

## TEACHER'S NOTES

## SECTARIANISM

## CASE STUDY - NI

### TORRENS VIDEO & SLIDE SHOW

#### LEARNING OUTCOMES:

- Pupils will improve their understanding of what a home is
- Pupils will explore some of the reasons why people feel they have to leave their homes
- Pupils will think about the consequences of leaving their homes on the families involved
- Pupils will begin to realise that these actions impact across Northern Ireland and not just in the area involved

#### SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

#### RESOURCES:

Torrens video clip (2 mins 30 secs) Located in 'Case study – NI', Sectarianism section.

Torrens slideshow (3 mins 20 secs) Located in 'Case study – NI', Sectarianism section.

Web articles (to provide balance) NB: You may need to print these off beforehand.

Carrickfergus residents flee homes -

[http://news.bbc.co.uk/1/ni/northern\\_ireland/3925597.stm](http://news.bbc.co.uk/1/ni/northern_ireland/3925597.stm)

Attacks on Larne homes -

[http://news.bbc.co.uk/1/ni/northern\\_ireland/1149754.stm](http://news.bbc.co.uk/1/ni/northern_ireland/1149754.stm)

Household items cards (Appendix 1)

Torrens audio (3 mins 34 secs ) Located in 'Case study – NI', Sectarianism section.

- not used in lesson plan, but could be basis for extension work

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

#### LESSON SEQUENCE:

##### LESSON ONE

###### Preparation

- BRAINSTORM

Write the word HOME in the centre of the whiteboard and ask the students to come up and write down items that they think make a house a home.

Ask students to think up words with home in them (eg home help, homesick). Write suggestions up on whiteboard under headings 'positive' and 'negative'.

- **SETTING THE SCENE**

You should explain to the pupils that:

There are a lot of people in Ireland and in the wider world who have been forced out of their homes because of the actions of another group. This can come about slowly or very quickly. Intimidation can be intense over weeks or months or the threat to people's lives can be immediate.

Whether it is a Tamil family in Sri Lanka, a Palestinian family in Gaza, a Tutsi family in Rwanda, a Protestant family in Torrens or a Catholic family in Carrickfergus or Larne, the fears and trauma must be very similar.

This is your home. It has been for years. The children's school is round the corner, mum and dad work nearby. However, due to the actions of a group of people (usually who you do not personally know) you are going to have to leave your family home.

In this role play you are going to leave **QUICKLY** and **FOR GOOD!!**

**Task**

- Students are put into 'family' groups of five.  
The group will individually take on the following five roles in a family - grandmother, mum, dad, son and daughter.
- Each group is to imagine their 'family' lives in Torrens or Carrickfergus. They have suffered a lot of attacks on their home over the last few weeks and things are getting very serious.  
A message has got through that they have half an hour to get out of their house before it is destroyed by the attacking group.  
Their group/family will be given cards detailing household items and they have to choose what 25 items they want to take with them.

(Household items cards are at end of this lesson plan and can be printed off)

They must remember these items are to help the whole family start over again and they only have **HALF AN HOUR** to get out!

- When groups have chosen their 25 items, tell them that there is even less time to get out and they will have to make do with only 15 items.  
Groups should be asked to scratch off 10 items from their original 25.
- Each group should keep its final 15 item cards.  
Put the discarded ten in one central pile (labelled).  
Put the ones discarded at the very start into another central pile (labelled).

When discussing the choices they have made, looking at the cards will help the pupils to see

- a) the kind of things that people give up when forced to move from their home and
- b) how people prioritise items.

## Conclusion

The pupils should be asked why they made the choices they did:

- Which did you keep first and why?
- Which did you discard first and why?
- What sort of items were your priority fifteen items?
- Did doing this exercise make you realise how awful it must be for a family to leave all these things behind?
- Did you have much conflict within your family over the choices?
- How do you feel about your own home now?

## Homework

Pupils write into pupil journal their thoughts on above questions and the lesson in general. You could ask them to think about the practical and emotional difficulties involved in a 'normal' house move.

## LESSON TWO

### Preparation

Recap of the previous lesson.

