ireland**

What do you understand 'down south' to mean?	Where have you visited and did you enjoy your stay?	Did anything surprise you or was everything as you expected?

Comedy

Why is something so funny?	Is the humour at anybody's expense?	Does it reinforce any stereotypes?

APPENDIX 2

TASK SHEET

You are James Bond (007) and a small team of fellow spies.

Your mission is to uncover the secrets that lie behind the mystery of the 'missing Protestants' in the Republic of Ireland. You must write a report to be presented to 'M' at headquarters (ie the rest of the class).

The Evidence you have been given is that:

- Protestants were about 10% of the population of the Republic of Ireland in 1921
- Protestants are now about 2% of the population of the Republic of Ireland

Your team of spies must list the possible reasons why this percentage has changed so dramatically.

You should consider the following information:

From the Video Clip

- Catholic population has increased relative to the Protestant one
- Intermarriage between Catholics and Protestants
- Emigration of Protestants to other countries (USA etc)
- Under the floorboards!
- Fugitives hiding out in attics!
- Alien abduction!

Other Reasons

- Ethnic cleansing
- Hostile state
- Close relationship between RC church and the state
- They just disappeared with no explanation!
- Can your team think of any other reasons?

You will have to present your report to 'M' at headquarters.

TEACHER'S NOTES**SECTARIANISM****LAUGHTER LAB****CATHOLIC STEREOTYPES/INDOCTRINATING BABY****LEARNING OUTCOMES:**

- Pupils will improve their understanding of stereotypical perceptions of Catholics and Protestants
- Pupils will explore examples of Protestant and Catholic stereotypes through humour
- Pupils will think about the consequences of believing such stereotypes
- Pupils will begin to realise that people in Northern Ireland can have a stereotypical view of the 'other side'

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

RESOURCES:

Video clips - Located in Laughter lab, Sectarianism section.

- a). Catholic stereotypes (1 min 54 secs)
- b). Indoctrinating baby (1 min 40 secs)

SUGGESTED TIMING: 2 x 40 mins
(depending on size, receptivity and ability of class)

LESSON SEQUENCE:**LESSON ONE****Preparation**

ONLY DO IF YOU HAVE NOT COMPLETED THE LESSON BASED ON THE VIDEO CLIP 'ACROSS THE BORDER'

- Exercise

Use this exercise to explore stereotypes. Read out one word at a time from the list below. The words describe a group of people in society. The students are asked to write down their first, honest response/reaction to each word.

GOTHS
CATHOLICS
HOMELESS
PROTESTANTS
FOOTBALL FANS
CLERGY
BIKERS
TEACHERS
TRAVELLERS
POP STARS
PARENTS
TEENAGERS

After the list is read out ask the class to 'grade' their responses.

Grade N for negative response

Grade X for neutral response

Grade P for positive response

Follow-up discussion could take 2 forms.

(a) Labelling

POSITIVE and NEGATIVE labels are put at either end of the classroom. The centre of the classroom can be Grade X. Read out names of the groups (from list above) one by one and pupils should move to the relevant end of the classroom

OR

(b) Ask pupils questions

What negative responses did you have?

What positive responses did you have?

Teacher-led discussion should clearly set out that the negative or positive responses are STEREOTYPES of that particular group e.g. not all football fans cause trouble or not all pop stars are musical... etc...

Task

- Pupils should be told before watching the video clips that they are from a comedy programme which is looking at stereotypes of the Protestant and Catholic communities.

'Catholic stereotypes' video clip

- Write the following questions up on the whiteboard:
 - What was the first stereotype about Catholics said by Uncle Andy? ('doing the double' - working while claiming unemployment benefit)
 - What was the second one? (lazy - 'never be up out of bed for 8 o'clock train')
 - What was the comment about Orange marches? (Catholics would be up at the crack of dawn for an Orange march)
 - Was there anything about the alarm clock that could be considered a stereotype of Catholics?
- Students watch 'Catholic stereotypes' video clip

'Indoctrinating baby' video clip

- Write the following questions up on the whiteboard:
 - What were the presents Uncle Andy got for the baby?
 - Uncle Andy used a number of words to describe Catholics. Which ones do you think were sectarian?
 - What stereotypes of Catholics did Uncle Andy mention when he was asked to make Dymphna feel more at home?
 - What name did Uncle Andy call the baby? Why?
 - How did you feel about the stereotypes of Catholics and Protestants used in this video clip?
- Students watch 'Indoctrinating baby' video clip
- Consideration of questions asked for both video clips (including help with lesson glossary if required)

