

Who Cares?

The main theme of this unit is the exploration of fairness and justice, prejudice, discrimination, and sectarianism and how these affect young people individually and in groups, at home, in school and in the local and wider community.

Personal Development and Mutual Understanding: Key Stage 2, Year 7

Strand 2: Mutual Understanding in the Local and Wider Community

Unit 6: Who Cares?

Complementary Units: Moving On  Says Who?  New Horizons 

**living
learning
together**



Teaching approaches

Classroom Responsibilities

You can continue development of your Year 7 pupils' Thinking Skills and Personal Capabilities by giving them responsibilities within the classroom and school. This could include: roles on School Council, as playground buddies and in peer mediation; experience with peer mentoring; opportunities to work with younger/older children; making/developing ideas for links with other local schools; jobs on a classroom rota; making phone calls; writing letters; meeting and greeting staff and visitors; offering votes of thanks at the end of visits; debates; entering competitions; or presenting research findings and recommendations to the Senior Management Team or Board of Governors.

Mutual Understanding

This is about the interaction of individuals and groups to learn more about each other and to break down 'barriers' and 'walls' that are built up through ignorance and limited knowledge. Consequently, taking a risk by sharing personal experiences during discussion and interacting with others do more to develop pupils' mutual understanding than the superficial completion of a resource sheet. Some teachers have found that the most profound verbal statements come from those who find writing and recording difficult.

Your Personal Development

Before beginning any of the activities in this unit, it's important to familiarise yourself with the lessons and the methodologies they involve. In many cases it will also be important to first think about your own thoughts, values and attitudes with regard to the subject in question before you ask your pupils about their thoughts. CCEA's Active Learning and Teaching Methods for Key Stages 1&2 pp 1-6 gives a good starting point and is available online at www.nicurriculum.org.uk

Creating A Safe Environment

In this case, 'safe' is about creating an ethos where all views are accepted, even those that you find challenging. Accepting is not about agreeing with them. It is about accepting an individual's right to have a conflicting point of view.

In a safe classroom environment where difficult issues can be discussed and people feel their views can be spoken and respected, pupils will challenge conflicting ideas, often with well thought out and supported arguments. It takes courage to stand back and take a community of enquiry approach.

Questions you might ask are:

- Does everyone feel/think this?
- Can you give me some examples?
- Would this always happen?
- Can you think of an example where it wouldn't happen?

Once one child has the courage to contradict something that they know to be wrong, others follow, and this is more powerful than a teacher saying so in the first instance.

Key Experiences in valuing and celebrating cultural difference and diversity

Building on Key Stage 1

Explore similarities and differences between people:

- appreciating ways we are similar and different;
- being aware of their own cultural heritage, its traditions and celebrations;
- recognising and valuing the culture and traditions of one other group who shares their community; and
- being aware of the diversity of people around the world.

Working at Key Stage 2

Explore, value and celebrate cultural difference and diversity:

- examining and exploring the different types of families that exist, the roles within them, and the different responsibilities;
- knowing about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland;
- recognising the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations;
- acknowledging that people differ in what they believe is right or wrong;
- recognising that people have different beliefs, which shape the way they live;
- developing an awareness of the experiences, lives and cultures of people in the wider world;
- recognising the similarities and differences between cultures, for example food, clothes, symbols, celebrations; and
- recognising how injustice and inequality affect people's lives.

Moving towards Key Stage 3

Citizenship Key Concept: Diversity and Inclusion

Progress in learning

- I can distinguish between what is fair and what is unfair.
- I can relate what I learn from stories to real life.
- I am becoming more aware of global issues.
- I know that ageism can affect both young and older people.
- I know that how I live my life can affect how others live theirs.
- I am becoming more aware of how small changes in the way I do things can work towards making life better for others in other parts of the world.
- I can explain how I try to reduce waste.
- I can explain stereotype in my own words and give examples.
- I know that stereotype, prejudice and discrimination can be linked.
- I can explain how stereotype, prejudice and discrimination can be linked.
- I can describe five things that I have learned from older people.
- I can give reasons for spending time with older people.
- I try not to say sectarian remarks, but sometimes what I say could sound sectarian to others.
- I can explain a symbol, object or picture that I didn't know anything about before.
- I am able to explain to someone else a symbol, object or picture that is familiar to me.
- I am becoming more able to talk about things in my culture that matter to me and to ask questions about things that I do not understand from other people's cultures.

Learning intention

Recognise and value diversity in people's lives.

Learning together

The Northern Ireland Curriculum aims to "Empower young people to develop their potential and make informed and responsible choices throughout their lives." In order to fulfil their potential, they need to develop as individuals, as contributors to society and as contributors to the economy and the environment. Embedding the values of PD&MU into life in your classroom will help your pupils to become personally, emotionally, socially and physically effective. This will, in turn, better equip them to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens.

For example, fostering positive and supportive classroom relationships provides a positive and supportive

learning environment where shared planning clarifies the task, generates ideas, and ensures a shared understanding of learning intentions. Likewise, the interdependent nature of the groups that pupils work in supports them as they carry out their plans and makes certain that the review process is fair, respectful and reflective.

The values of PD&MU need to be evidenced not only in your classroom but also in your school, the playground and in relationships with the local and wider community. They will be seen in the way your whole school interacts with its members as well as how it interacts with the local community.

Fairness in the Local and Wider Community

- What does **fairness** mean?
- Why should we be fair?
- Which document will be central to planning our topic about fairness?
- Where can we find examples of fairness in the local and wider community?
- How can we show our learning about fairness at home, in school, in the local community and in the wider and global community?

Thinking Skills and Personal Capabilities by the end of Key Stage 2

Managing information

Be able to ask deeper and wider questions to clarify a task and to plan and set goals;

Begin to challenge conventions and assumptions;

Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;

Develop methods for collating and recording information and monitoring progress on a task; and

Have a sense of audience and purpose.

Thinking, problem solving and decision-making

Show the ability to use memory strategies to deepen understanding;

Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;

Make and test predictions, examine evidence and make links between possible causes and effects;

Discriminate between fact and opinion and question the reliability of evidence;

Understand more than one point of view;

Examine options and weigh up pros and cons;

Try alternative problem solving solutions and approaches; and

Use different types of questions systematically and with purpose.

Being creative

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;

Use all the senses to stimulate and contribute to ideas;

Experiment with different modes of thinking;

See opportunities in mistakes and failures;

Learn from and build on their own and others' ideas and experiences;

Value other people's ideas;

Experiment with objects and ideas in a playful way;

Make ideas real by experimenting with different ideas, actions and outcomes; and

Begin to develop their own value judgments about the merits of their work.

Working with others

Become more independent in their social and interpersonal skills;

Show that they can work in different roles in a group and take responsibility for appropriate tasks;

Be willing to help others with their learning;

Understand and learn to respond to feedback; and

Work with peers to reach agreements and begin to manage disagreements.

Self-management

Evaluate what they have learned and compare their approaches with others;

Make links between their learning in different contexts;

Become more self-directed by working on their own or with a group;

Learn ways to manage their own time;

Seek help from a variety of sources;

Work towards personal targets identified by themselves or jointly with the teachers; and

Be more confident in their knowledge of their personal strengths and weaknesses.

Across the Curriculum: Connecting the learning

The World Around Us

Working With Others

Language and Literacy



Considering the effects of change and how we contribute to them both positively and negatively



Listening actively, sharing opinions, taking turns and cooperating



Participating in class and group discussion

Words and phrases I will hear and use

Fairness/ unfairness

Prejudice

Discrimination

Human rights

Justice/ injustice

Experience

Ageism

United Nations' Convention on the Rights of the Child (UNCRC)

Universal Declaration of Human Rights (UDHR)

Sectarianism

Social responsibility
Stereotype

Lifestyle

Similarities/
differences

Learning activities

Carbon footprint

Activity 1 Is that fair?

The concept of fairness for all, regardless of where a person lives in the world, is explored.

Activity 2 Too young, too old?

Prejudice and discrimination are explored. Issues of fairness and justice in relation to ageism towards both young and older people are examined.

Activity 3 Sectarianism and other 'isms'

The fact that we can all behave in sectarian ways, even unintentionally, is explored.

Activity 4 The first ship in the sea

Prejudiced opinions and negative attitudes are discussed as well as how these can affect others.



Learning activity 1: Is that fair?

CORE CONCEPT

In our daily lives we often see and experience situations that are unfair. These can sometimes affect us, people around us, or people in other parts of the world. Sometimes people experience unfairness or discrimination because of who they are or because of a grouping to which they belong. One person's, or one group's, attitudes, words and actions can make situations fairer or less fair for other people. The Universal Declaration of Human Rights (UDHR) is one way of thinking about fairness for everyone, wherever they live in the world.

SUGGESTED SUCCESS CRITERIA

We will develop our understanding of fairness, justice and human rights.
We will think about things that we can do to help make things fairer for other people locally and globally.

POINTS TO NOTE

Before beginning this unit of work, send home Resource A to inform parents and carers about its focus and activities.

This learning activity explores diversity from a human rights perspective. Fairness and justice is explored as a global theme through comparing a day in the life of different young people. You may consider looking in more detail at, for example, access to clean water, education or health care, child labour, fair trade, the experience of asylum seekers and refugees, etc. As some of its lessons require research, you may want to allow more time for this. Also, pupils may be familiar with Fair Trade issues if they have already used CCEA's Year 6 Thematic Unit, Fair Enough?

If you wish to explore this theme further, a useful resource is *Me, You, Everyone*. In addition, the UDHR, information relating to the Northern Ireland Human Rights Commission and the United Nations, and website with

whole-school and/or Key Stage 2 resources to support this work are referred to in the Suggested additional resources section of this resource.

WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Ties for three-legged racing
- Board games with dice
- The Best Birthday Party Ever? (Resource B)
- Puppet making materials
- Large sheets of paper
- A photograph of each pupil
- Universal Declaration of Human Rights
- A Day In The Life Of ... (Resource C)
- A world map
- 2 litre milk cartons filled with water
- Poster paper and art materials

WHAT TO DO

- Playing Fair?
- The Best Birthday Party Ever?
- My Life, Your Life
- My Day, Your Day
- Closing Circles

Playing Fair?

To introduce the theme of fairness and justice, involve your pupils in some games where the rules are different for different people. For example:

- Play a short game of football where the pupils are divided into teams according to eye colour or birthday months. Ask one team to work in pairs with their legs tied together as for a three-legged race.
- Use board games at tables in the classroom. Give some people normal dice and others dice that have the numbers 4, 5 and 6 covered over. Select the people who have to use the adapted dice according to a category such as birthday month.

Deciding which pupils experience unfairness or injustice can be done randomly, but using a category (such as birthday months) will allow you to explore how some people experience injustice and discrimination because of an aspect of their identity (for example a grouping they belong to or where they live).

When they've finished their games, discuss the experience with your pupils, using questions such as:

- How did you enjoy the game?
- Who won the game? Why was this?
- How did it feel to have the advantage/be disadvantaged?
- If you had the advantage, did you ever feel like helping the people who didn't? Why/why not?

- In this game you were chosen because of something to do with who you are: part of your identity. Can you think of any real life examples where people are treated unfairly or are discriminated against because of an aspect of their identity?

Finally, encourage your pupils to come up with definitions of fair, unfair, justice, injustice and discrimination. Then display these for reference for other discussions within this learning activity.

Who won the game?



Learning activity 1: Is that fair? (continued)

The Best Birthday Party Ever?

Read Resource B aloud to the class. When finished, ask them to identify the unfair behaviours they observed in the story and to list those who were negatively affected by these behaviours.

