

TEACHER'S NOTES**SECTARIANISM****MARCHING****LEARNING OUTCOMES:**

- Pupils will improve their understanding of the conflict which marching can cause
- Pupils will explore reasons why some people take part in and others protest against these marches
- Pupils will think about the consequences of some controversial marches
- Pupils will explore some methods of conflict resolution
- Pupils will begin to realise that achieving a solution to these conflicts is a challenging and rewarding task

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

RESOURCES:

Video clips - located in Marching, Sectarianism section.

- (1) Belfast Parades (3 mins 8 secs)
- (2) Ardoyne Clash (4 mins 8 secs)
- (3) Parades Commission (2 mins 6 secs)
- (4) Derry Parade (1 min 34 secs)

Slideshow - Reaching Agreement (5 min 34 secs) Located in Marching, Sectarianism section.

Report back sheet (Appendix 1) - make to A3 size

Role play cards (Marchers, Residents, Parades Commission, Police and Onlookers) - these are included in lesson plan and can be printed off as A4 pages

SUGGESTED TIMING: 3 lessons x 40 minutes
(depending on size, receptivity and ability of class)

LESSON SEQUENCE:**LESSON ONE - Videos****Preparation**

- Brainstorm the words rights and responsibilities on the whiteboard
- Brainstorm the words Orange Parade on the whiteboard
- Brainstorm the words Residents' Protest on the whiteboard

- Explanation of terms such as Orange Order, Apprentice Boys, residents' groups, etc (Use lesson glossary and cultural symbols section of Year 8 citizenship material.)

- Ask pupils if they have seen any orange parades or marches

(If time, pupils could also watch Video 3 in the Laughter Lab section. The video clip is called 'Orange marches'.)

Task

- Explain to the pupils that we are going to watch four short video clips and then look at the issue of marching and parades in Northern Ireland
- Write the following questions up on the whiteboard (There is a set of questions for each clip)

Video one - Belfast parades

- When was the nationalist residents' protest most angry?
- What are the Orange Order unhappy with?
- What actions are the Orange Order prepared to take?
- Who made the decision that is annoying the Orange Order?
- What did the North and West Belfast Parades Forum and residents get changed in an earlier parade? (There was a change in the Parades Commission's ruling, allowing a march along the Springfield Road)
- Who does the forum represent?
- Does it look like they will get what they want this time?
- How have the unionist people reacted?
- How has this impacted on the nationalist people?
- Are both sides protecting their rights?
- Are both sides behaving responsibly?

Students watch video clip

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

Video Two - Ardoyne Clash

- What was unionist councillor Chris McGimpsey's view of the clash at Ardoyne?
- Who did he blame?
- What was republican MP Gerry Adams' view of the situation?
- What happened when Gerry Kelly of Sinn Féin tried to encourage the young people to walk away from the place where the parade would pass?
- How did you feel when you saw the violence against the soldiers and police?
- What was SDLP Martin Morgan's view of the police?

Students watch video clip

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

Video Three - Parades Commission

- Why was the Parades Commission set up?
- What criticisms did both nationalist and unionist politicians make regarding the Parades Commission?
- Why are they attracting this criticism?
- What do you think the Parades Commission's job is supposed to be?

Students watch video clip

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

Video Four - Derry Parade

- How did the Apprentice Boys' march go in Derry that morning?
- What was the pageant re-enacting? (siege of Derry)
- Why do the Apprentice Boys see this pageant and the marches as important?
- How many marchers and bands paraded?
- Did the afternoon march pass off totally peacefully?
- Why was it much better than years gone by?

Background to the siege of Derry -
www.bbc.co.uk/history/timelines/ni/siege_derry.shtml

Students watch video clip

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

Homework

Pupils write into pupil journal their thoughts on the lesson in general and ask themselves how difficult it would be to keep everybody happy over the issue of marching.

Pupils asked to find out how the most recent marches in Belfast and Derry/Londonderry went. Has the situation changed from what they saw in the video clips?

