On Track

A HANDBOOK FOR CITIZENSHIP EDUCATION TEACHERS

Education for Peace and Reconciliation

ACKNOWLEDGEMENTS

The Education for Reconciliation Project team would like to acknowledge the following individuals and groups:

RESOURCE GROUP

This resource was developed with the work, energy and commitment of:

PILOTING GROUP

This resource was piloted by Citizenship Education teachers and students on the island of Ireland who participated in Phase II of the Education for Reconciliation Project.

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INTRODUCTION

Peace is not an end state, it is a continual journey within democratic societies to build just and equal relationships. Conflict, particularly violent conflict, creates a total breakdown in this journey and requires a particular response.

Peace-building in post-conflict communities has many dimensions, including a structural dimension which focuses on physical reconstruction, economic development and negotiating political systems. Equally important is the psycho-cultural or relationships dimension, which encompasses the addressing of social justice issues, acknowledging past hurts, fostering cultural/attitudinal change and mending/building relationships. These elements have much in common with those involved in the process of reconciliation. It is in the psycho-cultural area, particularly in contributing to the processes of cultural/attitudinal change and of mending/building relationships, that Education for Peace and Reconciliation has an important role to play.

Education reflects social change but can also be a strong force for social change and development. Within education, teachers are key agents in the implementation of change. '*Educational change depends on what teachers do and think*' (Michael Fullan (1991), *The New Meaning of Educational Change,* Continuum, London: 117). A primary aim of the Education for Reconciliation Project is to provide teachers with the opportunity of quality professional development in order to develop their skills and understanding in the area of Education for Peace and Reconciliation. This resource will be a support in the process of bringing the benefits of teachers' professional development to students.

Through working with teachers from the island of Ireland both North and South, and through reflecting on the purpose of Education for Peace and Reconciliation and its place in the curriculum, the project team have developed this resource.

Peace, Reconciliation and Citizenship

The importance of the relationship dimension within the reconciliation process is reflected in the working definition adopted by the project team and participating teachers. This definition states that Education for Reconciliation is about '…*learning self-respect and respect for other people, especially if they come from other cultural traditions. It is also about understanding how individuals and communities depend on each other, how co-operation between them can be fostered in practical ways, and how conflict can be resolved.*' (Barbara Gill et al (1999), *Education for Reconciliation: A Curriculum Investigation*, CDVEC Curriculum Development Unit, Dublin: 13)

Learning self-respect and respect for other people begins with developing a sense of the individual as a unique human being, while recognising the value of difference. Conflict is a normal part of human relationships and can occur on many levels from the intra-personal to the inter-state. However,

unresolved conflict, such as conflict over differences of opinion, facts, values etc., can lead to a breakdown in human relationships. Therefore part of the core of democracy is developing the capacity among young people to recognise that difference does not have to lead to violent conflict. Being able to listen, to empathise, to analyse, to discuss, to compromise, being open to a solution, to removing where possible the roots of conflict, are essential components of all citizenship education programmes.

To internalise the democratic ideal, that is the capacity for interdependent living and the building of sustainable relationships, students need to be able to act in ways which highlight their understanding and appreciation of respect for self, respect for others and an openness to find ways of living together in a just, equitable and stable society. This resource aims to support these processes.

Supporting Citizenship Curricula

It is expected that the learning process outlined in *On Track* can be incorporated into citizenship courses in an enriching way and used as a vehicle to address the key concepts in citizenship education curricula both North and South on the island of Ireland.

The concepts common to these curricula and to Education for Peace and Reconciliation are outlined below:

Local and Global Citizenship	*On Track* Education for Peace and Reconciliation	Civic, Social and Political Education
• Diversity and Inclusion • Equality and Social Justice	**Diversity, Inclusion and Interdependent Relationships**	• Human Dignity • Interdependence
• Democracy and Active Participation	**Democracy and Active Participation**	• Democracy • Law
• Human Rights and Social Responsibilities	**Rights and Responsibilities**	• Human Rights and Responsibilities
	Conflict, Change, Peace-building and Reconciliation	• Development • Stewardship

Design and Use of the Handbook

This resource has three particular features which are central to its design and use. Firstly, it is designed and can be used in a learning spiral manner from the individual to the community to the wider world; secondly, it places particular emphasis on the use of group work and; thirdly, it also seeks to promote the practice of reconciliation through its action component. Other elements in the design and use include teacher resource sheets, student worksheets, and highlighting of potential opportunities for ICT activities.

A.   Learning Spiral

The three learning units of **On Track** create a learning spiral from the *Individual*, to *Community*, to *Wider World*.

