

TEACHER'S NOTES**SECTARIANISM****NEWSSTAND****ANALYSIS****INTRODUCTION:**

The primary objectives are to evaluate the meaning of sectarianism and what it means to be sectarian by using real life examples from Northern Ireland. It appears that the promotion of one religion and the cultural identity associated with it has caused deep divisions and sectarianism. However, what appears less clear is that many individuals and groups don't seem to recognise what sectarianism is and what it means to be sectarian.

KEY QUESTIONS:

- What is sectarianism?
- What does it mean to be sectarian?

Time: 2 hours (2 double periods)

LEARNING OUTCOMES:

This lesson will offer students opportunities to explore:

- Different understandings of what sectarianism is
- The alleged causes and consequences of sectarianism in Northern Ireland
- The challenges of diversity for Northern Ireland

Throughout the lesson students have opportunities to:

- Understand the importance of hearing and listening to different experiences / points of view
- Develop openness about accepting customs and practices different from their own
- Appreciate their own and others' uniqueness
- Improve their thinking skills, ability to manage information and work with others

RESOURCE: newspaper articles

Article A: 'It wasn't sectarian, honest your honour, the Taigs provoked me' Sunday Tribune 05/10/03

An irreverent critique of proposed legislation on crimes motivated by sectarianism.

Article B: 'Any threat to the majority is not welcome' Irish News 08/09/04

An opinion piece in which Brian Feeney argues that the Unionist community feels its majority is under threat from the changing cultural landscape in Northern Ireland.

Article C: 'Divide deepening since Agreement survey shows' Newsletter 05/01/02

Details from a University of Ulster survey which claims that sectarianism has risen in Belfast since the ceasefires and that there is evidence of a growing "society of fear".

Article D: 'Teenagers give verdict on Ulster's future' Newsletter 07/04/04

Article includes details from a survey which show that Northern Ireland teenagers aren't hopeful for the future of N. Ireland.

PREPARATION FOR SERIES OF 3 LESSONS:

- Carry out some group building exercises on the theme of diversity. Allow time for discussion and feedback from students to acknowledge experiences and insight, eg how identities can change and are not always fixed.
- Allow students to list or draw some of the symbols or emblems of identity in Northern Ireland. (Useful website: <http://cain.ulst.ac.uk/>) It is likely that symbols or emblems may only relate to the two main traditions in Northern Ireland. This is perfectly acceptable at this stage.
- Teacher should summarise students' findings.
- In pairs or small groups students should identify symbols or emblems that cause conflict and explain the reasons for the conflict.
- Brainstorm what students believe sectarianism is and record findings for further development.

(The BBC is not responsible for the content of external websites.)

LESSON PROGRESSION:

1. Read Articles A and B.

- a) Identify three areas of cultural identity which can cause sectarianism
- b) List key words that may cause offence and result in tension Explain how each one might increase tension/conflict
- c) Use both articles to list any problems which may hinder the success of the law to stop sectarian crimes
- d) Using the information you have gathered so far write a paragraph explaining:
 - (i) the cause of sectarian tension
 - (ii) how language can make the situation worse
 - (iii) how despite laws to stop sectarianism it still exists

2. Using evidence from Articles C and D.

- a) Which group surveyed appears to have the deepest mistrust and divisions between them in Northern Ireland?
- b) Explain how sectarianism has impacted on life in Northern Ireland eg access to housing, education etc
- c) From the evidence presented evaluate whether or not 'the future is bleak for community relations in Northern Ireland'

CONCLUSION:

Teacher should remind students of the agreed definition of sectarianism prior to the lesson. Students should be asked to provide a more refined definition based on what has been learned throughout the lesson.

EXTENSION ACTIVITIES:

- Class design a questionnaire which is to assess individuals' perceptions on what sectarianism is and what it means to be sectarian
- Each student should find two respondents to complete questionnaire
- All students feedback to the class their findings and these could be displayed in the room

TEACHER'S NOTES**SECTARIANISM****NEWSSTAND****ATTACKS****INTRODUCTION:**

The central objective is to develop an understanding of how cultural identity is expressed in Northern Ireland where there are many common means of expressing it such as murals, flags, music and language. Our cultural identity can be immensely enriching, providing individuals with a sense of social solidarity. However, there can also be negative consequences and challenges to expressions of cultural identity.

KEY QUESTIONS:

- How do we express identity in Northern Ireland?
- How do conflicts of identity arise?

TIME: 2 hours (2 double periods)

LEARNING OUTCOMES:

This lesson offers students opportunities to explore:

- The diversity of cultural identity in Northern Ireland
- The importance of cultural identity in Northern Ireland
- The challenges of cultural identity in Northern Ireland

Throughout the lesson students will have opportunities to:

- Understand that perception of cultural identity is not shared by different groups
- Develop an openness about accepting that there are a variety of groups in their community and that each has a range of rights and needs
- Improve their thinking skills and ability to manage information

RESOURCE: newspaper articles

Article A: "Fear still stalks streets of White City" Irish Times 23/08/04

How violence is still taking place despite the ceasefires and how Protestants feel about their identity and culture.