Next, divide the class into small groups and give each group a copy of the story. Ask them to then discuss what might happen when Ella arrives, and encourage them to think about several possible scenarios. Have them create a spider diagram for this so that they can jot down some notes about their different ideas. Once they have done this, have them select one scenario and create a short drama based on it. They may need to give their characters names. Alternatively, suggest they make puppets for the different characters and develop a puppet show from one of their scenarios. Afterwards, gather a list of the

possible outcomes, including those that were not acted out, and discuss. Encourage your pupils to talk about:

- how it felt to represent each of the different roles;
- the relationships between the different characters in the story; and
- why they chose the scenario they did and whether that changed the relationships between the characters. Was this in a positive or negative way? Why was that?

Take the discussion further by asking if the story reminds them of any real-life situations. You may need to give one or two examples to start. For example, begin with situations related to sharing in friendships or school life, then move to thinking about sharing resources in the local community (for example places that people

with physical disabilities cannot access because others have not thought about how to share these spaces/places with them, or opportunities and services that visitors from other countries cannot access because they need language support or because they are not aware of their rights or options). Then, think globally. Gather these ideas on a large sheet of paper as a spectrum or in concentric circles with the headings: Personal, Local and Global. Together, discuss:

- what is not being shared in these examples;
- how that is unfair or unjust;
- why it is happening? (Is it deliberate discrimination against a person or group? Is it because people are being selfish or only thinking about themselves? Is it because some people have not considered the needs of others?); and

- How these situations could become fairer for everyone involved.

You may also want to give your pupils an opportunity to write their own stories like The Best Birthday Party Ever? However, have them use their own experiences and/or local or global experiences.



My Life, Your Life

Ask each pupil to bring in a current photograph of her/himself or take photographs in class and have them printed. If this is not possible, gather pictures of similarly aged young people from newspapers/magazines. Divide the class into groups of four or five and give each group a large sheet of paper. Ask them to attach their photographs in the centre and to come up with approximately 10 things that represent the life of a 10 – 11-year-old young person in Northern Ireland. If there are lots of ideas within the groups, encourage them to write all of these down on a separate piece of paper and to then negotiate their top 10 most important ones. To help them, you might want them to consider:

- things that they **need**;
- things that they **have** to do and things that they **choose** to do;
- things that make them who they are - aspects of their identity;
- things that are part of **growing up** and **learning** about themselves and the world around them.

Once they have done this, gather some feedback and ask everyone to negotiate a Top 10 List for the whole class. Then, ask everyone to regroup and to research a similar list for 10 – 11-year-old young people in another country. You may want to assign each group a different continent from which to choose a country in order to broaden the diversity of their findings. Once they have completed their research and list, gather some feedback and discuss:

- What similarities do you see between this list and our class list for young people in Northern Ireland?
- What differences did you find?
- Did you find out anything that surprised you or that was particularly interesting?
- How fair are the lists? Does everyone have the things that they need? Does everyone have the same opportunities? Why might this be?
- Are there some basic needs that everyone has? What are these?

If your pupils have not already explored the concept of human rights, ask if anyone knows what human rights are and gather the ideas. Explain that after the World War II, many of the world's governments got together and made a list of all the things that they thought people needed in order to survive, develop and to have the same opportunities in life. They called these needs human rights. In 1948, these were written down as the Universal Declaration of Human Rights (UDHR). The governments signed the Declaration as a commitment to protect these human rights for all of their citizens.

In 1989, many of these governments also signed the United Nations' Convention on the Rights of the Child, promising to protect some specific rights for children. If your class has already completed Unit 5: Says Who? of this resource, they will be familiar with these documents. Show your pupils a copy of the

UDHR and look at some of the articles within it. Ask them to think about how these commitments or promises relate to the needs that they have identified for themselves and others. Develop their understanding of the UDHR further by giving each group a number of the articles and having them write the articles in their own words. They may need assistance with this. These can then be amalgamated and displayed together as the class' version of the UDHR.

**growing up
and learning**

Learning activity 1: Is that fair? (continued)

My Day, Your Day

This exercise explores fairness and justice by comparing a day in the life of different young people. Begin by asking your pupils to think about the previous day (preferably a weekday). Ask them to write a diary entry or draw a cartoon strip describing their day. Remind them that sometimes there are things that we do every day that we take for granted, and encourage them to include details like getting washed and dressed, mealtimes and what they had to eat, how they travelled to and from school, etc. Once they have completed this, discuss their descriptions and note similarities and differences. Be certain to facilitate this conversation sensitively, as individual pupils' different life experiences may mean that some have more access to resources and opportunities than others.

Ask them to think about the following three human rights in the UDHR:

- Article 18: "Everyone has the right to rest and leisure ..."
- Article 25: "Everyone has the right to a standard of living adequate for the health and well-being of themselves and their family ..."
- Article 26: "Everyone has the right to education ..."

Together, discuss how they experienced those rights being fulfilled/their needs being met. Encourage them to think about, for example, their access to:

- Clean water for drinking, washing, etc: How did they get this? How much did they use?
- Food: How many meals and any extra snacks have they had? Did they eat everything they were given? Were there any treats?
- Shelter: What kind of home do

they live in? How many rooms do they have and what are they for? Do they share a bedroom?

- Clothes: Do they wear a school uniform? Do they have a favourite outfit? Do they have uniforms or special clothing for other activities they do?
- School: How many days a week do they come to school? How many pupils are in their class? What equipment do they use in school?
- Leisure and free time: What other activities do they do? Do they have any idea of how much some of these cost? What do they like to do in their free time?

If any of your pupils, for example, have a disability, immigrated from another country, speak a first language that is not English or are members of the Travelling Community, they may have specific experiences from which your other pupils can learn. You could facilitate this by:

- talking with them about the lesson in advance so that they can prepare and think about whether they would feel comfortable talking to the class about some of their experiences;
- inviting in a parent or other family member to speak or to be a talking partner with your pupil; or
- preparing with them and getting their permission for you to talk about their experiences.

Next, use the stories in Resource C to allow your pupils to compare their days with the typical day in the life of a child of another country. You could divide the class into groups and give each group one story to look at or, alternatively, have them work individually. Use a map of the world so that they can locate the countries that the various young people come from. Working with similar headings to the ones they used, have them identify the

similarities to and differences from their own days, how the young person's needs are met or not met, and what might need to change in order for some of their needs to be more fully met. Check that they understand the word lifestyle. Once they've gathered their ideas, take feedback and use the following questions to prompt discussion:

- What, if anything, surprised you in the story you read?
- What similarities and differences with your own lifestyle did you particularly notice?
- Are there any things that you now think you maybe take for granted?
- Having heard some of the stories, is there anything you might want to change in your lifestyle?
- In what ways might your lifestyle affect other people's lives?
- Are there things that we can do to help other people have their needs met more fully?

Explain that you will look at the last three questions more fully in the next lesson. Encourage them to talk at home about these issues and see if anyone there has ideas about things that they can do that will help other people locally and in other parts of the world.

Thinking Globally, Acting Locally

The purpose of this lesson is to start your pupils thinking about how changes in our lifestyles can help ensure that other people's needs are more fully met. Explain that what they do might feel small, but if lots of people do it, the impact can be great. See www.tearfund.org for lots of ideas.

Ask the class what they know about climate change. Have they come across the expression carbon footprint? Explain that our carbon footprint is a way of measuring how much of the world's energy resources we use and how much waste emission we produce.

Several of the global stories in Resource C highlight the fact that not everyone in the world has running water in their home. One way that our lifestyles in Northern Ireland can affect people in other parts of the world is the contribution our carbon footprint makes to global warming. Global

warming is changing the world's climate, causing sea levels to rise, reducing rainfall and leading to drought in different parts of the world.

Begin by asking your pupils to list all of the ways water has been used in their homes that morning. Ask them to list the ways they will probably use water for the rest of the day. Show them the following information about the approximate amount of water different activities use:

Toilet flush: 9 litres	Wash hands: 2 litres	Shower: 35 litres
Bath: 80 litres	Brush teeth: 1 litre	Sink filled: 4 litres
Kettle filled: 1 litre	Washing machine: 95 litres	Dishwasher: 50 litres

Learning activity 1: Is that fair? (continued)

Next, ask them to work out approximately how much water they will use in the day. Bring several 2 litre milk cartons filled with water so they can get an idea of the weight water is to carry.

Encourage them to think about Angela's story from Resource C:

- What would it be like to have to walk one or two hours and then stand in a queue to get water from a communal water pipe?
- How would it feel to carry all the water you need up the hill in the hot sun?
- Would it make you think about how much water you need to use?
- If you had to carry all of your water, what would you change about the way you use water at home?
- Could you think about doing one or more of those things anyway?

- Are there ways we could be more careful about how we use water in school?

Explain to the class that in Northern Ireland, our carbon footprint tends to be big. We use a lot of electricity, gas and other fuels; many people have one or more cars; we buy food and other goods that are transported from all over the world; we throw out a lot of food and other things that we are finished with; etc. Use the following questions for discussion:

- Can you think of any ways you could reduce your carbon footprint?
- How might you use less electricity?
- Which things that you currently throw out could you re-use or recycle?
- Are there ways you could travel to the places you go without using a car?

- How could you find out where your food comes from?
- What could you do instead of getting another plastic bag every time you buy something?
- If you wanted to change things on a bigger scale (in your school/area/town/the whole country) who could you ask about that?
- How would doing these things make life fairer for everyone?
- What does the government do about this?
- What does society (our local community/school) do about it?
- What could we do about it?

After discussion about the first two questions, encourage your pupils to think about one thing that they can do individually to change their lifestyle and reduce their use of resources. You could use one of the sentence starters in the Closing Circles section to

help them to think about this. Then, ask them to make a poster of their statement, take it home and discuss it with their family members (particularly those who live with them). Suggest that they put it somewhere prominent as a reminder of their commitment. You may want to consider doing something as a class, such as committing to a change in school lifestyle or lobbying local councillors, MLAs or MPs about one of the issues relating to climate change. The websites used throughout this learning activity have ideas on how to do this as well as information about current issues. You may need to form a class committee and work through your class representative and school council to do this.

Closing Circles

At the end of this learning activity and at different points through these lessons, help your pupils to reflect on their learning. Some sentence starters which might be helpful are:

- Something new I have learned is ...
- A human right that meets one of my needs is ...
- Something I can learn (from people who live in other places in the world) is .../Something I can learn from (one of the young people in Resource C) is ...
- Something I could change (in my lifestyle) is ...
- One way I could use less water is ...
- One way I could reduce my carbon footprint is ...
- Something I can do to help people who live in other places in the world is ...
- Something I can talk to my family members about doing is ...
- Something I can take responsibility for encouraging others to think about in school is ...
- Something I'm going to ask my teacher is ...

Carbon Footprint



Learning activity 2: Too young, too old?

CORE CONCEPT

Both older and younger people experience ageism. Both older and younger people can be ageist in their perceptions, attitudes and actions, sometimes without even realising that they are. Ageism involves prejudice and discrimination, and it raises issues of fairness and justice. Intergenerational work enriches our relationships and our learning.

SUGGESTED SUCCESS CRITERIA

We will develop our understanding of ageism as something that affects and involves both older and younger people. We will explore our own experiences and attitudes relating to ageism as well as the value of relationships across generations.

POINTS TO NOTE

Like sectarianism, ageism can be understood as a system. You can adapt the lessons in Learning activity 1 of this unit to explore ageism further. Useful websites can be found in the Suggested additional resources section of this resource.

This activity also links to Unit 4: Moving On of this resource.

WHAT YOU NEED

- Large sheets of paper
- Discrimination Scenarios (Resource D)
- Images of older people
- Magazines, newspapers, catalogues, etc.
- A photograph of each pupil

WHAT TO DO

- What Age Are You?
- Too Young, Too Old?
- What Will I Need?
What Will You Need?
- We Need Each Other
- Diversity Collage

Ageism

What Age Are You?

