

Cinemagic Teaching Resources: The Belfast/Good Friday Agreement

Cinemagic has produced a film about the Belfast/Good Friday Agreement with accompanying Lesson Plans and Resources. They are primarily intended for use by Citizenship, History and Government and Politics teachers but could be used in other subjects such as English. The film and resources are appropriate for Year 10 and Key Stage 4 pupils. The lessons were designed to support teachers meet the statutory requirements of the Northern Ireland Curriculum. Lessons use inquiry-based active teaching and learning methods.

Pupils watch a short film about the Belfast/Good Friday Agreement and teachers can select one or more of these lessons from a choice of three. Each lesson has short activities, which focus on developing pupils' knowledge and understanding of the Belfast Agreement.

Lesson 1. What is the Belfast/Good Friday Agreement?

Lesson 1. Planning	
Prior Learning	<p>Pupils should have prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • Cultural Diversity and Inclusion • Equality and Human Rights • Ways to resolve conflict and promote reconciliation • Democracy and Participation • Political Parties in Northern Ireland
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explore key features of the Belfast/Good Friday Agreement • Explain the Belfast/Good Friday Agreement and its key features • Learn from and value the ideas of others • Classify and group key features of the Belfast/Good Friday Agreement
Skills and Personal Capability Focus	<p>Pupils will have opportunities to develop the following examples of, Communication Skills and Thinking Skills and Personal Capabilities:</p> <p>Communication Skills</p> <ul style="list-style-type: none"> • Ask questions to explore and develop ideas • Listen actively and share ideas and opinions <p>Thinking, Problem-Solving and Decision Making</p> <ul style="list-style-type: none"> • Make and justify decisions • Offer ideas and reasons to support them • Justify a personal viewpoint with justification <p>Working with Others</p> <ul style="list-style-type: none"> • Learn with and form others • Respect the views and opinions of others and reach an agreement
Attitudes and dispositions	<p>Pupils will be encouraged to develop attitudes and dispositions such as:</p> <ul style="list-style-type: none"> • Curiosity • Respect for others views • Openness to new ideas • Self-reflection
Resources	<ul style="list-style-type: none"> • Belfast/Good Friday Agreement film • Belfast/Good Friday Agreement Heading Cards • Belfast/Good Friday Agreement Statement Cards • True-False/Agree-Disagree Cards • Four Corner Debate Statements • Dartboard Evaluation Template and sticky dots

Lesson 1. Launch, Activity, Debrief

Lesson Stage	Suggested teaching and learning strategies
Launch	<p>Teachers may introduce the lesson by finding out what pupils know about the Belfast/Good Friday Agreement. They could for example, use the use a photograph from the internet or newspaper headlines when it was signed. Teachers could ask pupils:</p> <ul style="list-style-type: none">• What do you know about the Agreement?• When was it signed?• Who signed it?• What makes it important?• What is a devolved government?• What is power sharing?• Is the Agreement still important today? Why?• The teacher provides an overview of the Agreement before introducing pupils to the film
Activities	<p>Activity 1. Pupils Watch Belfast/Good Friday Agreement Film</p> <ol style="list-style-type: none">1. Explain to pupils, they will be watching a short film about the Belfast/Good Friday Agreement and working on activities to learn more about the Agreement.2. Ask pupils to watch the film and make notes about key points.3. Pupils can use their notes for the following activities. <p>Activity 2. Belfast/Good Friday Agreement Matching Statements</p> <ol style="list-style-type: none">1. Pupils work in pairs. Pupils have to match Belfast/Good Friday Agreement Heading Cards to a series of corresponding statements.2. Give pupils two resource folders. One folder contains Agreement Heading Cards and the other contains Agreement Statement Cards.3. Allow pupils 20 mins to match Agreement Heading Cards with Statement Cards. Give pupils a few minutes before the end of the activity to review and, if they want, to change responses.4. The teacher facilitates discussion throughout the activity. Ask pupils to share their answers. Ask pupils to explain their reasoning.5. The teacher facilitates class discussion and can refer to the Answer Sheet <p>Activity 3. Four Corners Debate</p> <ol style="list-style-type: none">1. The teacher places an Agree, Disagree, True or False card in each corner of the classroom and reads ten statements. Pupils respond by moving to the statement which best represents their view. (Teachers may wish to use their own statements or they could ask pupils to work in groups and use their notes to create statements).2. The teacher may think about discussion questions for each statement before starting the activity.

