

TEACHER'S NOTES

SECTARIANISM / RACISM

SAMPLE LESSON

LEARNING OUTCOMES:

- Pupils will improve their understanding of what sectarianism is
- Pupils will explore some of the reasons why people are sectarian
- Pupils will think about the consequences of sectarian actions
- Pupils will start researching actions they can take to stamp out sectarianism

Suggested Structured Activities To Reinforce Learning Outcomes:

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

Resources:

Scenario cards + Instructions (Appendix 1)

Character List (Appendix 2)

Suggested Timing: 40 minutes (depending on size, receptivity and ability of class)

Lesson Sequence:

Preparation

- Students get into groups of up to five
- Each group is given a Scenario card and asked to read through it (Appendix 1).
- Explain to each group that they must not tell the other groups about their scenario because we are going to have a game of charades. BUT this game of charades has no movement and some words. Each group is to guess what is going on in another group's charade.
- Each group should read through the instructions (Appendix 1). These instructions explain 'freeze-framing' and 'thought tracking'.
- Teacher should read through the instructions with the whole class, clarifying any problems that may arise.
- Each pupil must take on a role and have a 'thought track' prepared to act as a clue.

Each group needs to talk through what their freeze-frame (frozen scenario) will look like and where each person will stand.

(NB: The clues / 'thought tracks' must not be too obvious or too cryptic. Just helpful – do not give everything away.)

- Teacher visits groups to see how they are getting on and to check on subtlety of 'clues'.

Task

- One group takes up their positions for their freeze-frame. Teacher says "3 - 2 - 1 - Freeze!". Members of the group are frozen into their scenario. **(NB: They can do a rolling freeze-frame ie they use 3-2-1 to give a brief glimpse of some action leading up to the freeze.)**
- The other groups ask questions to try and guess what the 'frozen' group is portraying. The 'frozen' group can only answer YES or NO in reply.
- If groups can't guess what is going on they can point to or touch the shoulder of a member of the 'frozen' group to 'thaw them out' for a 'thought track'. This thawing can be repeated for all members of the 'frozen' group until the scenario is guessed.
- This process is repeated as each group takes it in turn to portray their 'frozen scenario'.

Conclusion

- Make sure pupils have access to all the Scenario cards (Appendix 1)
- Give out the List of characters table (Appendix 2) and ask pupils to complete it.
- Ask pupils in their groups, or the whole class, to discuss the different roles played out:
 - perpetrators
 - bystanders
 - victims
- Pupils should also consider:
 - What would I have done if I had been in the shoes of each character?

Homework

Pupils write into pupil journal their thoughts on the above question and the lesson in general.

Extension Activities:

- Photo display: take a photo of each group's freeze-frame. Then, each pupil should design a thought bubble to put the thought track onto. A thought track should either be a piece of text or an artistic representation. Get an A2 piece of card and put the photo at the centre. Students should then position their thought bubbles around it for display.
- Newspapers: look through for stories on sectarian attacks. (Could set a time period for this – a week or a month. Then pupils report back on their findings.)
- Links: make contact with schools / groups from the 'other' community with the aim of doing something together eg football tournament, exhibition, 'a wall of hope', a trip somewhere
- Guest speaker: invite a guest speaker to visit the school or their class to talk about a cross-community project / initiative. (Perhaps something the pupils could get involved with themselves).

APPENDIX 1**SCENARIO ONE**

My name is **Deborah**. I am 14 years old. My **Uncle Jim** is a bigot. His sister, my mum (**Kate**), married a man called **Tom**, my dad, and he is a Protestant. Uncle Jim is trying to drive a wedge between my mum and dad and the rest of the family. He will not let me play with my cousin **Ciara** and he won't even talk to my Dad. When he talks to my mum, all he does is complain about her 'Protestant husband'. This is my dad he is talking about. I am so upset. I wish that we could all accept each other as people.

Read the story above describing a case of sectarianism in action.

1. Identify the main characters in the story.
2. Each individual in your group is to decide which character he/she wants to be.
3. Your group then has to form a photograph / freeze-frame to show what is happening in your story.
4. The other groups will have to guess what each character is doing and, in the end, what is happening.
(a photograph may be taken of your freeze-frame)
5. If the other groups are having difficulty guessing they may need more clues. So each character should think up a short 'thought track' which would be a statement their character might say in the 'freeze-frame'.
6. If the guessing groups are stuck they can touch a character's shoulder or point to them. This will prompt that character to say their statement or 'thought track'.
(These 'thought tracks' could be displayed around the photos taken – written as thought bubbles on card.)

APPENDIX 1**SCENARIO TWO**

My name is **Joe** and I am 12 years old. I am in first year at secondary school. One day my friend **Ben** and I were sitting on a wall outside a friend's house. There are Jehovah Witnesses living in our street and when they go to church they dress in suits. There were older girls called **Sharon** and **Alice** sitting near us and they started mocking one of them about wearing a suit to church. They were calling him very hurtful names. The girls just would not leave him alone. My friends and I just told them to 'stop', but they didn't and kept on mocking him. I was amazed. I couldn't believe how cruel they were being to him, just because of his different beliefs.

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APPENDIX 1**SCENARIO THREE**

My name is **Julia** and I am 13 years old. When I was in P3 a girl called **Noor** joined my class. She came from Iran and was Muslim. Every morning when we said our prayers Noor would say her prayers by kneeling on the floor on her prayer mat and facing 'Mecca'. While she was saying her prayers two girls called **Megan** and **Rebecca** used to tease her. She used to run out of the classroom crying. One day she showed us how she prayed and what it meant. She showed my friend **Rhianna** and me the mat she used for prayer. At break-time Megan got her prayer mat, cut it in half and scribbled 'go back to where you come from' on it. I told Megan and Rebecca to leave Noor alone. As a result of all this Noor was forced to leave our school.

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APPENDIX 2**List Of Characters**

CHARACTER	VICTIM, PERPETRATOR OR BYSTANDER?	WHAT DID THEY DO?	WHAT WOULD I HAVE DONE?
Deborah			
Kate			
Uncle Jim			
Tom			
Ciara			
Joe			
Ben			
Sharon			
Alice			
JW 1			
Noor			
Julia			
Megan			
Rebecca			