If your pupils have already completed Unit 4: Moving On, they will be familiar with ageism issues and the benefits of intergenerational work. Remind them of their initial thoughts about young and old

people. If they have not completed Unit 4, the following activities will still be useful. The questions will be useful even if the class has completed Unit 4 as the emphasis is different.

Too Young, Too Old?

Begin by discussing the meaning of the terms stereotype, prejudice and discrimination. What do your pupils already understand about these terms? You can refer to Joined Up p91 for definitions. This is referenced on the back cover of this resource.

Next, divide the class into groups of approximately five pupils and give each group two large sheets of paper. On one sheet ask them to draw a picture of a young person and around the picture to write/draw all of the words and ideas that come into their heads when they think about young people. On the other sheet, ask them to draw a picture of an old person and around the picture to write/draw all of the words and ideas that come into their heads. When finished, ask them to show their pictures to the rest of the class and share their ideas. Discuss together, for example:

- Are all of the pictures of young people/old people very similar?
- When I say old person/young person, what age do you think of?

- What age range could old people/young people be?
- What differences might there be between people at different ages within those ranges?
- Were there any ideas that came up on both your young person and old person posters?
- Sometimes when we gather ideas like this, some of the images that we come up with are stereotypes. Can you see any examples of these?
- How can stereotypes affect the way we think about or treat people?
- Can anyone think of examples from their own experience - of older people and of younger people - of where the stereotypes do not fit for everyone?

Finish by revisiting the definitions of stereotype, prejudice and discrimination. Ask if anyone knows what it is called when you are discriminated against because of your age, then explain that it is called ageism.

Begin by asking if anyone can think of a time when they were discriminated against because they were 'too young' or just because they were a young person. Then ask if anyone can think of ways in which older people might be discriminated against. If they find it difficult to think of examples, use the discrimination scenarios in Resource D to help them get started. Next, place the class into groups and ask them to choose a scenario about an older person and one about a younger person. These can be from the sheet or their own ideas. Ask them to think about the following:

- Who is involved in or impacted by the situation (maybe including people who are not specifically mentioned)?
- How might these different people feel about the situation?
- What are the examples of stereotyping, prejudice or discrimination within the scenarios?
- What might happen next in each scenario? Think about several possibilities.

- What could change or what could be done to address the stereotyping, prejudice or discrimination?
- What could be done so that if the same situation arose again, the outcome might be different and more positive?

Once they have had a chance to discuss these questions, encourage the groups to act out one or both of their scenarios, particularly focusing on the possibilities for change. Afterwards, discuss, for example:

- how did it feel in the role they took on;
- whether they found a helpful way to challenge the stereotyping, prejudice and/or discrimination;
- whether they found a positive way forward; and
- if they feel these strategies work in real life. Why/why not? If not, what else could they do?

Learning activity 2: Too young, too old? (continued)

What Will I Need? What Will You Need?

(Note: Your pupils will need to have completed the My Life, Your Life lesson in Learning activity 1 before beginning this lesson.)

Re-visit the lesson in Learning Activity 1. Together, look at the things that your pupils felt represented the lifestyle of 10 – 11-year-olds in Northern Ireland. Then, divide them into groups and give out pictures of older people or ask them to cut out pictures of older people from newspapers/magazines. Explain that you are now going to think about older people's lifestyles and needs by creating posters. They should place the images in the middle of their sheet and around it draw or write things they think they will need when they are older. They may do this individually or as a group.

Remind them that the term 'older people' can refer to a wide age

range, so there might be quite a lot of different needs as well as some that everyone has in common. To help ensure that they focus on realistic lifestyles and needs, encourage them to think about older people they know. Needs they may identify include:

- being able to survive and be safe;
- continuing to learn and develop new skills;
- making informed decisions;
- enjoying their lives and relationships with others; and
- having the same opportunities as every other older person.

Encourage them to share their ideas. You might want to look again at the Universal Declaration of Human Rights and link the needs to these. Compare the posters the groups made for 10 – 11-year-old young people and use the following questions to prompt discussion:

- What similarities and differences do you see?
- Are there things that are important to both age groups?
- Are there things that people in both age groups enjoy doing?
- Are there needs that are completely different or that have changed from age group to age group?
- Are there ways that we can help to meet each other's needs across the age groups?

For the last question in the list, draw out from the pupils that two ways that we can meet others' needs are through giving each other friendship and through learning together and from each other. Ask them to think about an older person they know (a grandparent, other relative, a friend, a teacher, an activity leader at a club they go to, etc.) and something that they have learned from them. Help them think

about this by giving a couple of examples of things that you have learned, either as a young person or recently, from someone older. Finish off with a circle round using the sentence starter: Something I have learned from [my granny/ name/etc.] is ...



We Need Each Other

If families are quite dispersed and live in different places, young people and older people sometimes do not have very much contact with each other. Many of the activities they participate in are with their own age group. Because of this lack of contact (and consequently, lack of relationship, understanding and empathy) sometimes stereotypes, prejudice and discrimination arise.

If your class completed the previous lesson, remind them of the sentence they completed at the end of it. Gather a list of all of the things that they have learned from older people. Then, ask them if they have ever taught or taken the lead with someone older than they are. They may find this more difficult, so give a couple of ideas as examples:

- showing a grandparent how to use a mobile phone or play a computer game;
- demonstrating a dance move or a sports technique that they know;
- teaching a song or a poem; or
- taking an older friend to visit a place that's new to them.

Gather these ideas on a list as well. Finally, ask if there are any things that they do or learn with older people (for example learn a new skill, try out a new recipe, play a new computer or board game, watch/play sport, or share in religious or cultural events). You can affirm and celebrate this shared learning by asking for volunteers to demonstrate or talk about what they've done in more detail. If possible, invite the grandparent/older friend/ etc. to visit the class and talk about it/demonstrate it together. Encourage them to talk about why they wanted to learn or have the experience together as well as the learning process and the outcomes.

This would be a good point to link to Unit 4: Moving On and consider developing some intergenerational work. You could consider exploring together some of the things individual pupils have **learnt from**, **taught to** and **learnt with** older people. Unit 4 provides detail on how to develop intergenerational activities.

Diversity Collage

Explain to the pupils that you want to celebrate diversity. Talk together about some of the positive things that can happen when people from lots of different backgrounds, ages and life experiences come together. If possible, clear a noticeboard in your classroom or another place around the school. Then, divide the class into groups and give each group a large pile of magazines, newspapers, catalogues, etc., plus scissors and glue. Each pupil also needs a photograph of her/himself.

Explain that they are going to create a collage full of the pictures of people and faces, including their own photographs. Ask them to cut out as many different pictures of people and faces as they can (encourage them to look for people of all ages, a variety of ethnic backgrounds, people with disabilities, etc.) Explain that the pictures need to be fairly large, as they will be displayed on a noticeboard. Give each group a sheet of paper/ card of a size that when all the

sheets are put together they will fill the noticeboard. Once the glue has dried, stick all of the groups' sheets up together on the noticeboard to create the full collage. Discuss what a good title would be for the collage and get some volunteers to create a poster of this for the noticeboard. Finish the lesson by doing a final circle round in front of the collage. Focus on the theme of celebration, and use the sentence starter: When I look at our collage, I feel ... As a follow on activity, you might want to share some of your class' learning and celebration with the rest of the school during an assembly.



Learning activity 3: Sectarianism and other 'isms'

CORE CONCEPT

There are lots of different things that make us who we are – we have multiple identities. One of the things that makes us who we are is our religious/political/cultural identity. Sometimes because of this we experience sectarianism. Sectarianism is a system – an interrelated network of people – which arises from an antagonistic/hostile expression of religious/political identity and belonging, and/or a hostile response from others to that identity. These expressions of and responses to identity harden boundaries between us.

SUGGESTED SUCCESS CRITERIA

We will further our understanding of sectarianism as a system that involves us all and the conditions in which it thrives. We will look at a definition of sectarianism and related 'isms': ageism, racism, sexism, disablism, classism, etc.

POINTS TO NOTE

It is important to work closely with parents/carers during this unit and to send Resource A home before you start. You also need to be confident and comfortable about your own identity, acknowledging and accepting differences as well as similarities, and accepting that in some ways we can all be sectarian in what we say or do even though we may try hard not to be. Having and drawing attention to a classroom charter that includes "speaking for yourself" will help ensure a safe space where opinions are heard and respected and where both similarities and differences are explored and shared. This learning activity links with the Unit 5: Who Says? of this resource.

If some of the children in the class do not live in the community close to the school but travel, for example, over three miles, they could choose to explore either their own community or that of the school.

WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Consequence Wheel (Resource E)
- Ball of wool
- Sectarian-o-meter Cards (Resource F)
- Definition Of Sectarianism (Resource G)
- The Ordinary, Decent Citizen's New Clothes (Resource H)

WHAT TO DO

- Consequence Wheel
- Wool Web
- Sectarian Or Non-Sectarian?
- Sectarian-o-meter
- Definition Of Sectarianism
- The Ordinary, Decent Citizen's New Clothes
- Reflection And Review

Consequence Wheel

Gather everyone in a circle and explain that you are going to demonstrate how a large number of people can be directly and indirectly involved in, or impacted by, a destructive activity such as joyriding. Ask for examples of who might be involved. Answers you might receive include: the joyrider, the owner and family of the car, the PSNI, someone who cheers when the car is driven away (talk about the fascination and thrill we sometimes feel even about something that we know is wrong) and the bystander who does nothing. Explain that we call this involvement a system. Show the class the consequence wheel in Resource E as an example to illustrate the discussion and how parties in a system are interrelated.

Wool Web

This activity demonstrates the interconnectedness of people drawn into a system. Begin by asking your pupils if they can think of any destructive systems involving young people, for example drugs/alcohol/arson. Decide which system you will exemplify.

Next, gather the class into a circle and explain that you are going to use a ball of wool to show how a system connects people. Hold a ball of wool firmly by its end and throw it to someone in the circle who can name a player involved in the system. Remind everyone to hold tightly to the wool in their hand each time they toss the ball. The person with the ball of wool then throws it to someone else in the circle who names another player, and so on. This continues

until neither the pupils nor you can think of any other player in the system. Encourage everyone to think widely and creatively.

Draw everyone's attention to the web-pattern you have all created and note how it connects everyone. Then, ask them to help you rewind the wool, or, alternatively, have them reverse the procedure in exactly the reverse order and call out the same people involved in the system.

Next, take **sectarianism** as the system. Throw the ball of wool to someone who can name a player involved in a sectarian incident. An incident could be, for example, an attack on a school bus by a group of young people throwing stones. Compare your responses to those in Resource E. Are there

any similarities. Finally, reinforce with your pupils that sectarianism is a system involving us all.

To encourage discussion, use questions such as the following:

- What have you learned about systems?
- How does this change your understanding of sectarianism and other destructive systems?
- Can you name other destructive systems or 'isms' that harden the boundaries between groups of people? For example racism, sexism, disablism?

In pairs, have your pupils list the other destructive systems and what makes them different from sectarianism. Allow them to report back to the class. If your class has already completed Unit 4: Moving On of this resource, remind them of the wall of negative words they created and the images of old and young people they used.

Racism
Sectarianism
Sexism
Classism

Learning activity 3: Sectarianism and other 'isms' (continued)

Sectarian Or Non-Sectarian?

Use the following questions to promote discussion:

- What does sectarian mean?
Answers that you might receive from your pupils include:
 - people with a negative attitude towards the 'other';
 - people who never make any effort to meet the 'other' (intentionally or unintentionally);
 - people who name-call; belittle or demonise the 'other';
 - people who collaborate in dominating the 'other', for example by the way they vote, etc; and
 - people who physically or verbally intimidate or attack the 'other';
- Can people be either sectarian or non-sectarian?
- Is it possible to be non-sectarian?

