

**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 Dympna 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 '12<sup>th</sup> 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".