

**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) 12<sup>th</sup> 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?

### 12<sup>th</sup> 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 '12<sup>th</sup> 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 12<sup>th</sup> 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