When your pupils have shared their thoughts, emphasise that some people may not always intend to act in a sectarian way, but our attitudes, actions and what we believe is true can be sectarian. (At this point, you may choose to discuss sectarianism in relation to government and other structures.)

Finally, discuss whether there are there different levels of sectarianism? Why? Why not? For example, is thinking a negative thought about someone of another religion more or less sectarian than saying something negative?

Sectarian-o-meter

This lesson could also be called a Line of Sectarianism or a Walking Debate. You will need a large floor space for this, such as a sports/ assembly hall or an end corridor. Using the cards in Resource F, label one end of the room Very Sectarian, the opposite end Not So Sectarian and the middle Quite Sectarian. Give the members of the group a Sectarian-o-meter card. (You will need to photocopy the actions from Resource F onto card in advance.)

Ask your pupils to put their cards in order along the line depending on how sectarian they consider the action on their card to be. Ask them to think of examples they can give to justify the position of their card. Allow everyone to debate/ negotiate about the order of the cards so that the final Sectarian-o-meter reflects the opinion of the whole group. However, remind everyone that:

- **there are no 'right' or 'wrong' answers** – just opinions and sharing of experiences;
- **they should each speak for themselves using 'I' statements;** and
- **it is okay to have a strong, positive identity** – for example to play GAA sports or to attend a Twelfth of July parade.

Emphasise that it is how we express our identity in front of others and/or their response to our identity that can be sectarian. For example, if a GAA player or someone attending a Twelfth of July parade made a derogatory remark or gesture about those from another community, then that is sectarian behaviour.

When the class has agreed positions for the cards, ask questions such as the following:

- Have you ever thought about the activities on the cards before in relation to sectarianism?
- How do you feel?
- Did anyone move their card from its initial position? Why?
- Were you happy about the move?
- How do you feel now?

After some discussion, ask if anyone would like to move any of the cards again. If so, ask for their reasons and allow them to do so.

Definition Of Sectarianism

Using Resource G and its definition of sectarianism, talk with your pupils about systems and what you've learned about them. (You may want to provide your pupils with a copy of Resource G or simply refer to it yourself and discuss/simplify the concepts within it for your class.) Then, place everyone into small groups and ask them to make a list of attitudes, actions, things we believe are true (for example **All ___ are ___**), that might be associated with sectarianism.

The Sectarian-o-meter will help. Allow your pupils to share items in their lists.

Next, use the definition to explore discrimination more broadly and to help your pupils to recognise connections and similarities between the different 'isms'. Use the following questions to prompt discussion:

- If sectarianism is always about "religion and the negative mixing of religion and politics", what might racism, sexism, ageism or disablism be about? (Ageism is explored in Learning Activity 2 in this unit and also in Unit 4: Moving On.)
- If sectarianism is a distortion of a basic human need to express belonging, identity and difference, how might we avoid the destructive patterns of relating that are listed in the definition? Everyone likes to see themselves as part of a group, and usually as part of a number of groups. They see themselves as belonging to the group(s) and this is part of what gives them their identity and makes them who they are. It can also make them different from those they know and those they don't

know. How can we make our relationships constructive both with those within our group(s) and those who are not?

- If sectarianism is a system that involves us all, why do some people call themselves non-sectarian? Is this possible? What do you think they mean when they say they are non-sectarian?

The Ordinary, Decent Citizen's New Clothes

Using the story *The Ordinary, Decent Citizen's New Clothes* and its accompanying picture in Resource H, discuss how sectarianism can thrive in a culture of denial and avoidance. Afterwards, use discussion questions such as the following:

- Why did Lucinda and then Hugo pretend that they could see the suit?
- How do you think they felt? Have you ever felt like this? For example, have you ever heard someone make a derogatory remark about another group of people and stayed quiet rather than challenge them?

- How do you think the people on the parade might have felt? How did these feelings change after the boy stated the truth?
- What was the result of the boy pointing out the truth? Did Hugo change? For the better?
- Do you think that Hugo will still describe himself as non-sectarian? What has he learned?

Finish by addressing the risks involved in challenging sectarianism. Discuss when it might be possible and when it would be better to tell someone you know and trust.

Reflection And Review

Gather everyone in a circle, and review your pupils' understanding of sectarianism. Finish by using a sentence starter around the circle, such as:

- *A new thing I have learned about sectarianism is ...*
- *Something I hadn't thought about before is ...*
- *Something I will try to do is ...*

Learning activity 4: The first ship in the sea

CORE CONCEPT

Discrimination can take many different forms and occurs for various reasons. It can be positive as well as negative, but this activity focuses on the nature of negative discrimination. According to Dr Paul Connolly, author of Fair Play, children are most likely to discriminate because of the prejudiced attitudes they may hold, and research has shown that children are capable of recognising differences and holding sectarian prejudices and negative attitudes towards others from the age of three. Discussing sectarianism helps everyone realise that we can all be sectarian at times.

SUGGESTED SUCCESS CRITERIA

We will learn more about discrimination.

We will practice empathy by viewing situations from different perspectives.

We will learn more about another destructive system of relating – racism.

We will continue to look at ways of moving beyond sectarianism and other destructive systems of relating.

POINTS TO NOTE

Fair Play can be downloaded at www.savethechildren.org.uk/en/54_2209.htm

To practice empathy, see Living. Learning. Together. Year 4 Unit 2: Difficult Feelings and refer to the lesson titled Magic Eye Trick in Learning Activity 1.

For stories and information about Travellers and the William as well as the Patrick stories, see Stepping Out at www.creni.org/contents/resources/stepping_out/contents

For information about Travellers, see www.paveepoint.ie and www.anmuniatober.org and download Challenging the Myths at www.paveepoint.ie/publications-racism.html

WHAT YOU NEED

- The First Ship in the Sea (Resource I)
- Collection of identity symbols and objects
- Travellers information
- William and Patrick stories
- Traveller Scenarios (Resource J)

WHAT TO DO

- The First Ship In The Sea
- Badges Of Identity 1
- Badges Of Identity 2
- Prejudice And Discrimination
- Looking At Racism: Travellers
- Role Play/Scenarios
- Reflecting And Reviewing

The First Ship In The Sea

Read the story in Resource 1 aloud to the class, or provide them each with copies to read silently to themselves. Afterwards, review their understanding of 'isms' or hardened boundaries between groups. Which words did they think of when they heard the story? Continue discussion using the following questions:

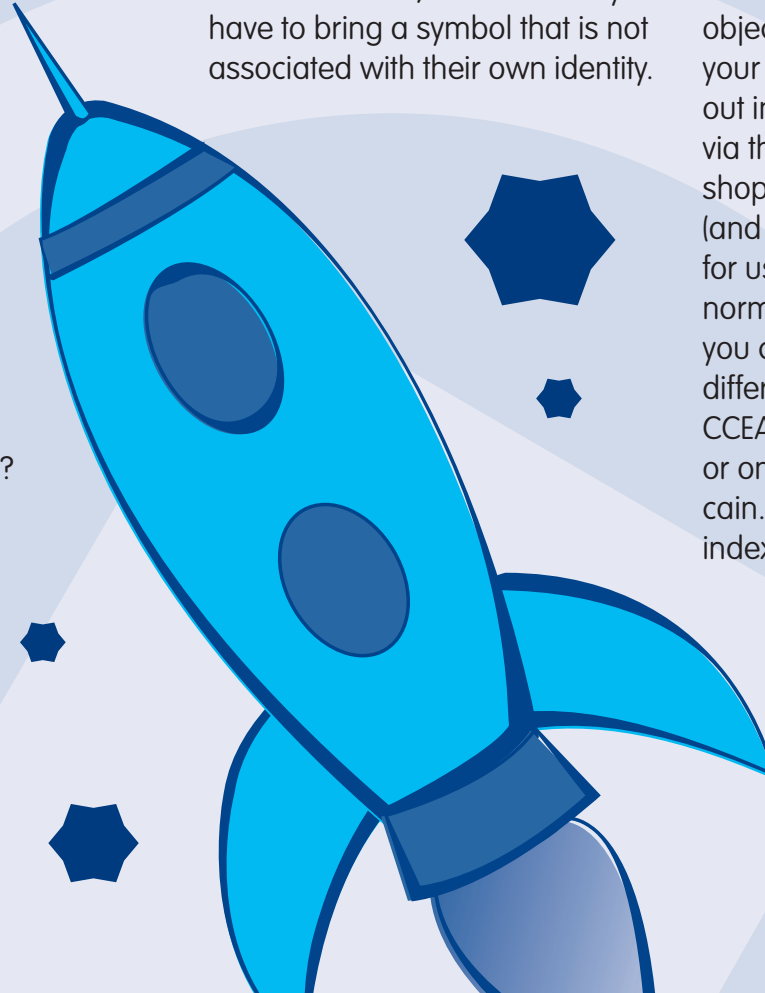
- What is the name given to the space between the lines drawn by the two sides? Is this a good term? What other name could we give it?
- What was the main thing the one group knew about the other? (They were NOT 'us')
- Are there groups we know like this?
- Why can't the red white and blue ones come into the green white and orange ones' place to visit the spaceship?
- What might have happened if they did?
- How do you think they felt stepping into the 'sea' for the first time and going into the spaceship together?
- Did it matter who made the first move?
- What is similar about the two sides? What is different?
- Why do you think the thick black lines were not repainted? Was this a good or bad thing? Why?
- Do you think that members of the two groups might venture into the sea again in the future? Why?

Badges Of Identity 1

Have your pupils gather a collection of symbols and objects that communicate something about various different peoples' religious, political and cultural identity. These could represent people living in Northern Ireland as well as those living around the world. However, the rule is they have to bring a symbol that is not associated with their own identity.

They should choose one they can talk about. Alternatively, it should be one they want to find out about.

The collection might include different coloured ribbons, flags, religious objects/artefacts, pictures of murals, etc. and could be images of symbols or actual objects themselves. Encourage your pupils to seek these symbols out in magazines, newspapers, via the internet as well as in local shops, as it is very educational (and moving beyond sectarianism) for us to go into shops we wouldn't normally frequent. Alternatively, you can find pictures of various different 'badges of identity' in CCEA's *Primary Values* pp 199-201 or on the Cain website at <http://cain.ulst.ac.uk/images/symbols/index.html>



Learning activity 4: The first ship in the sea (continued)

Badges Of Identity 2

Divide your pupils into small groups around tables in the classroom and present their collection of symbols and objects gathered as part of the previous lesson. Ask them to choose two objects/pictures: one they recognise and can talk about and one they do not recognise and would like to know more about.

Can someone tell me what this means?

Let them take turns around the group to describe the object or picture they know; when, where and why it is used; and what it means to them.

Then, have them take turns to ask the other pupils in their group or adults in the class about the object or picture they don't know and explain why it interests them. When they've finished, bring everyone together and ask if there were any symbols no one in their group knew about. Find out if anyone in the class knows, and if not, take time to explain when, where and why it is used. If you don't know about the symbol either, research it as a class to find the answer.

Ask the class:

- What have we learned that we didn't know before?
- Are there similarities and

differences between the symbols and objects gathered by the class? Any surprises?

- Are there symbols that are displayed near to where we live that we would prefer not to be associated with? How do we feel about this?
- How would you feel if people treated you unfairly because of a symbol you were wearing, carrying or living near – regardless of whether or not it was important to you?

Consider inviting your pupils and their family members to share any of their own memorabilia and identity symbols that didn't appear in your collection. This will be easier for them to do once they have experienced this lesson and openly discussed other people's symbols.