LESSON TWO - Slideshow and set up mediation role play**Preparation**

- Explain to the pupils that we are going to watch a slideshow which includes three different views on the issue of marches in Londonderry. The Apprentice Boys want to march in Derry, the residents' group is opposed to this and some Derry businessmen are trying to help the two opposing groups reach a compromise.
- Brainstorm the word mediation on the whiteboard
Brainstorm the words Apprentice Boys of Derry on the whiteboard
(<http://news.bbc.co.uk/1/hi/uk/420061.stm> and www.abod.info for background information)
(the BBC is not responsible for the content of external websites.)

- Write the following questions up on the whiteboard:
 - Who is the first speaker?
 - Why did he set up the Bogside Residents' Group?
 - Did he say it was because they did not like Orange culture?
 - Who is the second speaker?
 - Did he think the residents' group was trying to stop them from practising their culture?
 - What does he think the Apprentice Boys should do?
 - Who is the third speaker?
 - What did he say he has been doing in Derry to help stop the conflict?
 - Does solving this problem look very difficult?
- Students watch slideshow
- Consideration of questions asked
(including help with lesson glossary if required)

Task (preparation for role play)

Setting

Explain to them that they live in an imaginary town in Northern Ireland called Ballyanywhere and the local Orange lodge want to march through the town. The nationalist residents' group is opposed to it because there has been violence during and after each of the parades for the last three years. The mediators have arrived to try to come up with a compromise solution to this stand-off. Ultimately the mediators have been given the power to make the decision if a compromise is not reached.

Groups

Split the class up into four / five main groups.

- (1) MARCHERS
- (2) PROTESTORS / RESIDENTS
- (3) PARADES COMMISSION
- (4) POLICE
- (5) ONLOOKERS (optional)

ADVICE TO GROUPS (on cards if possible or A4 pages in this lesson plan can be printed off)

Groups will have to take time to read and discuss the following advice given to them.

Marchers

Your ideal march would include:

- all men, women and children marchers allowed to walk
- any type of loyal bands allowed
- bands can play any tunes they want
- marchers can carry banners
- bandsmen can carry flags
- spectators allowed to march alongside bands and marchers
- taking the route that has always been taken

You should meet with your fellow marchers in role and discuss what would be your bottom line, that is what from the above list would you not be prepared to give up. The mediators will be speaking to you and if you do not budge at all they will make a decision not in your favour. Ask yourselves: (1) What do you want (2) What do you really want? (3) Why do you want it? (4) What would you settle for?

There will be people in your group arguing from the following perspectives:-

LOYALIST PARAMILITARY (willing to use violence to get the march down the road)

TRADITIONAL ORANGEMAN (does not want to offend anyone but feels that this religious ceremony has been part of his tradition for centuries and should be tolerated)

VICAR (wants to avoid violence at all costs – ideal scenario is a peaceful march)

MODERATE ORANGEMAN (wants the march to go ahead but willing to make some compromises to help ease nationalist fears)

MODERATE UNIONIST POLITICIAN (wants the march to go ahead but willing to make some compromises to help ease nationalist fears)

HARDLINE UNIONIST POLITICIAN (thinks the residents' group is just another front for "Sinn Fein/IRA", who want to get rid of anything Protestant or British in Ulster. Believes the march should go ahead – no compromise)

Get each member of your group to think about the march and take on one of these roles. If there are more people than roles two people can take on the same role.

(Information on Orange Order at news.bbc.co.uk/1/hi/northern_ireland/3853277.stm)

Protestors/Residents

Your ideal situation would include:

- no marchers allowed to walk
- no bands allowed
- no band to play the music they want
- no marchers to carry banners
- no bandsmen to carry flags
- no spectators allowed because there is no march
- taking an alternative route away from our area if they must walk
- the right to make a peaceful protest if necessary

You should meet with your fellow residents in role and discuss what would be your bottom line, that is what from the above list would you not be prepared to give up. The mediators will be speaking to you and if you do not budge at all they will make a decision not in your favour. Ask yourselves: (1) What do you want (2) What do you really want? (3) Why do you want it? (4) What would you settle for?