	<p>3. Give pupils time to consider their opinion. 4. The teacher facilitates discussion.</p> <p>Statements</p> <ol style="list-style-type: none"> 1. The Belfast/Good Friday Agreement brought about changes to policing in NI. (TRUE) 2. The PSNI was established in 2005. (FALSE-The PSNI was established in 2001) 3. The Belfast/Good Friday Agreement brought peace to Northern Ireland and an end to the violence. (TRUE/FALSE) 4. The Irish Republic still maintained its claim to Northern Ireland after the signing of the Belfast/Good Friday Agreement. (FALSE) 5. The Belfast/Good Friday Agreement did not include recommendations for decommissioning or the early release of prisoners. (FALSE) 6. Northern Ireland always had direct rule. (FALSE) 7. People in Northern Ireland can possess dual citizenship (British and Irish passports). (TRUE) 8. Everyone agrees with the terms of Belfast/Good Friday Agreement. (FALSE) 9. The Belfast/Good Friday Agreement has made my life in Northern Ireland better. 10. I would sign the Belfast/Good Friday Agreement.
<p>Debrief</p>	<p>Dartboard Evaluation</p> <ol style="list-style-type: none"> 1. Create a Dartboard Evaluation Sheet using an A3 sheet. Use the Dartboard Evaluation template for guidance. 2. Place the evaluation question on top of the target. Evaluation Question - <i>I am confident that I could explain what the Belfast/Good Friday Agreement is to others in my class.</i> 3. Pupils are given a sticky dot and asked to place it on the target. The more they agree with the question the closer their dot will be towards the centre of the target. The further away from the centre of the target a dot is placed the less a pupil agrees with the question.

Lesson 1 Activity 2. Belfast/Good Friday Agreement Heading Cards

Cut out the cards and give a set to each group. Pupils match each Agreement Heading Card with a corresponding Statement Card. Teachers might wish to create their own cards or they could ask groups of pupils to create a card matching activity.

1.

**The Belfast/Good Friday Agreement was signed
by...**

2.

Northern Ireland Assembly

3.

Northern Ireland Executive

4.

MLA's

5.

**The date Belfast/Good Friday Agreement was
signed**

6.

Power Sharing

7.

The Republic of Ireland agreed to drop its claim to ...

8.

The Belfast/Good Friday Agreement had proposals in relation to...

9.

Parallel Consent

10.

Direct Rule

11.

The Department for Justice

12.

Devolved Government

13.

The date Policing and Justice Powers were devolved to Northern Ireland

14.

The Youth Justice Agency

15.

The Office of the Police Ombudsman

16.

**Voting in Northern Ireland in favour of the
Belfast/Good Friday Agreement**

17.

**Voting in the Republic of Ireland in favour of the
Belfast/Good Friday Agreement**

18.

Self-Determination

Lesson 1 Activity 2. Belfast/Good Friday Agreement Statement Cards

Cut out the cards and give a set to each group. Pupils match each Agreement Heading Card with a corresponding Statement Card. Teachers might wish to create their own cards or they could ask groups of pupils to create a card matching activity.

UK government, the Irish government and Northern Ireland political parties

The Northern Ireland Government. It is made up of MLAs elected by the people of Northern Ireland to represent their views. It appoints the Northern Ireland Executive.

This is made up of Ministers. They are MLAs chosen by the NI Assembly to manage Government Departments. Ministers also propose new laws called Bills. The work of the Executive must be passed by the Assembly before it can be implemented.

Members of the Legislative Assembly

10th April 1998

The creation of a government based on key decisions requiring cross-community support.

Constitutional claim to Northern Ireland

A Power-Sharing Executive

Human Rights

Future or NI policing

Early release of paramilitary prisoners

**North/South Ministerial Council and
British Isles Council**

Decommissioning of weapons

No one party can control the Northern Ireland Assembly. Decisions require the backing of a majority of nationalists and a majority of unionists.

The administration of Northern Ireland directly by the Government of the United Kingdom.

The Northern Ireland Government Department responsible for most everyday policing and justice powers in Northern Ireland.

Legislative powers were transferred from Westminster to allow the Northern Ireland government to create government departments and take responsibility for making decisions at a local level.