Prejudice And Discrimination

Begin by introducing the words and the definitions from *Fair Play* pp 2-3 (see Points to Note of this learning activity). Explain to your pupils that we all carry prejudiced opinions and attitudes, so it is important to talk about them in order to improve our understanding and obtain correct information. We do not know if what we believe about something is true unless we talk to others, especially those who may have a different opinion because they have had different experiences. Also explain that when we discriminate negatively because of our prejudiced attitudes, we harden the boundaries between us.

Ask your pupils to explain which 'ism' words they have learned and what they mean, giving examples of hardened boundaries between groups. Remind them that they have already explored sectarianism and ageism in this learning activity. Then, explain that racism happens when those hardened boundaries are drawn between people of different ethnicity (national/cultural traditions).

prejudice
discrimination **racism**

Looking At Racism: Travellers

You may like to explain that one of the groups of people who experience prejudice and negative discrimination because of their ethnicity are the Irish Travellers. Travellers have a long, shared history; a nomadic tradition and a distinct cultural identity with their own language, customs and way of life. Racism at the personal and communal level is evident when:

- settled people march on or attack Travellers' sites;
- Travellers are harassed out of housing estates or refused service in shops or pubs; or
- anti-Traveller literature is printed and distributed.

Racism at the institutional level is evident at several levels; the media often reinforces negative stereotypes, and the laws and

practices of local authorities actively discourage nomadism.

With your pupils talk about some of the common myths or prejudices held about Travellers. Refer to (or provide your pupils with copies of) the leaflet on the Pavee Point website at www.paveepoint.ie and include characterisations of Travellers being people who:

- lower nearby house prices;
- exclude themselves;
- cheat and who do not pay taxes;
- are romantic leftovers from the past;
- choose to live on the side of the road;
- have unclean, badly-maintained halting sites;
- are work-shy; and
- have violent, criminal and anti-social behaviour.

Learning activity 4: The first ship in the sea (continued)

Role Play/Scenarios

Resource J presents scenarios that illustrate the consequences of prejudices held towards the Traveller community. These result in various forms of discrimination. All of the scenarios feature the characters in Patrick's family, which appear in stories contained in Stepping Out. (You may want to complete some of the activities in this resource to familiarise your pupils with the characters, etc. For a copy, click on William and Patrick at http://www.creni.org/contents/resources/stepping_out/contents)

First, familiarise you class with Patrick and his family: Jim, Kathleen, Margaret-Rose, Bidy and Joe. Then, divide the class into small groups and give each group

a scenario from Resource J. Each group can either do the same scenario or you can assign a different scenario to each.

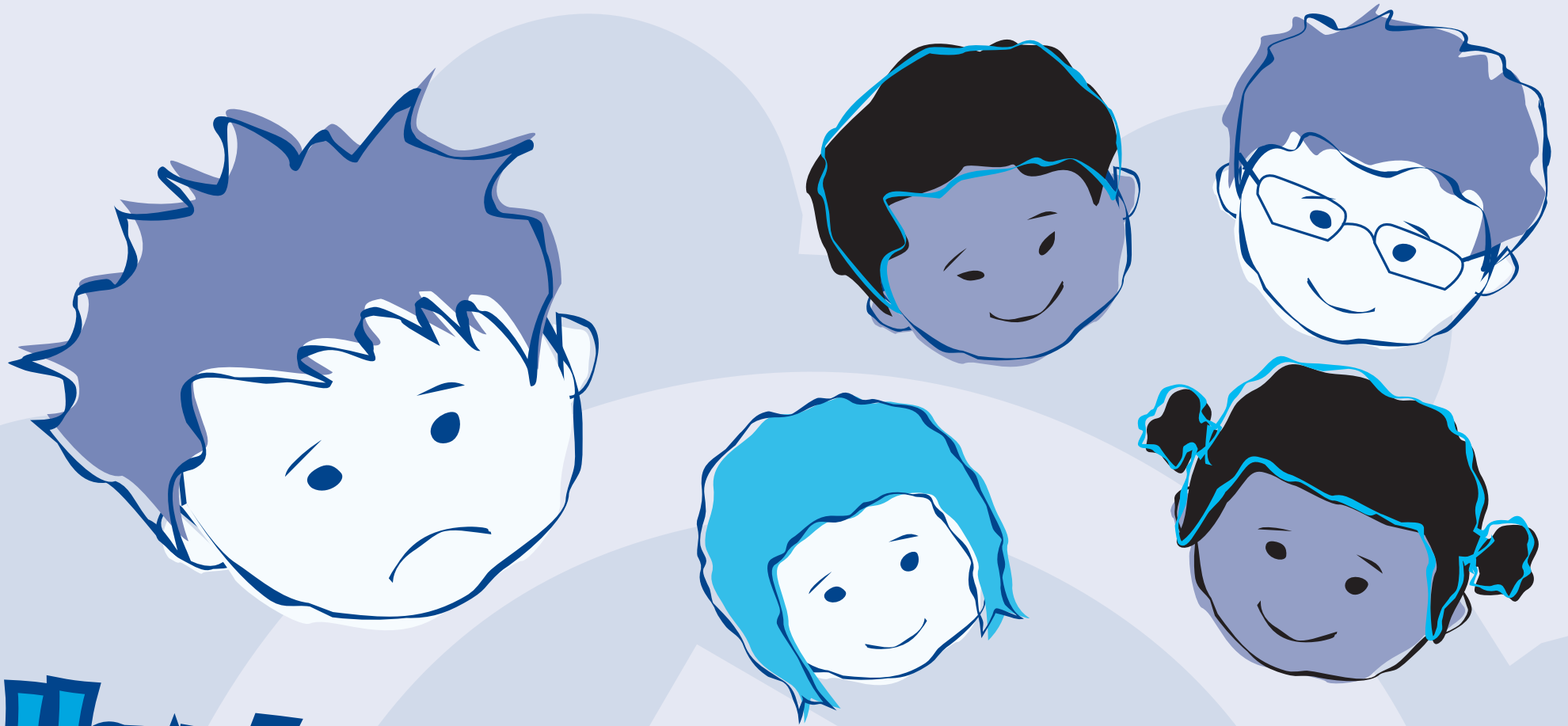
Ask each group to nominate members to play the various roles in their scenarios. The remaining members of the group should be divided to coach each 'actor' in the various myths/prejudices involved. The form of the discrimination and a positive outcome for both the discriminator and the discriminated against should be developed for the presentation of the role play. After all the scenarios and the outcomes have been played, have the class reflect on the issues raised and what has been learned.

Reflecting And Reviewing

In a class circle, review your pupils' understanding of 'isms' and list the different ones you have all learned about in this unit. Discuss:

- what can happen when prejudice and discrimination come together;
- how to recognise this happening in ourselves;
- what you can do about it;
- how the class' view of Travellers has changed; and
- what difference this new information and understanding will make in their lives.

consequences of prejudice



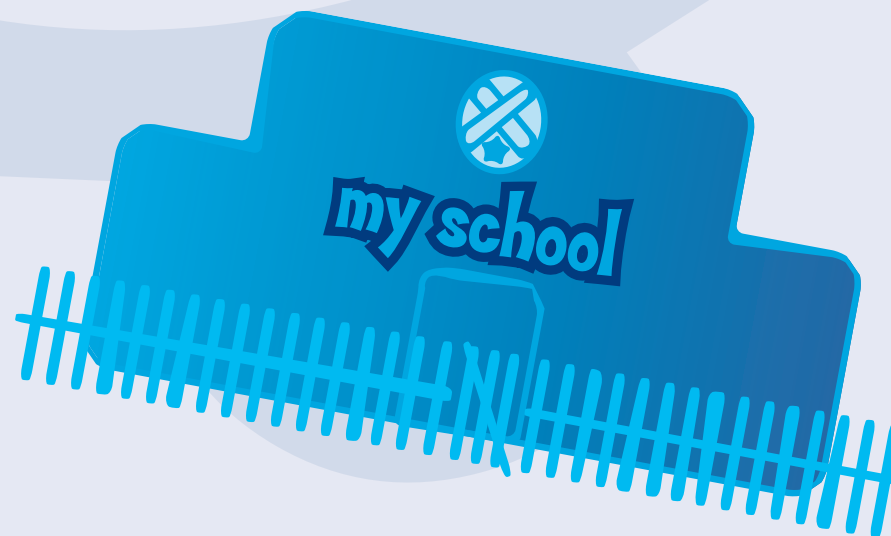
How to recognise prejudice and discrimination

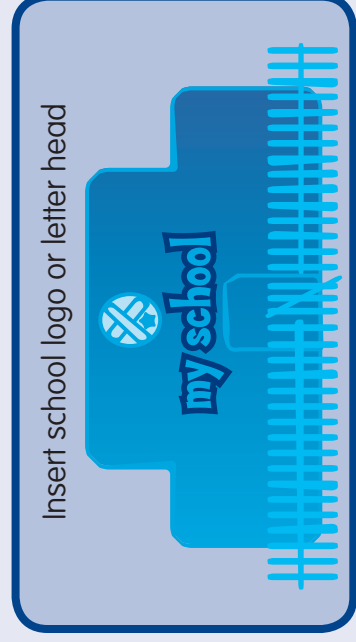
Resource A

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: Is that fair?

Letter to Parent(s) / Carer(s)





Date

Dear Parent(s)/Carer(s),

As part of our Personal Development and Mutual Understanding programme, our class will be learning more about similarities and differences. We will start by looking at fairness and how some people can experience unfairness or discrimination because of who they are or because of a group to which they belong. We'll look at our lifestyles and how they vary from others, both locally and globally. We will also learn about the Universal Declaration of Human Rights, which is one way of thinking about fairness for everyone wherever they live in the world. The United Nations' Convention on the Rights of the Child relates specifically to the rights of children. As we examine this international agreement, we will be thinking about what is fair and how the way we live our lives can affect others.

As part of this unit, we'll also be exploring the issue of ageism, the ways it can affect both young and old people, and how both groups can be ageist in how they think and how they act towards each other. We'll also be considering the many different things that make us who we are, including our religious/political/cultural identity.

A portion of our work will examine sectarianism. The unit presents this to pupils as a system that sometimes involves us or impacts us, even though we don't realise it. We will be looking at how we can become more aware of these 'isms' in our lives and move beyond them. Your child will discover that no matter how much we learn, however, we still make 'ism' remarks or actions without realising it. The solution, then, is to keep sharing our thoughts about other people and things and spending time with those people to check if our thoughts are correct.

You can help by talking with your child and encouraging him or her to think about:

- systems of relationships;
- the people they meet;
- the places they visit regularly (for example out-of-school locations such as the shop, your place of worship, or the homes of family and friends); and
- how to refer to other people in a way that is respectful.

We all need to be sensitive to the feelings of others when discussing the people and places that are important to them. You can help your child to speak and act more sensitively, for example by encouraging them to think about people who go to different places of worship or participate in celebrations that are different to yours.

We are very happy to talk to you more about this unit if you have any suggestions, questions or concerns.

Best wishes,

.....
Class Teacher

Resource B

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: Is that fair?

The Best Birthday Party Ever?



It was Ella's eleventh birthday party and because everyone would be going to different schools after the summer, her mum had said that she could have a big party for all the kids in her class and all of her other friends. Her mum sorted out a hall in the local community centre and had lots of plans about how to decorate it to make it look really good. There were going to be a few games for a bit of a laugh, a disco and lots of food.

Ella gave out all the invitations and it looked like almost everyone was going to be able to come. She was so excited she could hardly concentrate in school at all that week. Every night she went to sleep thinking about her party and every morning she woke up still thinking about it. It was going to be the best birthday party ever. She was looking forward to it for herself, but she also wanted to give all of her classmates a really great time together before they went their separate ways.