There will be people in your group arguing from the following perspectives:-

REPUBLICAN PARAMILITARY (member of IRA who does not want the march to go ahead)

ANGRY RESIDENT (fed up with children frightened at this time of year – wants march banned to stop all the hassle)

PRIEST (would like to protect community rights but get a peaceful solution – a peaceful march and peaceful protest)

MODERATE RESIDENT (hates violence from both sides – peaceful march with peaceful protest.)

MODERATE NATIONALIST POLITICIAN (wants offending parts of the march stopped – but willing to compromise – a march with restrictions.)

REPUBLICAN POLITICIAN (sees this march as another example of unionists trying to triumphantly walk over Catholics – march should be banned)

Get each member of your group to think about the march and take on one of these roles. If there are more people than roles two people can take on the same role.

Parades Commission

Your ideal would be agreement. What decision will you take in the absence of agreement? Will you ban this parade? Should all parades that are considered contentious by others be banned? If so, will you also ban celebrations after All-Ireland football wins?

If you allow the parade what conditions, if any, will you attach to the marchers, to their followers, to the protestors? What sanctions, if any, will you apply to breaches of your orders?

You should bear in mind the equal rights of both sides.

The right to march and security on the one hand and the right to protest and security on the other. Remember when making your decision that no-one will get everything they want.

(You should also be given the role play cards for the other groups so you are aware of what each side would ideally like to happen.)

You should take into account the SIX main issues here:

ROUTE OF MARCH / INCONVENIENCE TO RESIDENTS

TYPE OF MUSIC

NUMBER AND BEHAVIOUR OF PROTESTORS

FLAGS AND BANNERS DISPLAYED BY BOTH SIDES

PARAMILITARY PRESENCE FROM BOTH SIDES

THREAT OF VIOLENCE / DISORDER FROM BOTH SIDES

The following positions will be represented among your group:

- All Loyal Order parades can go where they want. They are not terrorists.
- No parades without dialogue with residents' group and agreement.
- Anything which will lead to a settlement.

Get each member of your group to think about the march and take on one of these roles. If there are more people than roles two people can take on the same role.

You need to decide what instructions you will give:

- Police
- Marchers
- Protestors

Have a look at your Advice and Report Back sheets and discuss some strategies for the role play in the next lesson.

During the actual role play you will have to interview as many protestors and marchers as you can and record your ideas on a REPORT BACK SHEET using the advice provided.

NB: Copy of Report Back Sheet is Appendix 1.

Onlookers

You have not got involved in the Residents' group but you have strong feelings about parades. Your ideal would be no march through your area or a march after agreement is reached between the Residents' group and the marchers about:

- Route of the march
- Bands
- Music
- Number of marchers and spectators
- Symbols eg flags and banners

Without agreement about these you will feel insulted and not respected.

The Parades Commission will be talking to the Residents' Group and looking for compromise. You will hear about these talks. Do you trust the people involved in the Residents' Group to come up with a good decision? Do you feel powerless because you are left outside. (Remember, you chose not to get involved). So talk to your fellow onlookers and ask them how they feel about:

- the parade
- about possible compromises
- what you think the police should do
- how will you respond if there is trouble
- will you bring your children to look at the parade (to show them what your people have to suffer from Loyal Orders).

Some people in your group will argue from the following viewpoints:

- We should not let them through under any circumstances
- We should do a deal and get the thing solved: people's nerves are wrecked and they can't take any more fear
- Some will just love the drama and want to get their pictures in the paper (but they won't say that, they just accuse others of wanting this).

Get each member of your group to think about the march and take on one of these roles. If there are more people than roles two people can take on the same role.

Police

You need to act as police commanders. What issues do you need to bring to the attention of the Parades Commission to help them make a decision?