12th April 2010

Works with children aged 10-17 years who have offended or are at serious risk of offending

Investigates complaints against the PSNI

676,966 people voted in favour of the deal, while 274,879 voted against.

The 'yes' vote was 71.12%

1,442,583 people voting in favour and 85,748 voting against

The 'yes' vote was 94.39%

The right of people in Northern Ireland and the Republic of Ireland to self-determination. It is based on the principle of consent and a majority vote in support of Northern Ireland remaining part of the United Kingdom or to Northern Ireland becoming part of a United Ireland.

Lesson 1 Activity 3. Four Corner Debate Statements

1. The Belfast/Good Friday Agreement brought about changes to policing in NI. (TRUE)
2. The PSNI was established in 2005. (FALSE-The PSNI was established in 2001)
3. The Belfast/Good Friday Agreement brought peace to Northern Ireland and an end to the violence. (TRUE/FALSE)
4. The Irish Republic still maintained its claim to Northern Ireland after the signing of the Belfast/Good Friday Agreement. (FALSE)
5. The Belfast/Good Friday Agreement did not include recommendations for decommissioning or the early release of prisoners. (FALSE)
6. Northern Ireland has always had direct rule. (FALSE)
7. People in Northern Ireland can possess dual citizenship (British and Irish passports). (TRUE)
8. Everyone agrees with the terms of Belfast/Good Friday Agreement. (FALSE)
9. The Belfast/Good Friday Agreement has made my life in Northern Ireland better.
10. I would sign the Belfast Agreement/Good Friday Agreement.

Lesson 2. The Belfast/Good Friday Agreement, Writing a News Article

Lesson 2. Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • Cultural Diversity and Inclusion • Equality and Human Rights • Ways to resolve conflict and promote reconciliation • Democracy and Participation
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Learn with and from each other • Make positive contributions to group discussions by asking and responding to questions • Write a newspaper report • Explain what the Belfast/Good Friday Agreement is and its importance • Explain five key features of the Belfast/Good Friday Agreement
Skills and Personal Capability Focus	<p>Pupils will have opportunities to develop the following examples of, Communication Skills and Thinking Skills and Personal Capabilities</p> <p>Communication Skills</p> <ul style="list-style-type: none"> • Write a news article to suit audience and purpose • Structure writing in an organised and coherent way • Use appropriate vocabulary <p>Working with Others:</p> <ul style="list-style-type: none"> • Learn with and from others • Respect the views and opinions of others and reach an agreement • Listen actively and share ideas and opinions <p>Thinking, Problem-Solving and Decision Making</p> <ul style="list-style-type: none"> • Make and justify decisions • Justify views/opinions
Attitudes and dispositions	<p>Pupils will be encouraged to develop attitudes and dispositions such as:</p> <ul style="list-style-type: none"> • A sense of morality • Respect for the views of others • Community spirit
Resources	<ul style="list-style-type: none"> • Belfast/Good Friday Agreement Key Feature Cards • Post it notes • Flip chart pages

Lesson 2. Launch, Activity, Debrief

Lesson Stage	Suggested teaching and learning strategies
Launch	<p>Teachers may introduce the lesson by finding out what pupils know about the Belfast/Good Friday Agreement. They could for example, use a photograph from the internet or newspaper headlines when it was signed.</p> <p>Teachers could ask pupils:</p> <ul style="list-style-type: none">• What do you know about the Belfast/Good Friday Agreement?• When was it signed?• Who signed it?• What makes it important?• What is a devolved government?• What is power sharing?• Is the Belfast/Good Friday Agreement still important today? Why? <p>The teacher provides an overview of the Agreement before introducing pupils to the film</p>
Activities	<p>Activity 1. Pupils Watch the Belfast/Good Friday Agreement Film</p> <ol style="list-style-type: none">1. Explain to pupils, they will be watching a short film about the Belfast/Good Friday Agreement and then participating in two activities to learn more about the Agreement.2. Ask pupils to watch the film and make notes about key points.3. Explain to pupils that they will be applying what they learn about the Belfast/Good Friday Agreement in the film in the next activity to write a newspaper report. <p>Activity 2. Each One Teach One</p> <ol style="list-style-type: none">1. Give each pupil a card with information about one of the Key Features of the Belfast/Good Friday Agreement.2. Pupils walk around the classroom to gather information about four other key features from other pupils and have to exchange and explain the information on their cards with other pupils. Pupils should keep notes.3. At the end of the activity, pupils should have five pieces of information/key features about the Agreement, including their own.4. Teacher facilitates discussion throughout activity. <p>In addition to the film, this activity provides pupils with more information about the Belfast/Good Friday Agreement, which they can use in Activity 3.</p> <p>Activity 3. Writing a News Article</p> <ol style="list-style-type: none">1. Pupils work group of four or five.2. Ask pupils to imagine they are a news reporter for a local newspaper. Ask pupils to share their notes and discuss the film.