Conclusion

- Pupils put into small groups (three or four per group) and told that in the next lesson they are going to create

either

(1) A humorous storyboard of 'A day in the life of a Catholic' using some of the stereotypes mentioned in the video clips

or

(2) A humorous storyboard of 'A day in the life of a Protestant' using some of the stereotypes mentioned in the video clips

- Groups choose which storyboard they wish to create

Homework

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

They should also write down some ideas for their storyboard to bring to their group in the next lesson.

LESSON TWO**Preparation**

- Pupils watch 'Catholic stereotypes' and 'Indoctrinating baby' video clips to recap

Task

- Pupils get into their small groups (see end of last lesson) and create either
 - (1) A humorous storyboard of 'A day in the life of a Catholic' using some of the stereotypes mentioned in the video clips
 - or
 - (2) A humorous storyboard of 'A day in the life of a Protestant' using some of the stereotypes mentioned in the video clips(NB: Pupils could also use the 'Across the border' and '12th July festivities' video clips for inspiration.)
- Groups come forward with their storyboards and present them to the rest of the class
- One pupil (or teacher) acts as a recorder and writes onto the whiteboard all the stereotypes presented (divided into Catholic side and Protestant side)

Conclusion

The class opens to a whole group discussion considering:

- Have you ever heard before any of the stereotypes featured in the video clips?
- Have you heard any of the new ones written on the board?
- When you first saw the stereotypes did you perceive them to be perceptions or facts?
- What do you think now?

Homework

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

EXTENSION ACTIVITIES:

Pupils could split into two large groups and produce a camcorder video news bulletin looking at their 'own side' from a biased and humorous angle.

LESSON GLOSSARY:

Bigot: A person who has strong, unreasonable beliefs and thinks that anyone who does not have the same beliefs is wrong.

Carson: Became Ulster Unionist leader in 1911. Sir Edward Carson did not want Ireland to have its own government but for the union between Britain and Ireland to remain.

Coerce: To persuade someone forcefully to do something which they are unwilling to do.

Craig: Leader of the Ulster Unionist Party and first prime minister of Northern Ireland, holding that office for almost twenty years (1921–1940).

Indoctrination: Teach or persuade (a person or group) to accept certain ideas or beliefs without questioning them in any way.

Papish: An offensive nickname some Protestants use to call Catholics (linked to the Pope – Papish).

Prejudice: When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

Prods: An offensive nickname for Protestants, often used by Catholics.

Province: A name often used to describe Ulster or Northern Ireland. It is based on the fact that Ireland is made up of four provinces - Ulster, Leinster, Munster and Connaught.

Sectarian: Practising your religion in a way that shows intolerance of or an unwillingness to accept the religious beliefs of others.

Taigs: An offensive nickname for Catholics, often used by Protestants.

United Ireland: Many people in Ireland believe that Northern Ireland and the Republic of Ireland should become one country and be ruled by the Irish government with no British involvement. This would then be a "United Ireland".

TEACHER'S NOTES**SECTARIANISM****LAUGHTER LAB****ORANGE MARCHES/12TH JULY FESTIVITIES****LEARNING OUTCOMES:**

- Pupils will improve their understanding of Protestant and Catholic attitudes through humour
- Pupils will explore examples of Catholic and Protestant stereotypes
- Pupils will think about the consequences of using humour to highlight a difficult issue
- Pupils will begin to realise that humour can be a useful vehicle in helping us to deal with controversial issues like marching and 'The Twelfth'

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

RESOURCES:

Video clips - Located in Laughter lab, Sectarianism section

- a) Orange marches (2 mins 47 secs)
- b) 12th July festivities (2 mins 41 secs)

Advice sheet (Appendix 1)

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

LESSON SEQUENCE:**LESSON ONE****Preparation**

- Explain to pupils that we are going to watch two comedy clips that are taking a humorous look at issues arising out of marching and 'The Twelfth'.
- Brainstorm
Write the title 'The Twelfth of July' on to the whiteboard and then divide the whiteboard into two sections. At the top of the right section write the words 'My attitudes to it' and in the left section write the words 'Describe it'.
- Pupils should use the whiteboard as a 'graffiti wall' to record their attitudes and descriptions of 'The Twelfth'.