### Task

- VIDEO

Before they watch the video clip, pupils should be told that it shows the experiences of some Protestant people of the Torrens area of North Belfast who have been forced to leave their homes. The Torrens area is a small Protestant enclave surrounded by Catholic areas. The Protestants are therefore in the minority.

Write the following questions up on the whiteboard:

- What has been happening to the Protestant families of Torrens?
- Who did these families blame for forcing them to flee their homes?
- What was the response from the Catholic community?
- Is this happening to both communities?
- What was the response of the DUP politician (Nigel Dodds) to these developments?
- Do Protestant families want to live in this area now?

Students watch video clip.

- SLIDESHOW

Before they watch the slideshow, pupils should be told that this is a report by a journalist called Mark Simpson and is also about the experiences of Protestants in the Torrens area of North Belfast.

Write the following questions up on the whiteboard:

- What sort of intimidation did Mark Simpson list?
- Are both communities suffering?
- Who did the Protestants blame?
- Does the woman think Protestants and Catholics can ever live in peace?

Students watch slideshow.

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

- **WEB ARTICLES**

Tell pupils that these are 2 news articles about Catholics being forced to leave their homes in Carrickfergus and Larne.

Pupils read the articles.

## **Conclusion**

The class opens to a whole group discussion considering:

- Why do you think some people force others out of their homes?
- What would you have done if your home was under attack?
- When you saw the burned out, neglected houses – did you see them as
  - a) houses that are in a bad state
  - or
  - b) places that used to be people's homes?

## **Homework**

Pupils write into pupil journal their thoughts on above questions and the lesson in general. Pupils compile a list of areas where communities feel under threat and there is perhaps a greater chance of being made homeless.

## **EXTENSION ACTIVITIES:**

(1) Role play: you could go global and show how a refugee was exiled. You could set the role play in even more serious circumstances, where a much quicker exit from their home is necessary.

Could use different/extral items to stress the different cultural circumstances.

Water pot	Bag of rice	Wrist watch
Plastic sheet	Cooking oil	Gold wedding ring
Piece of matting	Small container of drinking water	Compass
Knife	A calf	ID papers
Cooking pot	Soap	Large strong bag
Blanket	Firewood	Spare batteries
Rope	Matches	
Etc .....	Etc .....	Etc .....

(2) Torrens audio: (this can be found on 'Case Study - N. Ireland' page in the Sectarianism section of this website) is an interview with Dr Peter Shirlow on Radio 4's Today programme giving a more detailed analysis of why these kinds of attacks are occurring (it was broadcast after Mark Simpson's report ie Torrens video).

This could be used as the basis for a more in-depth discussion about this topic.

(3) Research: contact Simon Community for a homelessness pack.

(4) Research project: pupils could produce a piece of work which would include statistics and reasons for the shift of population in Northern Ireland (or Belfast).

## **LESSON GLOSSARY**

**Exile:** When people are forced to leave their home or their country.

**Intimidation:** Threatening or frightening someone into doing something.

**Minority:** Any small group in a society that is different from the rest. Differences often include race, religion or political views.

**Nationalist:** Someone who believes that their country should have its own independent government, e.g. Northern Ireland should be united with Republic of Ireland and ruled by the Irish government, with no British involvement.

**Peaceline:** This is a wall or fence built to keep two opposing communities apart. Erected at various flashpoints in Belfast.

**Ulster Defence Association:** A loyalist paramilitary group, who believe in using violence to protect the Protestant people and keep Northern Ireland British. They are also known as the UDA.

**Unionist:** A name given to people who want Northern Ireland to continue under British rule. (Most unionists are Protestants.)

**APPENDIX 1****Household items cards**

Mobile Phone	Televison
Clothes	Pet
School Books	Hairdryers
Toiletries	Jewellery
Rugs	Sofa
Kids Toys	Knifes and Forks

Plates	Cups and Saucers
Microwave	Washing Machine
Dishwasher	Oven
Fridge	Freezer
Coffee Maker	Kettle
Christmas Tree	Diary

Bed	Photo Albums
Framed Photos	Medicine
Cash	Passports
Newspapers	Popsters
Bicycle	Bible
Football	Teddy Bear