	<ol style="list-style-type: none"> 3. Ask pupils to produce a short news article of 300 words. They can create their own title or use – <i>The Belfast/Good Friday Agreement</i>. 3. Give pupils the criteria for writing their article and discuss. 4. Teachers may wish to further develop this activity. Ask pupils to create success criteria using the criteria for writing the news article. 5. Create a wall display for news articles 6. Ask pupils to assess their own news article. Place it on an A3 flip chart page, add <i>post it</i> comments, and display on the classroom wall. 7. Each group views and comments on each other’s work using post its.
Debrief	<p>Teacher facilitates class discussion</p> <p>Possible questions</p> <ul style="list-style-type: none"> • Explain the Belfast/Good Friday Agreement. • Why is it important? • Explain two key features of the Belfast/Good Friday Agreement. • Do you agree with all of key features discussed today? • Are there any of the key features people may still not agree on? • How did the Belfast/Good Friday Agreement help to create a more lawful and democratic society?

Lesson 2 Activity 2. Each One Teach One

Belfast/Good Friday Agreement Key Feature Cards

Cut out and use the cards for Lesson 2 Activity 2. Each One Teach One.

Devolved Government – the establishment of a devolved Northern Ireland government. It agreed to certain legislative powers being transferred from Westminster to allow the Northern Ireland government to create government departments and take responsibility for making decisions at a local level.

Democratic Government /Northern Ireland Assembly -- the establishment of a Northern Ireland Assembly, Northern Ireland Executive and First and Deputy First Ministers and the creation of committees to oversee and scrutinise the work of the Executive and government departments.

Power Sharing – the creation of a government based on power sharing with key decisions requiring cross-community support

Self-Determination – the right of people in Northern Ireland and the Republic of Ireland to self-determination. It is based on the principle of consent and a majority vote in support of Northern Ireland remaining part of the United Kingdom or to Northern Ireland becoming part of a United Ireland.

Dual Citizenship – people born in Northern Ireland have the right to hold dual citizenship. They can hold Irish Citizenship or British Citizenship or both.

Human Rights and Equality – safeguards human rights and equality of opportunity. Established the Northern Ireland Human Rights Commission and The Northern Ireland Equality Commission.

Justice and Policing Reforms – introduced justice and policing reforms:

- the creation of the Police Service of Northern Ireland (PSNI, 2001)
- the establishment of the Policing Board (2001)
- the establishment of Office of Police Ombudsman (2000)

North South Bodies – established a North South Ministerial Council and British Irish Council. The Councils support co-operation between governments in dealing with matters of mutual interest.

Victim/Survivor Support – provides support for victims/survivors of the conflict. This included funding, resources and support networks

Decommissioning of Weapons – the total disarmament of paramilitary groups and decommissioning of illegally held arms within two years

Early Release of Prisoners – agreement to the early release of prisoners who were convicted of offences related to the conflict and their re-integration into society

Linguistic Diversity – recognises the importance of and promotes linguistic diversity in Northern Ireland and the Irish language, Ulster-Scots and the languages of various ethnic communities

Lesson 3. Exploring Key Features of the Belfast/Good Friday Agreement

Lesson 3: Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • Cultural Diversity and Inclusion • Equality and Human Rights • Ways to resolve conflict and promote reconciliation • Democracy and Participation • Political Parties in Northern Ireland
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explore key features of the Belfast/Good Friday Agreement • Explain the Belfast/Good Friday Agreement and its key features • Examine the consequences of the Belfast/Good Friday Agreement • Listen to, identify and comment on relevant information and key Points • Respectfully challenge the views of others
Skills and Personal Capability Focus	<p>Pupils will have opportunities to develop the following examples of, Communication Skills and Thinking Skills and Personal Capabilities</p> <p>Communication Skills</p> <ul style="list-style-type: none"> • Ask questions to explore and develop ideas • Listen actively and share ideas and opinions <p>Working with Others</p> <ul style="list-style-type: none"> • Respect the views and opinions of others • Listen actively and share ideas and opinions <p>Thinking, Problem-Solving and Decision Making</p> <ul style="list-style-type: none"> • Make and justify decisions • Offer ideas and reasons to support them • Weigh up the consequences of a course of action
Attitudes and dispositions	<p>Pupils will be encouraged to develop attitudes and dispositions such as:</p> <ul style="list-style-type: none"> • A sense of morality • Empathy • Self-Reflection
Resources	<ul style="list-style-type: none"> • Good Friday Agreement key features handout • Example of Consequence Wheel • Traffic Lights cards