If the parade was to go ahead without agreement, you need to consider:

- The increased risk of violence would pose a threat to the general public – marchers, protestors, onlookers, passers-by.
- It would be a more dangerous situation for your officers. (You are the employer and so have to safeguard your officers' health and safety).
- Impact on local business community. Buildings may be damaged or shops may shut because of worries about the violence.
- Cost of the extra police officers or overtime needed to try and ensure the parade passes off quietly. (You have a limited budget. It also means less money being spent on other things such as solving crime.)
- What impact might there be on police-community relations with the residents after the march?
- What impact might there be on police-Loyal Order relations after the march?

Conclusion

Group members are asked to perhaps bring in some relevant costumes and/or props for the activity.

5 minutes planning discussion for bringing in costumes/props.

Homework

Group members are asked to familiarise themselves with their role for the next lesson and bring in their props/costumes.

Pupils write into pupil journal their thoughts on the lesson.

LESSON THREE - Mediation role play**Preparation**

Pupils are asked to get into their groups again and spend five minutes discussing how they are going to respond during the role play.

Task (the role play)

- Marchers, residents and police (in role) sit in their groups to be interviewed by the Parades Commission.
- Parades Commission are given Report back sheets and asked to interview people from different sides of the debate. They are asked to interview as many residents, marchers and police as they can and record their ideas on the Report back sheet using the advice provided.
- When the Parades Commission have finished interviewing they will need some time to prepare a report of their findings. This will be presented to the residents and marchers for their consideration.
- **CONCENTRIC CIRCLES EXERCISE FOR EMPATHY**
The marchers and residents are asked to form two circles while the Parades Commission prepare their report.
Marchers form a circle on the inside looking out.
Residents form a circle on the outside looking in.
All pupils should be standing facing another pupil.
Each pupil should introduce themselves and explain to the pupil facing them why they feel the way they do.
Rotate clockwise on inside, anti-clockwise on outside to share their views with someone different.
Continue as long as you feel it would take for each pupil to hear a spread of views.
(Pupils in the role of police and onlookers could listen in to the views expressed.)
- **PARADES COMMISSION REPORT**
The Parades Commission present their report to the class outlining their solution to the problem in Ballyanywhere.

Conclusion

- YES / NO VOTE label each end of the classroom.

Each person in the residents' and marchers' groups (as well as Onlookers) is asked to vote YES or NO to the Parades Commission's proposals by walking to the relevant end of the room.

Pupils should be given a chance to explain their position and change their vote during the discussion.

- QUESTION FOR POLICE
What do they think of the Parades Commission's solution? What impact would it have on the policing situation? Do they feel they could enforce the decision?
- QUESTION FOR PARADES COMMISSION AT THE END!!

Should the Parades Commission go ahead with their decision:

- a) if all residents and marchers say YES
- b) if most residents and marchers say YES
- c) if some residents and marchers say YES
- d) regardless of the support or opposition of residents or marchers
- e) if the police advise against it

Homework

Pupils write into pupil journal their thoughts on the last three lessons on marching especially focusing on the possibilities present for resolving such conflicts through dialogue and compromise.

LESSON GLOSSARY

Apprentice Boys of Derry: A group which was set up to celebrate two anniversaries associated with the Siege of Derry in 1689, an event which saw Protestants survive Catholic attempts to starve them out of the city. This Protestant group holds parades in Londonderry/Derry in August and December.

Bogside Residents' Group: A group in Derry / Londonderry which makes sure residents' concerns are heard about the Loyal Order marches that pass through the city every year.

Culture: A society's language, values, beliefs and customs that together give people a sense of who they are.

DUP: The Democratic Unionist Party draws its support from the Protestant community and is fiercely opposed to any moves towards involving the Republic of Ireland in Northern Ireland affairs. It became the largest party in Northern Ireland following the assembly election in 2003.

Hardline: Sticking strictly to an opinion or policy. Not likely to compromise or change.

IRA: (Irish Republican Army) This organisation wants Northern Ireland to no longer be under British rule and its final goal is for Ireland to become a democratic socialist republic. It carried out a military campaign during the 1970s, 80s and 90s to try and achieve these aims.