

Unit 7: Criminality and Paramilitaries in Communities



Lesson 4: Shot by My Neighbour

Planning	
Theme	This lesson uses the BBC Stacey Dooley documentary: <i>Shot by My Neighbour</i> to help pupils to explore the impact of paramilitary-style attacks.
Prior Learning	Pupils should have gained prior knowledge and understanding about: <ul style="list-style-type: none"> • the nature of paramilitary ‘punishment- style’ attacks; • justice; • lawfulness; and • the Northern Ireland justice system.
Learning Outcomes	Pupils will be able to: <ul style="list-style-type: none"> • identify the potential impact that these attacks have on communities; and • describe the long-term effects of trauma on children.
Thinking Skills and Personal Capabilities Focus	Pupils will have opportunities to develop skills by: <ul style="list-style-type: none"> • respecting the views and opinions of others and reaching agreements using negotiation and compromise (Working with Others) • making and justifying decisions and examining options and weighing up pros and cons (Thinking, Problem Solving and Decision Making) • experimenting with ideas and questions, and making new connections between ideas/information (Being Creative)
Resources	<ul style="list-style-type: none"> • Stacey Dooley documentary: <i>Shot by My Neighbour</i>. To view the documentary video please visit the Active Citizenship course. Log in using your C2K username and password. • Resource A: 3, 2, 1 Activity cards • Resource B: The Next Five Minutes: Mind Movie • Resource C: Shaping the Future

Unit 7: Criminality and Paramilitaries in Communities

Active Citizenship



Suggested Teaching and Learning Strategies

Launch

Show the class the following clip: www.youtube.com

The clip shows Barack Obama as the President singing 'Happy Birthday' to his daughter. It introduces pupils to the idea that the adults in their life can impact on their emotions – in this case, the emotion is embarrassment.

Lead a brief class discussion based on these questions, using effective questioning techniques:

- **How do you think Malia felt when her father sang 'Happy Birthday?'**
- **What other ways can the behaviour of adults impact on children?**
- **How might this create problems/issues in the future?**

Possible answers and discussion points:

1. *Malia was pleased/embarrassed/annoyed to have been made the centre of attention.*
2. *Adults can model good/bad behaviour for the children around them; children may absorb the views and opinions of the adults around them.*
3. *Children may adopt the dangerous behaviour they have witnessed; they may grow up with a limited/prejudiced view of the world around them.*

Unit 7: Criminality and Paramilitaries in Communities

Active Citizenship



Activities

Activity 1: *Shot by My Neighbour*

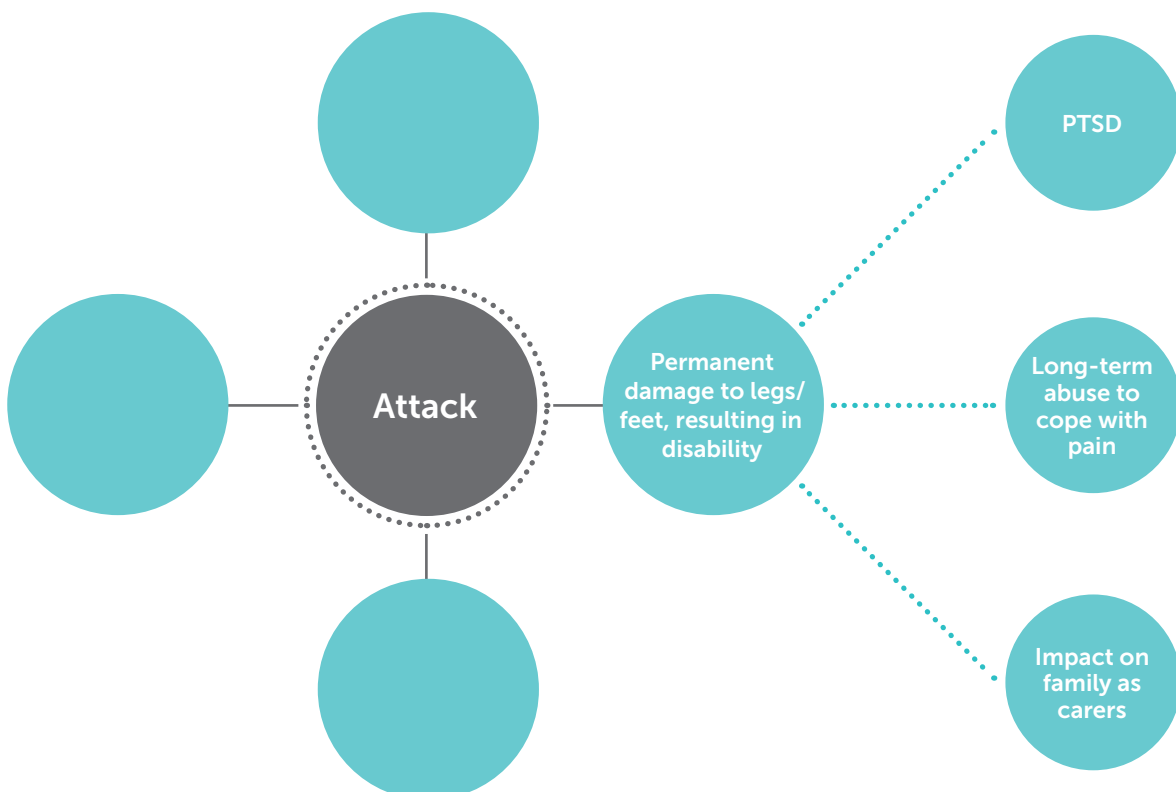
1. Show pupils the documentary [Shot by My Neighbour](#).