Lesson 3: Launch, Activity, Debrief

Lesson Stage	Suggested teaching and learning strategies
Launch	<p>Teachers may introduce the lesson by using recent media coverage/ reference to the Belfast/Good Friday Agreement. For example, with reference to Brexit.</p> <p>Teachers could ask pupils:</p> <ul style="list-style-type: none">• Will Brexit impact on the Belfast/Good Friday Agreement. This leads to exploring what pupils know about the Agreement?• What is the Belfast/Good Friday Agreement?• Why was it recently in the news?• When was it signed?• Who signed it?• Did/does everyone in Northern Ireland agree with it? Why? Why not?• Is the Belfast/Good Friday Agreement still important today? Why? <p>The teacher provides an overview of the Agreement before introducing pupils to the film</p>
Activities	<p>Activity 1. Pupils Watch Belfast/Good Friday Agreement Film</p> <ol style="list-style-type: none">4. Explain to pupils, they will be watching a short film about the Belfast/Good Friday Agreement and then working on activities to learn more about the Agreement.5. Ask pupils to watch the film and make notes about key points. <p>Activity 2. Think, Pair, Share</p> <ol style="list-style-type: none">1. Use A4 pages to create a wall display.2. Pupils work in pairs.3. Ask pupils to write down on post its five points they learned from watching the film about the Agreement.4. Teacher facilitates discussion. <p>Activity 3. Exploring Key Features of the Belfast/Good Friday Agreement</p> <ol style="list-style-type: none">1. Pupils work in groups of 4 or 5.2. Give each group Belfast/Good Friday Agreement Key Feature Cards.3. Ask pupils to agree on selecting five key features as being the most important.4. Ask each group to share their ideas and to explain and justify their selection.5. Ask pupils are there any parts of the Belfast/Good Friday Agreement they would remove? Why?

	<p>Activity 4. Consequence Wheel</p> <ol style="list-style-type: none"> 1. Use the consequence wheel example and give pupils A4 sheets to create a consequence wheel. 2. In groups of 4 or 5 ask pupils to explore the consequences of one key feature of the Belfast/Good Friday Agreement. Each group could select a different Key feature. 3. Pupils write a direct consequence of the Belfast/Good Friday Agreement key feature in a circle linked to the main circle by one line. 3. Pupils write down as many positive or negative consequences as possible. 4. Pupils can consider second order consequences. These are linked to the direct consequences with double lines. Third order consequences have a triple line. 5. Pupils could colour circles depending on whether the consequence is positive or negative. 6. Teacher facilitates discussion. Possible questions: <ul style="list-style-type: none"> • What did you notice about the consequences? • If the activity was completed by a group of pupils from a different community background, how might they view the consequences? • Are the consequences acceptable? Why • Are any of the consequences which are unacceptable? Why? • If you could change one key feature in the Good Friday Agreement what would you change? Why?
<p>Debrief</p>	<p>Traffic Lights</p> <ol style="list-style-type: none"> 1. Give pupils 3 coloured cards- green, amber and red. 2. The teacher and pupils make statements about pupil learning. Pupils respond with a card to demonstrate how confident they feel about the statement <p><i>e.g. I can explain 5 key features of the Belfast/Good Friday Agreement.</i></p> <ul style="list-style-type: none"> • Green = very confident • Amber= mildly confident • Red = not confident <p>Teacher facilitates discussion and summarises learning.</p>

Lesson 3 Activity 3

Belfast/Good Friday Agreement Key Features

Devolved Government – the establishment of a devolved Northern Ireland government. It agreed to certain legislative powers being transferred from Westminster to allow the Northern Ireland government to create government departments and take responsibility for making decisions at a local level.