Eventually the day of the party arrived. Ella and her family went to the hall during the afternoon and worked really hard to get it ready for the party that evening. By the time they got all of the decorations up and the food organised, it was later than they had planned, so they rushed home to get themselves ready, leaving Ella's brother and the DJ to open the hall for any of the guests who might arrive before they returned.

Back at the hall, Ella's classmates and other friends had already begun to arrive. The first group to arrive made straight for the food. They pulled chairs up to the buffet table so no one else could get near it and heaped their plates. They even helped themselves to Ella's beautiful birthday cake that her mum had put such care into making. Eventually, noticing a few other people arriving, one boy took a dish of crisps and a half empty plate of sandwiches across to them, before returning to the feast at the buffet table.

The next group to arrive took over the dance floor. They shouted their requests to the DJ one after another after another, getting her to play music that they had brought with them so no one else could possibly get a look in.

As Ella's other friends arrived in ones and twos, they huddled at the sides of the hall feeling unwelcome and wondering where the great party was that Ella had promised them.

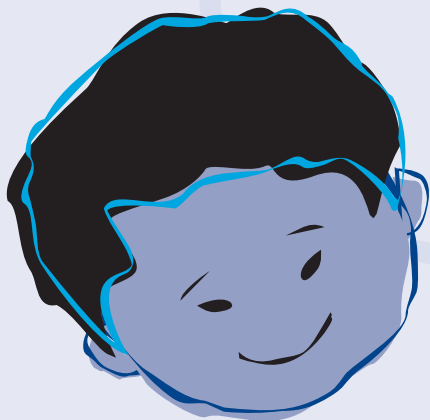
And then Ella, herself, arrived . . .

Resource C

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: Is that fair?

A Day In The Life Of ...



Abebe

Abebe is 10-years-old. He lives on the streets of Addis Ababa, the capital of Ethiopia, in east Africa. Every morning he gets up at 5am and goes in search of things that other people have thrown out but that he might be able to sell at the local marketplace. He has his one meal of the day in the afternoon. In the evening, he looks for somewhere safe to sleep. Abebe would love the chance to go to school so that he could study to become a doctor. However, he would have to pay to go to school, and he doesn't have enough money or any family to help him. So it is unlikely he will be able to achieve his ambition.

Mariam

Eleven year old Mariam lives in Pakistan in a camp for people who were forced to leave their homes in Afghanistan. Her house is a single-roomed hut, which she lives in with her mother and her younger brother and sister. Every day she gets up at 6am, rolls up the bedding and sweeps the floor. Some days she takes her turn to go to the communal taps to queue for water. Mariam goes to a school for girls that was set up by the international aid agency that runs the camp; otherwise she might not be able to go at all, as her mother could not afford to send her. She has her one meal of the day when she comes home from school and then does her homework before the light fades, as they have no lamp in their home. Once it is dark, she helps her mother finish the chores and then goes to bed.

Gilbert

Gilbert is 10-years-old. He lives in a village in northern Haiti. He walks to school and is glad to be able to go; some of his friends can't go because their families can't afford it. Every year he has to pass an exam to get into the next year of school. When he comes home from school, he helps his father weave tablemats for selling at the marketplace. After this, he plays with his friends. They don't have many toys, but they make their own kites from paper, sticks and strings, and see who can fly their kite the highest. For dinner he has rice and plantain. The village has electricity, but the electricity supply is weak and it is only on for a few hours. It is also

not always on every day, so some evenings they finish the chores and homework by lamplight.

Sangeev

Sangeev is 11-years-old. He lives in India. He leaves the house early in the morning to walk to school with his friends. They go barefoot because it is hot and dusty where he lives. When he comes home, he helps his parents with different jobs. His main job is looking after the family's goats by feeding and milking them. When he has time, he likes to play football with his brother and their friends. For dinner he usually has lentil stew with rice and chappatis (flat bread). At night he sleeps on a mat on the floor with his brother.

Angela

Angela lives in Kenya in east Africa. She lives with her grandmother, her two brothers and her baby sister. She gets up just as the sun is rising to collect water for the whole family, as there is no running water in their house. She has to walk to the water pipe that is shared by everyone in the area. It takes her about an hour to walk there and she often has to queue for her turn. Carrying the water up the hill to her house is hard work in the hot sun. In a village like Angela's, getting the water is a girl's job, but she doesn't mind because she knows that it is important and that her family needs the water. When she gets home, she boils the water to make sure it is safe for all of them to drink. Angela's brothers go to school, but her grandmother needs her to stay at home to help look after her baby sister, to help with the cooking and to do other jobs. Angela hopes that she will be able to go to school again sometime, as she would love to be a water engineer when she grows up and knows she needs to study a lot for that.

More stories about children's lives around the world can be found at:
www.globalgang.org
www.oxfam.org.uk/coolplanet/kidsweb/children.htm

Resource D

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 2: *Too young, too old?*

Discrimination Scenarios

It is a warm summer evening and you are chatting with five of your friends at the corner of the street where one of them lives. One of them produces some water balloons and a water fight starts. It is all just a bit of a laugh, so you are very surprised when a police car pulls up and two police officers tell you that you are making too much noise, you're intimidating the people who live round about and you have to go somewhere else.

You go to visit your granddad who lives in a home for older people. You find that he is a bit upset and annoyed because some of your grown-up cousins have organised to go together to a football/Gaelic match and haven't asked him if he would like to go too. He would love to have gone, as he hasn't been to a match for a couple of years, and he wonders if they think he is too old to be good company or just too old full stop.

A friend of yours who is in her 70s has just got engaged to be married. She has been a widow since she was 47. She is really happy and excited and is planning a big wedding party. You overhear some adults expressing surprise that she is going to get married "at her age" and saying that if she is, she is "far too old to be making such a fuss about it." You just feel really glad for her and wonder what they're on about.

A friend of your family's who is in her 50s and has worked for a long time in television and advertising goes for an audition to present a local TV programme. Someone with much less experience gets the job. She wonders if it is maybe because the company wants someone younger, 'more glamorous' and who doesn't have grey hair. Although you don't say anything, you think she's a bit old for the job anyway.

You and your friends are really interested in environmental issues. You have been lobbying your local councillors about local recycling facilities, safer places to cycle, etc. While some of them have been very interested in what you have to say, it seems as if others are not taking what you are saying seriously. You wonder if this is because they know you can't vote for them and they are only interested in adults who can.

You are at a big family party and your grandparents both ask you why you're wearing your jeans. They've also lots of questions about why you're always playing on your Nintendo DS, why they never see you reading books, why someone your age would need a mobile phone and why you're leaving early to go to the cinema with your friends. You love your grandparents a lot, but sometimes it seems like they just don't understand.

You are in a large town centre shop with a friend. You notice that the shop security guard keeps looking over at you as you browse around. Just as you are about to take something to the till, she comes over, accuses you of thinking about shoplifting and demands that you leave the shop immediately. You weren't being rowdy and she didn't put any pairs of adults out of the shop, so you wonder if she only suspected you of shoplifting because you were young.

Your granny is in her 80s and lives on her own. Her legs don't work as well as they used to and she finds that she needs to use a Zimmer frame. She knows that she may eventually have to use a wheelchair, but she wants to stay in her own bungalow if at all possible. This is more difficult because some of the family say "she can't manage", and she is not entitled to the same disability benefits as someone under 65.

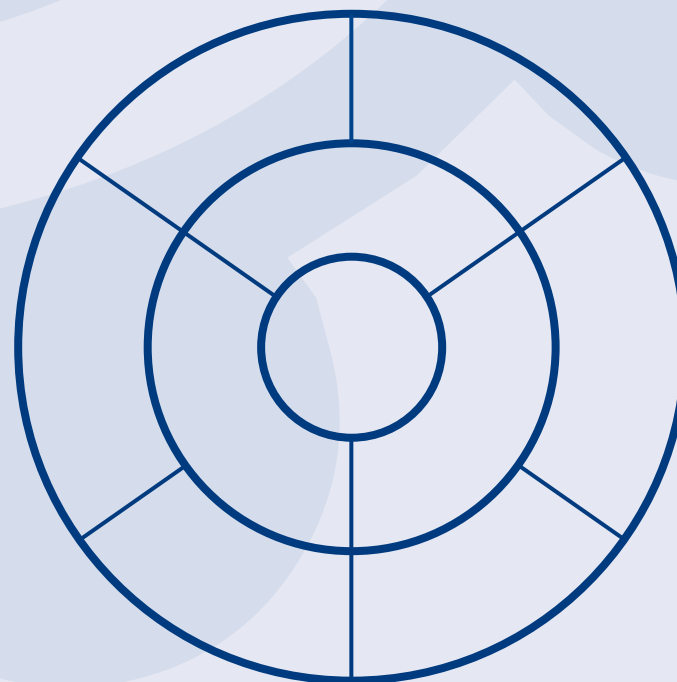
Add one from your own experience.

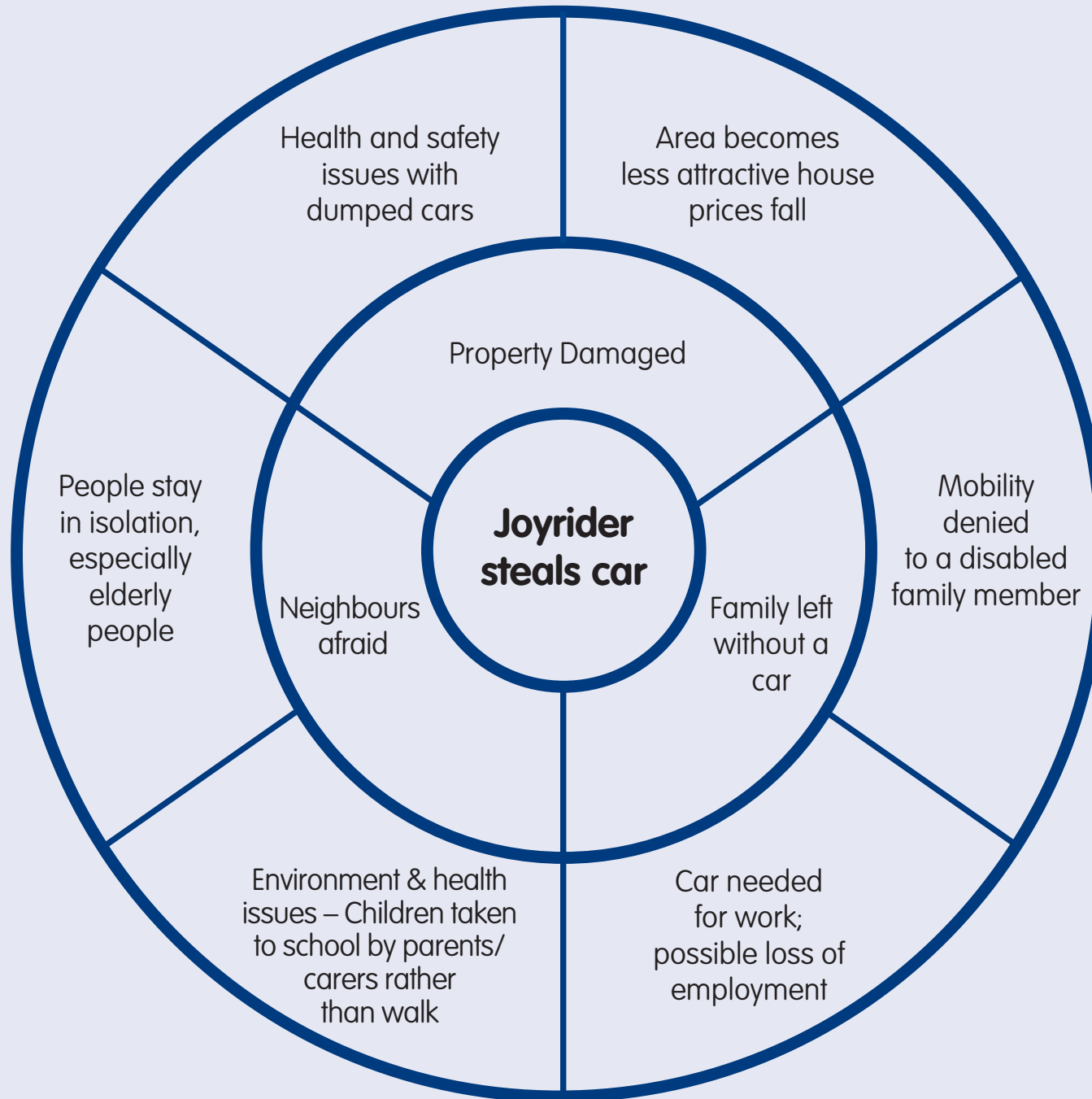
Resource E

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 3: Sectarianism and other 'isms

Consequence Wheel





Resource F

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 3: **Sectarianism and other 'isms**

Sectarian-o-meter Cards

Photocopy the actions below onto card. The actions are deliberately open ended in order to encourage discussion amongst your pupils regarding at what stage these actions become sectarian, how they make people feel, and whether the actions harden the boundaries between communities.

