

TEACHER'S NOTES

SECTARIANISM

FOUR CORNERS ACTIVITY

LEARNING OUTCOMES:

- Pupils will improve their understanding of what sectarian and racist attitudes are
- Pupils will explore some of their own sectarian and racist attitudes
- Pupils will think about the consequences of such sectarian and racist attitudes and behaviour
- Pupils will begin to realise that these attitudes and actions have a huge impact across Northern Ireland

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

RESOURCES:

Four corners activity - Located in Sectarianism section

OR

Four corners activity – Located in Racism section

Guidance sheet - Appendix 1

Response grid - Appendix 2

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

LESSON SEQUENCE:**Preparation**

Display the following advice to the students. Give this out as a handout if you feel your students would need it. (Appendix 1)

A STATEMENT WILL APPEAR IN THE MIDDLE OF THE SCREEN

YOU ARE ASKED TO DECIDE HOW YOU FEEL AND THINK ABOUT THIS
STATEMENT: AGREE, STRONGLY AGREE, DISAGREE OR DISAGREE STRONGLY

WHEN YOU HAVE MADE A DECISION CLICK ON THE FACE IN THE CORNER THAT YOU
AGREE WITH

MAKE A NOTE OF WHAT IS SAID ON YOUR RESPONSE GRID

DO YOU STILL AGREE?

NOW LISTEN TO THE OTHER THREE CORNERS

DO YOU STILL HOLD THE SAME OPINION OR HAVE YOU CHANGED?

THEN

CLICK ON 'NEXT STATEMENT'

A NEW STATEMENT WILL APPEAR

FOLLOW THE ABOVE INSTRUCTIONS ALL OVER AGAIN

CONTINUE THIS PROCESS UNTIL YOU HAVE LOOKED AT ALL THE STATEMENTS

NB: BE SURE TO COMPLETE YOUR RESPONSE GRID.

Task

Pupils carry out the activity. They should go through each question considering their responses as they go.

They should be encouraged to take notes of their thoughts during this activity (see response grid – Appendix 2).

Conclusion

- Pupils take part in a discussion about their choices
- This can be extended better when carried out as a practical exercise in the classroom
- The teacher labels 4 corners of the room (agree, strongly agree, disagree, strongly disagree) and reads out each statement in turn
- The pupils have to move to the corner matching the opinion they hold at present
- Pupils are asked.
 - Why do you now choose that corner?
 - Was it always the same corner?

NB – Students should be told that they can still change their minds and move at any point during the discussions

Homework

Pupils write into pupil journal their thoughts on the above questions and the activity in general

Appendix 1**Pupil guidance for four corners activity**

A STATEMENT WILL APPEAR IN THE MIDDLE OF THE SCREEN

YOU ARE ASKED TO DECIDE HOW YOU FEEL AND THINK ABOUT THIS STATEMENT:
AGREE, STRONGLY AGREE, DISAGREE OR DISAGREE STRONGLY

WHEN YOU HAVE MADE A DECISION CLICK ON THE FACE IN THE CORNER THAT YOU
AGREE WITH

MAKE A NOTE ON YOUR RESPONSE GRID OF WHAT IS SAID

DO YOU STILL AGREE?

NOW LISTEN TO THE OTHER THREE CORNERS

DO YOU STILL HOLD THE SAME OPINION OR HAVE YOU CHANGED?

THEN

CLICK ON 'NEXT STATEMENT'

A NEW STATEMENT WILL APPEAR

FOLLOW THE ABOVE INSTRUCTIONS ALL OVER AGAIN

CONTINUE THIS PROCESS UNTIL YOU HAVE LOOKED AT ALL THE STATEMENTS

NB: BE SURE TO COMPLETE YOUR RESPONSE GRID

Appendix 2**student response grid**

Statement	FIRST RESPONSE (agree, strongly agree, disagree or disagree strongly)	DID YOUR RESPONSE CHANGE? WHAT TO?