Democratic Government /Northern Ireland Assembly -- the establishment of a Northern Ireland Assembly, Northern Ireland Executive and First and Deputy First Ministers and the creation of committees to oversee and scrutinise the work of the Executive and government departments.

Power Sharing – the creation of a government based on power sharing with key decisions requiring cross-community support

Self-Determination – right of people in Northern Ireland and the Republic of Ireland to self-determination. It is based on the principle of consent and a majority vote in support of Northern Ireland remaining part of the United Kingdom or to Northern Ireland becoming part of a United Ireland.

Dual Citizenship – people born in Northern Ireland have the right to hold dual citizenship. They can hold Irish Citizenship or British Citizenship or both.

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Justice and Policing Reforms – introduced justice and policing reforms:

- the creation of the Police Service of Northern Ireland (PSNI, 2001)
- the establishment of the Policing Board (2001)
- the establishment of Office of Police Ombudsman (2000)

North South Bodies – established a North South Ministerial Council and British Irish Council. The Councils support co-operation between governments in dealing with matters of mutual interest.

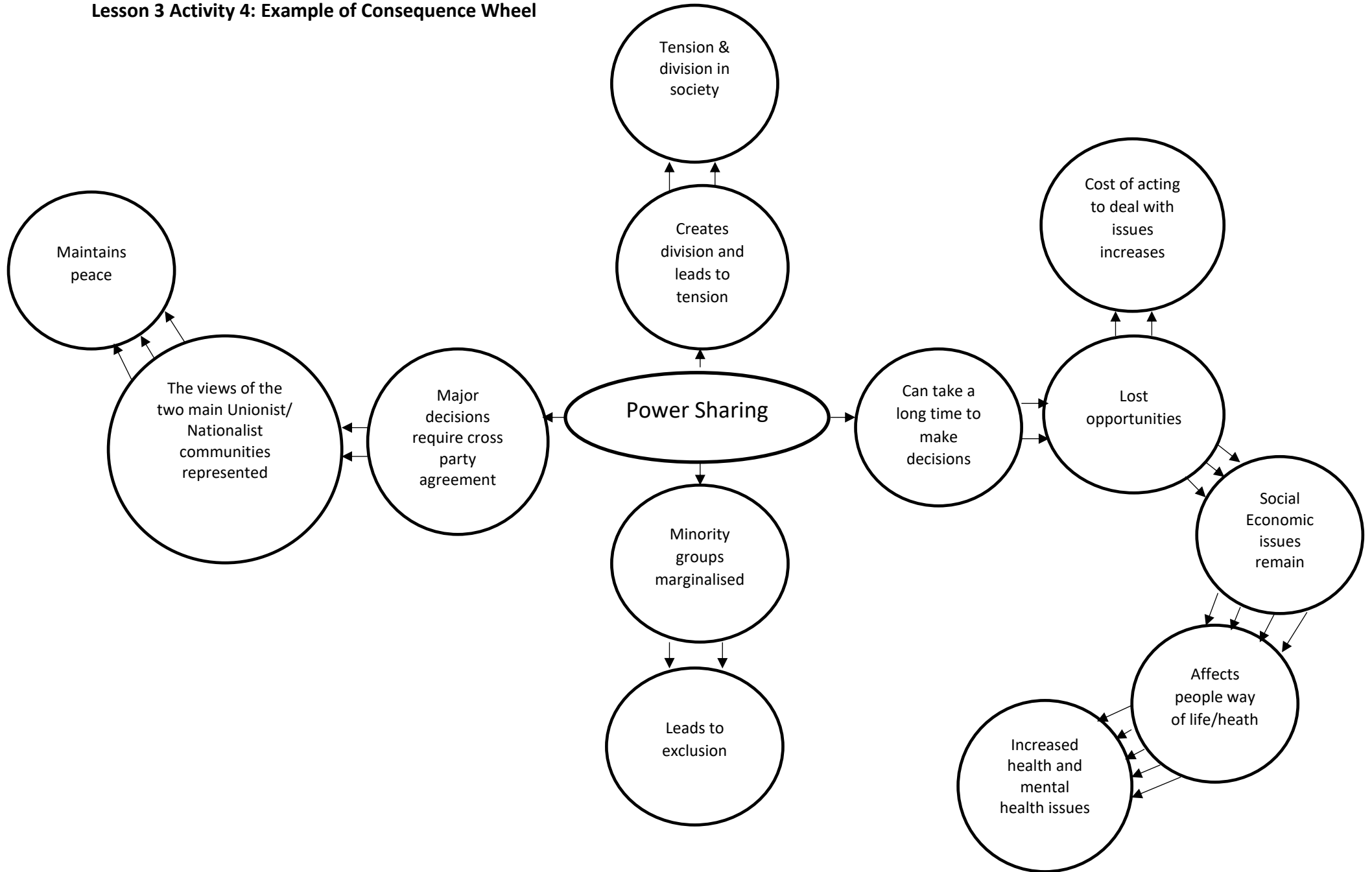
Victim/Survivor Support – provided support for victims/survivors of the conflict. This included funding, resources and support networks