Article B: "A community poisoned by paramilitary intimidation" Sunday Tribune 21/03/04

How Catholics have been intimidated out of their homes in Ballysally, Coleraine, though some local Protestants deny there is a problem.

Article C: "Terror purge drives Catholics out of homes" Sunday Tribune 27/07/03

How Catholics have been intimidated out of an estate in Magherafelt, Co Londonderry.

Article D: "Unionist ethos is being eroded" Newsletter 13/08/04

How large numbers of Protestants have left the west bank of the River Foyle in Londonderry and those who remain living there feel unwanted and unsafe in the city

PREPARATION:

Teacher should recap with students what sectarianism is. Record on board definition decided from previous lesson.

Lesson progression

The two publicly recognised traditions in Northern Ireland are those of Catholic/ Nationalist and Protestant/Unionist. It would appear that each tradition has striven to establish itself as separate, different and in many ways superior. Many aspects of cultural identity such as language, murals, flags etc have been established to ensure the two traditions appear as mutually exclusive.

1. Article A suggests that Protestants in Northern Ireland don't view their cultural identity in the same way
 - a) Briefly describe the two main views on the importance of the Protestant cultural identity in Northern Ireland
 - b) Can you suggest reasons why there is this difference of views
2. Using Articles B, C and D
 - a) Identify and explain the main aspects of cultural identity that have been a source of conflict
 - b) Describe the conflict that has resulted
 - c) Are these actions sectarian? Give reasons for your answer
3. Using all 4 articles
 - a) Describe in your own words what you have learned about the term 'ethnic cleansing'
 - b) Describe how individuals, groups and organisations have attempted to deal with the conflict. For each one record what they have said or done to respond to sectarianism and how others have responded to this

Homework

Using the internet or local newspapers gather evidence of sectarian conflict in Northern Ireland during the past week and record all events.

EXTENSION ACTIVITY:

Conduct a Q&A session during which students should identify countries where sectarianism exists.

(Pupils could begin by taking a look at 'Case Study – India' in the Sectarianism section of this site. Also details of 7 religious conflicts are included in World Religions, in the Religion section of this site.)

- List countries on the whiteboard and ask students to carry out research into one of these countries. They should focus on:
 - a) the nature of sectarianism in that country
 - b) how individuals, society and the government deal with it
- Students should bring along the information they have gathered from their research the following week
- A further lesson could be used to compare Northern Ireland with other countries

TEACHER'S NOTES**SECTARIANISM****NEWSSTAND****SPORT****INTRODUCTION:**

The central objective is to emphasize that the idea of belonging to a group, particularly a sporting group, can contribute to our sense of identity. In Northern Ireland sport has unfortunately become another avenue for some to vent sectarian feelings, attitudes and behaviour. This lesson will attempt to identify how the roots of sectarianism in sport go back centuries. However, it will also afford students with opportunities to understand how sport is now being used as a mechanism to overcome sectarianism in Northern Ireland and beyond.

KEY QUESTIONS:

- How has sport contributed to sectarianism in Northern Ireland?
- How can sport be used to promote inclusion rather than exclusion?

TIME: 2 hours (2 double periods)

LEARNING OUTCOMES:

This lesson offers students opportunities to explore:

- The extent of sectarian violence in sport in Northern Ireland and beyond
- Concepts of sectarianism, stereotyping and discrimination
- The need to resolve conflicts and work towards reconciliation

Throughout this lesson students will have opportunities to:

- Develop an understanding of the nature of sectarianism and its effects
- Understand resulting conflict and consider how to move towards resolution
- Consider a set of 'rules' (behaviours, attitudes and values) which can support diversity
- Improve their thinking skills and ability to manage information

RESOURCES: newspaper articles

Article A: "Croke Park debate boils up" Sunday Business Post 04/01/04

A profile of the GAA which takes a look at its past, present and future, as well as the removal of Rule 42.

Article B: "Bigotry gets boot from young people" Newsletter 12/06/03

The Irish Football Association takes a stand against bigotry with the launch of a new initiative.

Article C: "Choosing your team can mean life or death" Irish Times 24/08/02

An interesting history of the sectarian rivalry between Rangers and Celtic, and the impact this continues to have in Northern Ireland.

Article D: "Sporting hybrid linked by common Ulster hero" Newsletter 03/03/04

How teenagers from 3 very different sporting traditions are coming together to play a match which will involve a combination of shinty, hurling and hockey. Hopes are expressed that 'cross-code' sporting activities such as this can unite people.