You may want to add examples to some or all cards. For example, for the painting curb stones card, you might want to produce this twice. On one card you could specify that the stones are painted pink and yellow and on the other specify they are painted red, white and blue. Then use this to prompt discussion about how painting curbs might not be very sectarian in and of itself, but if it is done to mark territory to exclude others or keep them out, then it is. Likewise, voting for a particular party may not be very sectarian, but if one votes for the same party at every election without reading about all the parties/candidates and what is best for their needs, then it can be.

Wearing a Rangers or Celtic football top	Painting curb stones	Reading the News Letter/Irish Times
Talking about sectarianism	Shopping	Going to a St Patrick's Day or 12th of July parade
Going to church, mosque, temple, synagogue, etc.	Having a flagpole in your garden that's flying the Union Jack	Learning about St Patrick's Day or the Twelfth of July
Playing GAA sports	A tour of bonfires on 11th July evening	Voting for Republicans or Unionists
Wearing a Hijab/turban/cross/rosary beads	Playing cricket	Teaching about all of the religions in schools
Flying any flag	Taking part in an Irish language play	Calling people names because of their religion

You may also want to include a card alluding to the way schools are organised/divided (by gender, religion, ability).

Resource F (continued)

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 3: Sectarianism and other 'isms

Sectarian-o-meter Cards (continued)

Not So Sectarian

Quite Sectarian

Very Sectarian

Resource G

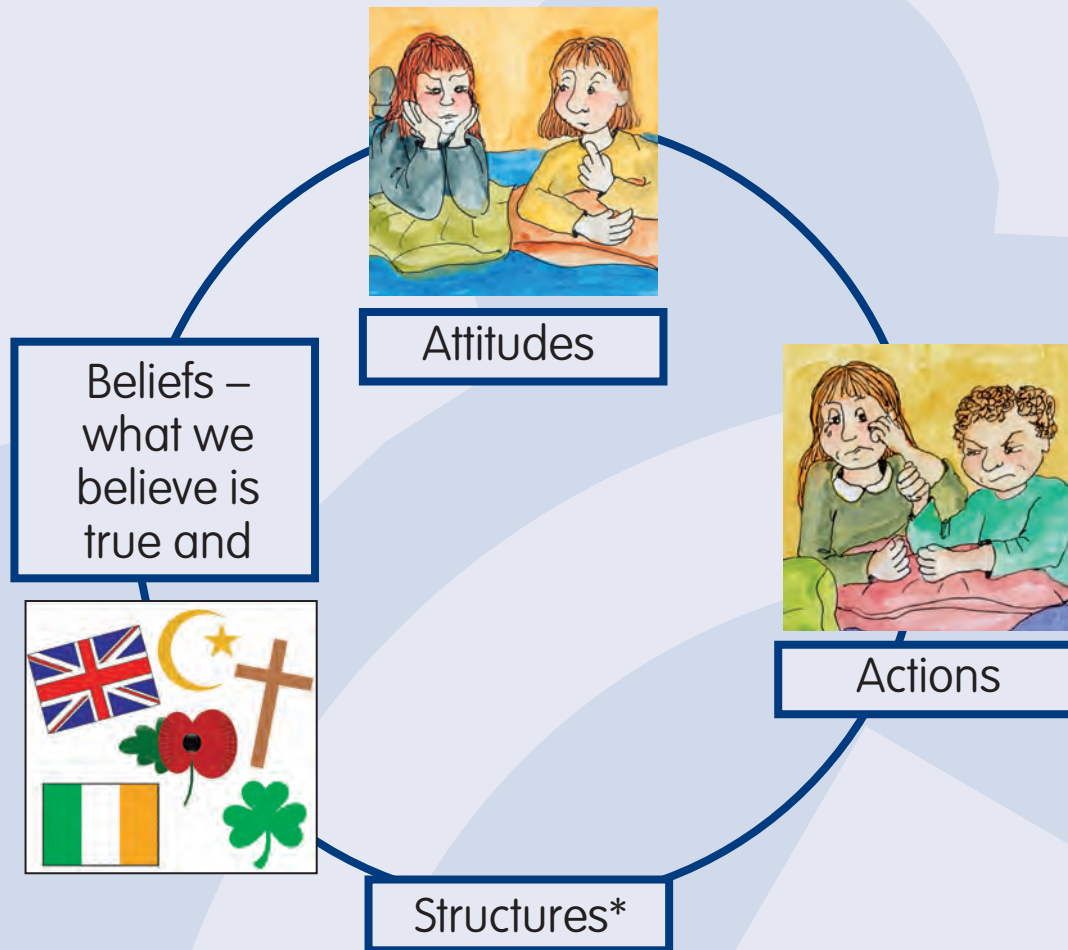
Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 3: Sectarianism and other 'isms

Definition Of Sectarianism



Sectarianism is a system of



at personal, communal and institutional levels which always involves religion and typically involves a negative mixing of religion and politics.

(* social and governmental (school and workplace))

Sectarianism arises as a distorted expression of positive, human needs especially for belonging, identity and free expression of difference.



This is expressed in destructive patterns of relating

- hardening the boundaries between groups
- overlooking others
- belittling; dehumanising; or demonising others
- justifying or collaborating in the domination of others
- physically or verbally intimidating or attacking others.

Resource H

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 3: **Sectarianism and other 'isms**

This story is based on a play written by Yvonne Naylor as part of the *Transforming Sectarianism - SEED Project*, Irish School of Ecumenics, Trinity College, Dublin for the publication, *'Moving Beyond Sectarianism,'* 2001.

The Ordinary, Decent Citizen's New Clothes

A parody on 'The Emperor's New Clothes'

Once upon a time there was an ordinary, decent citizen who lived in Belfast and kept himself very busy with lots of peace-making work through the many charities he was involved with. He felt that the trouble with Northern Ireland was that some people were just too narrow-minded and kept the whole thing going – if only they weren't so prejudiced and bigoted.

"Take me for instance," he said to his wife, Lucinda. "I reckon I haven't a sectarian bone in my entire body."

This ordinary decent citizen got a letter in the post one morning announcing that he, Hugo Armitage-Smyth, was to receive a prestigious peace prize to be presented at Hillsborough Castle next month. 'My dear," he said to his wife, "I shall have to have a new outfit – what do you think would be suitable?"

Lucinda remembered hearing about a couple of tailors who specialised in outfits of the highest quality. "Contact them dear", he said. "I do want to look my best for the media."

The tailors had heard about this ordinary, decent citizen and knew how he liked to hide all his own faults while blaming others and decided to teach him an important lesson about sectarianism. They told him they were happy to make the special garment entirely free of charge and also that the material they were going to use was very special – only people who didn't have a sectarian bone in their body would be able to see it, as befitted someone in receipt of so

prestigious an award. "You, of course, will have no difficulty seeing it," they assured him, "and the cloth is really quite exquisite."

The ordinary decent citizen liked the idea. "It will be a good way of letting me know who is and who isn't sectarian," he added. "The winner of so great an award can't be seen to be friends with bigots. I will pay you what you need. Start straight away."

The tailors went off to make the special suit. A few weeks later, the ordinary, decent citizen called to his wife. "Lucinda, when you're in town, can you go and see how the tailors are getting along with my new suit? It should be ready by now."

Lucinda collected the suit and brought it home to her husband. When she brought it out of the bag there was only a hanger. She hadn't been able to see anything when the tailors showed it to her, but she couldn't say so and let the tailors think that she was sectarian, could she? And she certainly did not want to be thought of as sectarian by her husband.

"I have it, Hugo. It's wonderful dear. It will be perfect for the award ceremony." She showed her husband the empty hanger. "I'm sure it will attract a lot of media attention."

The ordinary, decent citizen looked at the hanger for a long time. He couldn't see anything hanging from it but did not

Resource H (continued)

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 3: Sectarianism and other 'isms

want his wife to think he was in the least bit sectarian.
"Eh... I see... yes... quite exquisite – a lovely colour too."

Lucinda was relieved that her husband could see something.
"It's very unusual. The tailors say its best worn next to the skin – that way you can feel its very special texture."

Hugo wasn't too sure about this, but if he admitted that there was nothing there, what would his wife think? No – he would have to wear the 'special' suit. If there was anyone else in the crowd, like him, who couldn't see anything, they wouldn't dare admit it and have everyone think they were sectarian.
"My speech ought to cause quite a stir," he said. "I want to make it clear that Northern Ireland has no room any longer for bigots."

The day of the peace rally and award ceremony arrived and the ordinary, decent citizen tried on the new suit. He made a great show of putting it on as his wife was watching. Neither of them wanted to believe, never mind admit openly, that there was nothing there – that Hugo was wearing nothing but his underwear! That would amount to admitting that he was sectarian!

He made sure that the word was passed around that the suit was very special and could only be seen by peace-loving people who wouldn't have a sectarian bone in their body, so the people tried not to stare when he arrived at the parade.

A little boy in the crowd, however, could only point out what he saw and said, "Can no-one see – he's got no clothes on!"

At that the crowd responded with shock, horror and nervous laughter, and poor Lucinda pulled off her coat to make Hugo more modest. "I'm afraid he's right dear. I'm so sorry, but when you said how exquisite it was, I thought you must see something, and I didn't want to believe, admit or have you think that I am sectarian."

"Oh, you are wearing something," said a voice from the crowd. It was one of the tailors. "There's plenty of denial there... and pride... and avoidance."

Hugo was humbled. "You're right. I've been a fool. I suppose you could say that naked sectarianism has been revealed."