Decommissioning of Weapons – total disarmament of paramilitary groups and decommissioning of illegally held arms within two years

Early Release of Prisoners – it agreed to the early release of prisoners who were convicted of offences related to the conflict and their re-integration into society

Linguistic Diversity – recognises the importance of and promotes linguistic diversity in Northern Ireland and the Irish language, Ulster-Scots and the languages of the various ethnic communities

Lesson 3 Activity 4: Example of Consequence Wheel



The Belfast/Good Friday Agreement

Other Activities

Research Activities

Teachers could ask pupils to conduct internet research on the following:

- Who/what groups were involved in negotiating the Agreement?
- What were the main challenges in achieving the Agreement?
- How did the Agreement address these challenges?
- What is the Peace Process?
- What are the pros and cons of a devolved government based on power sharing?
- What is the role of the Northern Ireland Department of Justice?
- What is the role of the Youth Justice Agency?
- What is the role of the Northern Ireland Office of the Police Ombudsman?

Activity A. Hot Air Balloon

1. Divide pupils into groups of 4 or 5.
2. Give pupils a template of a hot air balloon. Ask pupils to use the template to draw their own hot air balloon on an A3 Page.
3. Ask pupils to write down their answers to the following questions on their balloon drawing:
 - **Who needed to be in the balloon to achieve the Agreement?**
Who were the people/groups who need to be on board in order for it to go anywhere?
Pupils write the names of the key stakeholders.
 - **What needed to be in place for the Agreement to be successful?**
On the balloon itself, pupils write down the elements necessary for the Agreement to be achieved e.g. good relationships, good will, trust, respect, dialogue, communication, commitment to peace and the support of local people...
 - **What prevented the balloon from rising?**
Next to the anchor, pupils write down the issues/challenges which hindered progress e.g. violence, policing reform, dealing with the past, the position/views of paramilitaries and political parties...
 - **What will make the balloon fly at great speed?**
Above the balloon, pupils write down actions which helped the Agreement to progress e.g. commitment by people, motivation to succeed and bring peace and buy in by people through vote...
 - **What might blow the balloon off course?**
On either side of the balloon, pupils write down the challenges faced during the negotiation process and today e.g. lack of trust between political parties/Nationalist/Unionist Communities, violence, continued threat of terrorism, and continued paramilitary presence etc.
4. Teacher facilitates discussion and can use a compare and contrast activity to explore key points and different pupil perspectives.

Other Activities

Activity B. Key Figure Passports

1. Pupils work in pairs.
2. Give each pair a key figure passport: a picture and a short description in relation to a key figure in the Good Friday Agreement.
3. Give pupils the following questions about their key figure.
 - A. *Who do I represent?*
 - B. *What are my views of Northern Ireland?*
 - C. *Who am I on good terms with?*
 - D. *Who might I have a problem talking/working with?*
 - E. *Who might not like me?*
 - F. *What do I want to achieve?*
4. Give pupils time to think about, discuss and write down their answers.
5. Ask pupils to think about their key figure and put themselves in role of the key figure.
6. Ask pupils to form two lines facing each other with a pathway up the middle.
7. Pupils in pairs take turns to stand at the top of the pathway and state who their passport individual is, the information gathered from the passport and their answers to the questions.
8. Give the remainder of the group 60 seconds to think of their opinion or a question to ask in relation to the key figure.
9. Ask each pair to slowly walk down the middle of the two lines of pupils. Pupils on either side of the line comments or asks questions. The pair give the response they think their key figure would give.
10. Teacher facilitates discussion and prompts pupils to justify their thinking.