LESSON PROGRESSION:

1. Read Article A
 - a) Explain why you think there is so much controversy surrounding Rule 42 for the GAA
 - b) Identify and explain how the GAA has evolved into "a purely sporting and cultural organisation"
2. Read Article B
 - a) List reasons why the IFA spent thousands on the Red Card Appeal
 - b) Record ways in which this was successful / unsuccessful
3. Read Article C
 - a) Describe, with use of examples, how choosing your football team remains 'a totem of tribalism'
 - b) Explain why two Scottish football clubs have contributed to sectarian violence in Northern Ireland
4. Read Article D
 - a) Describe, with use of examples, how Shinty can unite rather than divide communities
5. Using evidence from the 4 newspaper articles list methods that individuals, society and the government have used to try and wipe out sectarianism from sport

CONCLUSION:

Go back to original definition of sectarianism that students have been developing throughout the lessons. Add to this on the basis of what has been learned in this lesson. Ensure students have the following and that it is recorded.

"Sectarianism can be defined as a system of attitudes, beliefs and actions which exist at individual, community and institutional levels which involves negative expression towards another religious group. In a Northern Ireland context sectarianism involves the addition of both cultural and political elements".

Sectarianism involves bullying types of behaviour such as:

- Excluding the other group e.g. threatening slogans
- Denial of the existence of other groups
- Putting down of other groups

- Domination of the other groups, involving the denial of the other group's rights and abuse of power
- Intimidation and physical attack

(CCEA Appendix 2 2004 Local and Global Citizenship)

EXTENSION ACTIVITIES:

Students should design a pamphlet which includes guidelines for the IFA on how to rid football of sectarianism.

TEACHER'S NOTES**SECTARIANISM****NEWSSTAND****SECTARIANISM: A PERSONAL VIEW****by Duncan Morrow**

There is an old joke told to passengers arriving for the first time in Belfast International Airport: 'Welcome to Northern Ireland. Please turn back your watches four hundred years' The joke draws attention to the fact that old divisions which many think have long disappeared, especially those between religious groups, still have an impact on life today. It is common to hear people on radio or television explaining events using religious labels: 'Today a Protestant man was attacked by a gang of Catholics' or 'A home of a Catholic family was splashed with paint by Protestant youths.'

Sectarianism is another way of dividing between people, this time using religious beliefs or background as the reason. Nowadays, it no longer matters so much whether you are an active church-goer. Sectarianism remains important because belonging to 'the wrong sort' is sometimes used as a reason for attacking somebody, for discriminating against someone or for trying to keep someone from political power.

Sectarian divisions have shaped many of the things we take for granted. Marriages between people from different sides of the sectarian divide are referred to as 'mixed marriages'. Our schools are usually either one thing or the other. While some of these have directly religious roots, many other things have also followed the same division. In many parts of Northern Ireland, people live in different areas, largely because they are thought to be Protestant or Catholic. The games people play are often chosen because of the schools we go to or by family tradition. Even if we play the same game, like football, some clubs have strong roots in one community or the other. Just wearing the colours of one team or the other has sometimes led to sectarian attacks.

Sectarian division has been so deep that it has also been the basis of politics in Northern Ireland. Whenever power has been fought over, violence has often been present. This has deepened the divisions and left many people wounded, angry and afraid.

One of the most difficult aspects of sectarianism is that we see it in others but not in ourselves. Because so much has been built on religious conflict, we can be talking about football or politics and still be thought of as being sectarian.

Northern Ireland is not the only place where religious division matters. In places as far apart as Scotland, Nigeria and Iraq, differences of religion have shaped society. And wherever religion and violence come together, the result has been great suffering.

ADDITIONAL LINKS

Churches

www.bbc.co.uk/northernireland/religion/faithandbelief/

Christian denominations only

www.bbc.co.uk/northernireland/religion/faithandbelief/christian_denominations.shtml

www.bbc.co.uk/religion/religions

World religions

www.bbc.co.uk/worldservice/people/features/world_religions/index.shtml

List and links to UK churches

www.churchnet.org.uk/cgi-bin/directory.cgi?sectionid=354

Celtic Rangers

Background into Rangers vrs Celtic rivalry

http://newssearch.bbc.co.uk/sportacademy/hi/sa/football.features/newsid_2295000/2295945.stm

Log in required to access page

www.celticfc.net/ifyouknow/pottedhistory.asp

Nil by Mouth

www.nilbymouth.org

One Small Step

www.onesmallstepcampaign.org

Community Relations Council

www.community-relations.org.uk

A report by Paul Connolly of Queen's University entitled 'Sectarianism, Children and Community Relations in Northern Ireland' http://www.paulconnolly.net/publications/report_1999b.htm

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