Before watching, it is important to be aware of any particular sensitivities or issues which may exist among pupils and to address them appropriately.

Activity 2: 3, 2, 1

1. After watching the documentary, distribute **Resource A**. Ask pupils to write down:
 - **three** things they learned;
 - **two** questions they have; and
 - **one** sentence to explain what the documentary is about to someone who hasn't seen it.
2. Ask the pupils for initial feedback on what they have written. Take the time to answer some of the questions that have come up.

Activity 3: Consequence Wheel



Unit 7: Criminality and Paramilitaries in Communities

Active Citizenship



Activity 3: Consequence Wheel (continued)

1. Ask pupils to get into groups of four. Give each group some flip chart paper and markers. Show the pupils the Consequence Wheel Example to explain the activity.
2. Ask the pupils: 'What are the consequences of a punishment beating/paramilitary-style attack?' As a prompt, you could show short clips from the documentary such as:
 - Clip 1: 14.08 mins–16.43 mins
3. Ask pupils to write 'attack' in a circle in the middle of the page.
4. Ask pupils to work in their groups to write a **direct consequence** of this in a circle linked to the main circle by a single line. Ask them to try to think of as many of these as they can.

For example:

- *Death*
- *Permanent disability*
- *Fear and intimidation*

5. Now, ask the pupils to consider **indirect** consequences. They should write these in the circles above or below the **direct** consequences.

For example:

- *Drug abuse*
- *Mental health issues*
- *PTSD/Trauma for victim and witnesses*
- *Having to move house*
- *More pressure on NHS/Mental Health resources*

6. Take feedback from each group, using effective questioning techniques to find out more about the pupils' ideas.

Unit 7: Criminality and Paramilitaries in Communities

Active Citizenship



Activity 4: The Next Five Minutes

This activity is based on the [Mind Movie thinking skill exercise](#) detailed in the [KS3 Active Teaching and Learning Methods for Key Stage 3](#).

Give each pupil a copy of **Resource B** and explain that they are going to **listen** to a short extract from the documentary. In order to encourage the pupils to focus and concentrate, ask them to close their eyes or put their heads on the desk. Then, play the clip on the fatal shooting of Michael McGibbon (**36.00 mins to 37.40 mins**).

1. Once they have listened to it (possibly more than once) ask them to continue the story on their copy of **Resource B**.
2. Their character is a 10-year-old child (boy or girl) who is hiding in the shadows in sight of the shooting. They should write about:
 - **what they did in the minutes following the shooting; and**
 - **how they felt.**
3. When the pupils have finished, encourage them to share their 'five minutes' with the rest of the class.

Activity 5: Long-term Impacts

In this activity the pupils investigate the long-term impacts of trauma on a child's brain and adult behaviour.