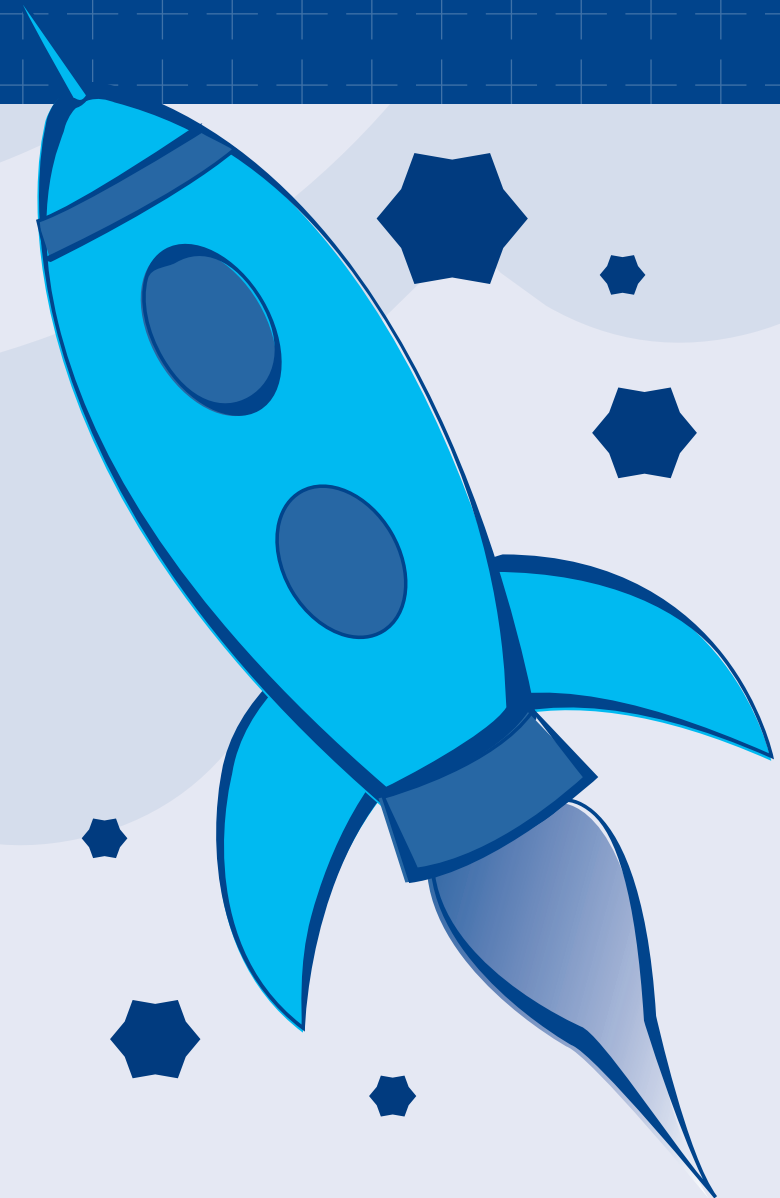
Resource 1

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 4: The first ship in the sea

The First Ship In The Sea

© Dave Duggan (1998),
edited by Alison Montgomery



Most of the spaceship landed on our side.

The green white and gold side.

It must have banged into one of the motorway lights on the way down, because a part of it landed on their side.

The red, white and blue side.

We have half the underpass each.

There's a big black line we painted along the ground, up the wall, along the roof of the underpass, down the other wall and back to the ground. Then there's a gap and another black line, just like ours.

No one ever goes into the gap. We call it The Sea.

The aliens were small and green, like you'd expect them to be, and the head alien wore a silver visor. It came forward to us, beeped a few times, and suddenly a tinny voice started to come out.

"The ship will be repaired. There is a missing fin."

We looked across The Sea to where they were, just inside their own area, behind their black line. They were dragging a lump of silvery metal.

"The fin," said the alien. "Do you know them?"

It was a good question. In a way we did know them. The main thing we knew about them was that they weren't us. The alien seemed to understand.

It said "We have this in our galaxy. Life forms that live side by side but don't really know each other."

It had a point.

We all moved to our black line and the aliens came with us. They all came to their black line. Only The Sea was between us.

The head alien moved into it. It stopped and looked around. It was about half way across. The red, white and blue ones pushed the fin of metal in The Sea. The head alien clasped it with sucker pads and dragged it back to our side. The aliens chatted among themselves then, just like any group of people fixing a car or a boat together. They seemed to be able to change their shape and use their sucker pads to move even heavy pieces of metal around.

The head alien came over and the visor glowed bright red.

Resource 1 (continued)

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 4: The first ship in the sea

“We thank you. All of you.”

He shouted across The Sea so they could hear it.

“Would you like to see inside the ship?”

We certainly did and so did they, only they couldn't come across to our side. The aliens realised this. The aliens climbed into the ship and got it hovering off the ground. The ship glided and landed right in the middle of The Sea. Right in between the two black lines. Then the aliens got out and called to us. And them.

Looking back on it now, it doesn't really matter who moved first. Before long everyone was in The Sea and climbing into the ship. It looked tiny from the outside, but inside it seemed as big as a football stadium. And full of light too. The aliens showed us videos of planets and worlds from their galaxy. They let us put on head sets and

listen to their music. They even gave us stuff to eat and drink. It looked weird but tasted alright.

Then everyone went outside and the head alien flashed its visor and said, “Show us who you are.”

Again it's hard to say who made the first move, but we just gathered on our side and they gathered on theirs. You could seem them huddling. Just like us.

Some of us ran back to our estate to get stuff. Some of them did the same. Before long there were big piles of things on either side of The Sea.

“Begin,” said the head alien. Two of them came on in Rangers tops, shouted “football” and began a game of heading tennis.* Two of us ran on wearing Celtic tops and began head tennis too. All of a sudden it struck the players just what they were doing – practically playing

football together and the footballs fell and got all mixed up so the four just tapped about for a bit and then ran off. We kept the sporting thing going and one of us ran on with a hurley and sliothar.** They sent on a band leader who twirled and juggled the baton. That was good. Then two of ours went on and did a dance while one of us played an accordion. The aliens clapped. And they did too, after the aliens got them going. When our dancers went off, they sent on a fife player and that got the aliens clapping again. We joined in this time.

The aliens enjoyed seeing things. A shamrock. A lily. Photos of The Queen and The President. The aliens

* Passing the ball from one to another, using their heads

** (Slith-her: hurling ball)

wanted to try some food. We brought chips. So did they. The aliens seemed to like the chips. When it was over the aliens got into their ship and flew off. The funny thing about it is that only us and them know the aliens were here. That was last year. This year we repainted the green, white and gold on our side. They repainted the red, white and blue on theirs. But neither of us repainted the thick black lines, and they're beginning to fade now.

After the alien ship went on it, The Sea doesn't seem such a dangerous place. Maybe we'll all go sailing on it again. Us and them.



Resource J

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 4: The first ship in the sea

Traveller Scenarios

These are Traveller scenarios based on the stories about Travellers in William and Patrick: Stepping Out at http://www.creni.org/contents/resources/stepping_out/contents

In preparation for her wedding next year, Bidy has decided to try a 'posh' hairdresser in case she decides to book them for the big day. The smiling expression on the receptionist's face changes as soon as she hears Bidy's accent. She fetches the owner of the salon who asks Bidy to leave telling her that they don't serve Gypsies. Bidy feels hurt and angry. What might she do?

Patrick is feeling very sad in school. He struggles with reading and spelling because he has missed so much of it. He doesn't know the other boys and girls in his class and misses his family, but his classmates think he's not interested in being friends with them so they are just ignoring him. What might help?

Joe is having a break with other staff at the garden centre and meeting a new lad who has just joined the team. He asks Joe why Travellers are such cheats – getting everything they want, then moving on when everyone else has to pay fees and taxes. Joe is amazed that this remark is coming from someone so young and full of assumptions based on prejudice and ignorance. He decides that the young lad needs to learn not to believe everything he hears and Joe knows just how to help him.

Margaret-Rose has been going around the doors hoping to sell her Christmas wreaths, charms and table decorations, but people either don't answer the door or tell her they don't need anything she's selling. One young woman passing her in the street tells her its time she moved with the times – she's only a romantic leftover from the past. What should she do?

Jim was piling some metal he had salvaged from a ditch outside the trailer. As a conservationist, it annoyed him to see the countryside littered with scrap. Fortunately, he was very good at taking things apart, salvaging the important bits and selling them on to be useful again. A local farmer, passing the lay-by where Jim's trailer had halted temporarily, drives in and starts to shout at Jim for choosing to live at the side of the road and littering the place up with junk. What might Jim be able to do?

Kathleen had spent all morning cleaning the trailer. Her husband wondered why, for he couldn't see a speck of dirt in the place. Her pride and joy were her horse brasses and her Royal Albert china, and the cabinet they were in shone till you could see your face in the wood. Folk said that Kathleen's trailer was so clean you could eat off the floor. Patrick had invited a couple of friends from school to his home but they always made excuses and then he heard one of them whisper that "Travellers were dirty". What do you think he could do?

notes





Suggested stories

Amnesty International. **We Are All Born Free** (Frances Lincoln Children's Books: 2009) 978-1845076504

Bradman, T. **Give Me Shelter** (Frances Lincoln: 2007) 978-1845075224

Green, J. **How Do I Feel About Dealing With Racism?** (Hachette Children's Books: 2000) 978-0749640941

Green, J. **What Do We Feel About Racism?** (Hachette Children's Books: 2002) 978-0750241137

Hoffman, M. **The Colour of Home** (Frances Lincoln: 2003) 978-0711219915

Kaplan, M. **Planet Earth Gets Well** (Booksurge Publishing: 2008) 978-1419689864

Lewis, B.A. and Espeland, P. **The Kids' Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference** (Free Spirit Publishing: 1995) 978-0915793822

Lipp, F. **Running Shoes** (Charlesbridge Publishing: 2008) 978-1580891752

Sabin, E. **The Greening Book** (Watering Can Press: 2008) 978-0975986872

Thomas, P. **Racism: The Skin I'm In** (Hachette Children's Books: 2004) 978-0750242615

Suggested further reading

Abu Lives in Kenya (Christian Aid: 2004) 978-0904379624, also available on www.christianaid.org.uk/resources

Connolly P., Smith, A. and Kelly, B. **Too Young to Notice** (Community Relations Council: 2002) 978-1898276302

Thematic Units Years 6 and 7: Fair Enough? (CCEA: 2008), available on www.nicurriculum.org.uk

Medina, S. **Racism - Prejudice: Why Is It Wrong?** (Heinemann Educational Books: 2006) 978-043140391

Primary Values (CCEA: 2005) 1 85885337 0

ABC: Promoting an Anti-Bias Approach to Education in Northern Ireland (NICIE), available on www.nicie.org/publications

Suggested additional resources

Active Learning and Teaching Methods for Key Stages 1&2 www.nicurriculum.org

Connolly, P. **Fair Play** (Barnardo's and Save the Children: 2002), available on www.barnardos.org.uk www.savethechildren.org.uk

Eco Schools www.eco-schools.org

For classroom based materials www.oxfam.org.uk www.christianaid.org.uk www.trocaire.org www.fairtrade.org.uk www.guardian.co.uk/katine

Naylor, Y. **Stepping Out** (from the Transforming Sectarianism - SEED Project by the Irish School of Ecumenics, Trinity College, Dublin) www.creni.org

Naylor, Y. **Who We Are - Dealing With Difference** (from the Transforming Sectarianism - SEED Project by the Irish School of Ecumenics, Trinity College, Dublin) www.creni.org

Northern Ireland Human Rights Commission www.nihrc.org

Potter, M. and Lynagh, N. **Joined Up: Developing Good Relationships in the School Community** (NICIE and the Corrymeela Community: 2005) 1 87373930 3 This resource can be accessed by following Useful Links in the PD & MU section of www.nicurriculum.org.uk

School Councils www.schoolscouncil.co.uk

The Liftoff Initiative **Me You, Everyone** (Amnesty International, INTO,UTU) www.liftoffschools.com

The United Nations www.un.org

UNICEF www.unicef.org.uk

United Nations High Commission for Refugees www.unhcr.org

Wormington, A., Newman, S. and Lilly, C. **The Travelling People** (Hackney, Newham and Tower Hamlets Traveller Education Support Services) 0 95380082 2, available on www.newham.gov.uk by searching for 'resources'



Rewarding Learning