Task

- Write the following questions up on the whiteboard:

Orange marches video clip

- What are Da and Cal annoyed about?
- What methods of protest did they decide to use?
- Why were they using a telescope?
- What funny point do you think the comedy programme was trying to get across about Catholics and Orange marches?

12th July festivities video clip

- What are Uncle Andy and Mervyn celebrating?
- List the ways they seem to be celebrating.
- What does Uncle Andy say 'The Twelfth' is all about?
- What funny point do you think the comedy programme was trying to get across when the policeman was going to work?

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

Conclusion

- Pupils are told that in the next lesson they will be asked to recreate an Orange march in the style of 'Give My Head Peace'
- Split the class into two groups – Protestors and Marchers
(Teacher to give a brief explanation of these roles if needed)
- Advice sheet (Appendix 1) could be handed out at this stage
(Would give pupils a chance to think about their roles before the next lesson)

Homework

Pupils write into pupil journal their thoughts on the above questions and the lesson in general. Pupils should look through the advice sheet and think about what they could bring to the role they've been given.

You could ask them to bring in props and costumes for next week's march.

LESSON TWO

Preparation

- Explain to the class that we are going to watch the two comedy clips again for inspiration
- Students watch 'Orange marches' and '12th July festivities' video clips

Task

Performance

- Recreate a march in the style of 'Give My Head Peace'
- Pupils are given advice sheet again (Appendix 1)
- Give the groups time to act out or choreograph their ideas
- The groups should be asked to take up their positions
(The protestors will be on two sides of the classroom and the marchers in the middle ready to walk through)
- The march and protest begin

Concentric circles exercise

- When finished the groups will form two concentric circles – the inside one (marchers) looking outwards and the outside one (protestors) looking inwards
- Each pupil will directly face someone from the other group
- Each pupil should ask the person facing them what they thought of the comedy performance
- Ask the circles to rotate the distance of three people, a couple of times, to allow the pupils to share their thoughts with more than one person

Conclusion

The class opens to a whole group discussion considering:

- Did you think the performance was funny? Why?
- Do you think it is appropriate to look at such issues in a humorous way?

Homework

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

There is the option to use this lesson as a dry run/preparation lesson and get the children to bring in props and costumes the next week instead.

EXTENSION ACTIVITIES:

Redo the performance with more ideas, props and costumes. Pupils could record on video the performance and concentric circles.

LESSON GLOSSARY:

Concerned Residents Group: Catholic residents, living in areas where Orange marches pass through, set up groups to make sure their concerns and objections about these parades were listened to (e.g. Garvaghy Road Residents Coalition).

Consent: To agree to do something or to give someone else permission to do something.

Dialogue: A conversation or discussion between two or more people.

Fife (flute): This is a musical instrument that bandsmen play as part of the Orange Order celebrations on 12th July.

Orangeman: A member of the Orange Order, a Protestant organisation founded in 1795 with the aim of defending the Protestant faith. You must be Protestant to become a member.

Sectarian marches: Parades associated with one culture or religion, which are viewed by another religion as intolerant of their beliefs eg Catholics may see Orange Order marches as not treating their religious beliefs with respect.

SS RUC: An offensive name used by some people to describe the police in Northern Ireland. "SS" comes from the name given to Hitler's terror police and "RUC" (Royal Ulster Constabulary) was the name given to Northern Ireland's police force prior to the current title - Police Service of Northern Ireland (PSNI).

The Twelfth: A term used to describe the Twelfth of July in Northern Ireland. (see glossary entry for Twelfth of July.)

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
Advice for Groups**PROTESTORS**

- You are going to hold a protest against an Orange march here in the classroom. Try to come up with some funny ideas ('Give My Head Peace' style) on how to represent your role.
- You will be facing the marchers and will be expected to:
 - make some humorous posters
 - prepare some humorous slogans to chant
 - make some humorous gestures

MARCHERS

- You are going to march in the classroom. There will be a protest against your march. Try to come up with some funny ideas ('Give My Head Peace' style) on how to represent your role.
- You will be facing the protestors and will be expected to:
 - make some humorous posters
 - have some humorous slogans to chant
 - make some humorous gestures