1. Talk to the pupils about childhood trauma, and the long-term effects it can have. Explain that children can become traumatised by the following:
 - traumatic experiences;
 - watching a loved one suffer; and/or
 - exposure to violent media.
2. Ask the pupils to read the through the online article [Treating the Effects of Childhood Trauma](#) twice.
3. Using effective questioning techniques, lead a class discussion on childhood trauma:
 - What long-term effects do they think that trauma has on a person's life?
 - What surprised them about the information they've read?
 - Can they think of some examples of someone showing signs of trauma from their favourite films/TV series?
4. Introduce the pupils to the concept of post-traumatic stress disorder (PTSD), which a person may develop after experiencing a traumatic event. Tell them how children with PTSD can often develop problems such as fear, depression or anxiety. They can also feel that they cannot trust or rely on other people, and this can have far-reaching negative impacts on their relationships, both in childhood and beyond into adulthood.
5. Label one flip chart sheet 'When they grow up.' Label the second flip chart sheet 'The wider community'.

Unit 7: Criminality and Paramilitaries in Communities



6. Ask pupils to get into pairs. Ask them to use post-it notes to write down what effect trauma might have on:
 - a) individuals as they become adults; and
 - b) the wider community.
7. Ask pupils to sort their post-it note responses under the two headings.

Possible answers may include:

- a) *they are not able to work; they cannot form relationships; they may become 'radicalised' and become involved in paramilitary/antisocial behaviour themselves; and*
- b) *many of the young people who could contribute to the community may move away; the paramilitary behaviour may continue.*

8. The teacher may need to explain some of the language used. Encourage pupils to ask questions.
9. Organise and chair a class discussion around the post-it note answers.

Activity 6: Shaping the Future

In this activity the pupils link the theory of long-term trauma impact with events shown in the documentary.

1. Give each pupil a copy of **Resource C**.
2. Explain that you are going to show three clips. In each clip, the pupils should imagine that they are a 10-year-old child either witnessing the scene, or directly affected by it.
 - Clip 1: 3.08 mins–4.19 mins
 - Clip 2: 10.30 mins–12.25 mins
 - Clip 3: 23.10 mins–24.28 mins
3. Ask pupils to write the impact that these might have on each child on **Resource C**.

Encourage the pupils to look at specific long-term impacts rather than general terms such as 'depression'.

Possible answers may include:

- *Clip 1 – Failure at school/leaves the area and loses contact with family*
- *Clip 2 – Develops a very negative relationship with law enforcement/idealises paramilitary behaviour*
- *Clip 3 – Develops a determination to move away from their past – becomes involved in community work/the justice system*

Unit 7: Criminality and Paramilitaries in Communities



Debrief

Use prompt questions and effective questioning techniques to lead a class discussion:

1. Why do you think youth workers chose to be part of this documentary? How might it help?
2. If paramilitary 'punishment-style' attacks stopped today, would this immediately end their impact?
3. As citizens, is there anything we can do to mitigate the future harm caused by these attacks?
4. What can the authorities and the justice system do to stop the future harm caused by these attacks?

Unit 7: Criminality and Paramilitaries in Communities

Active Citizenship



Unit 7: Lesson 4 Resource A 3, 2, 1 Activity Cards



Three things I have learned from the documentary are:

- 1 _____

- 2 _____

- 3 _____

Two questions I have after watching the documentary are:

- 1 _____

- 2 _____

One sentence I would use to explain what the documentary is about would be:

Three things I have learned from the documentary are:

- 1 _____

- 2 _____

- 3 _____

Two questions I have after watching the documentary are:

- 1 _____

- 2 _____

One sentence I would use to explain what the documentary is about would be:

Unit 7: Criminality and Paramilitaries in Communities




Unit 7: Lesson 4 Resource B The Next Five Minutes: Mind Movie

Name: _____



- Listen to the clip while imagining that you are a ten-year-old child witnessing the shooting from the shadows.
- In the space below, describe what **you do** and **how you feel** in the five minutes **after the clip has ended**.



Unit 7: Criminality and Paramilitaries in Communities



Unit 7: Lesson 4 Resource C Shaping the Future

Name: _____



Watch the three clips from the film. In the boxes, write what you think the future may be like for the three children.

Clip 1: In this clip a 10-year- old boy witnesses his father being shot several times in the kitchen of their home.	Clip 2: This clip is from the 1970s: the child witnesses paramilitary behaviour from both sides of the community.	Clip 3: In this clip the child will witness the shooting of a stranger close to the community centre which has been a place of safety in their community.