Unit 1: Individual Level
This unit aims to draw students into the understanding that we are all part of the human race, distinct but similar, and also that conflict is part of the human experience. The reasons for conflict are varied and include a lack of acceptance of difference and the exclusion of individuals who are perceived as 'different'. In order to develop a greater capacity to understand the 'other', skills of listening and empathy are addressed as the first steps on the road to reconciliation.

Unit 2: Community Level
The overarching emphasis in this unit is on the idea that belonging to a group is part of the human experience, and that this can contribute to our sense of identity. This is most obvious in the community context. It is through seeing 'others' as different from ourselves that we fall into the trap of stereotyping and discrimination. When conflict emerges, the challenge is being able to hear 'the other side of the story' and as far as possible to walk in the shoes of the 'other'. This unit aims to help students to develop the skills of being able to hear and present (where possible) a perspective other than their own.

Unit 3: In the World
The emphasis of this unit is on the fact that conflicts can escalate to a point where war and violence can wreak havoc on countries, communities and individuals. This makes the task of reconciliation much more complex and multi-faceted. The development of agreements, the role of apology and the bringing about of justice for victims are all elements of the reconciliation process. However, true reconciliation goes beyond the ending of the conflict and includes the rebuilding of relationships through civic, social, economic and political activities. This unit aims to develop some understanding of the processes of reconciliation and peace-building.

B.   Group Work

The teaching guidelines in **On Track** encourage an approach to teaching
a-   which is <u>participative</u>, with the aim of encouraging all students to engage and interact in work and discussion
b-   where in the main the teacher acts as a <u>facilitator</u> of learning rather than as a transmitter of knowledge. Students' attitudes, opinions and experiences and their ability to express and discuss these and listen to those of others are as valuable as the knowledge and information which the teacher brings to the lesson.

Group-work is important in achieving these aims and thus is integral to most of the lessons in this resource.

• Working in groups makes it much easier for all students to be involved. Many students will be too shy to contribute to a full-class discussion, which usually tends to be dominated by the more vocal students. Working in a smaller group will give all students a chance to have a voice, which can be reported back to the full group.
• Skills of discussing, listening, expressing opinions, reporting, teamwork and co-operation, all of which are essential for participating in democratic dialogue, will be developed.
• Addressing controversial issues can be handled more easily and in a more controlled way by using discussion in pairs or small groups which report back to the full group rather than in a free-for-all full class discussion.

Starting group work, particularly with a class which is not accustomed to it, can be a challenge. Helpful guidelines include:
• Teacher and students can agree on a set of <u>ground rules</u> about how the class will work together.
• One way to start is to ask students to work on a task or worksheet <u>individually</u> first, then share with another student.
• Working in <u>two's</u> is a lower-risk activity, before progressing to larger groups.
• It is usually a good idea to <u>allocate</u> students to groups rather than letting them form groups themselves. This will prevent some students being left out and you can separate combinations that may distract each other from focusing on the task at hand.
• Clear <u>structure</u> is very important. Give very clear guidelines regarding tasks and have materials well-prepared. Appoint <u>in each group</u> a recorder/reporter who will report back to the class. This can be a good role for a student who tends to dominate or distract from discussion.
• Keep it <u>short</u>. Allocate a length of time per task and keep an eye on how groups are doing in case you need to cut short or lengthen the time allocated. Ten minutes is probably enough in most cases for the task to be done and focus maintained.
• Allow enough time for feedback and full group discussion/comments or sum-up before the end of class.

C.   Action

The challenge of reconciliation lies in our capacity to act in ways which promote it in whatever sphere of life we have influence. This resource seeks to prepare students to begin to engage with 'others' in a more positive way, to support the building of relationships. How this translates in terms of Action Projects (Republic of Ireland) and Action Research Projects (Northern Ireland) is given in a sample action in *Appendix I: Taking Action*.

However, there are also many other 'reconciliation' action activities that can be promoted by students and teachers, for example:

- hearing the stories of 'others', through inviting in a guest speaker from a particular group
- helping break down myths that can exist about other groups through fact finding and researching the situation that 'others' might have to live with
- helping to break down barriers through a cross-border visit
- developing a more long-term relationship with a school from another community or jurisdiction

Action	Key Concepts	Key Knowledge	Key Skill	Key Value
Inviting a guest speaker	Diversity Inclusion	Gaining an insight into the traditions of 'others'	Preparing to host a speaker; Hosting and evaluating	Valuing difference
Investigating the work of a cross-community or cross-border group or organisation	Interdependent relationships Conflict, Peace-building and Reconciliation	Gaining a deeper understanding of the work being carried out to build peace	Basic research skills	Appreciation of the role of local individuals and groups in building peace
Linking with another school in a different jurisdiction	Interdependent relationships Peace-building and Reconciliation	Gaining an insight into the real life experience of people from another jurisdiction	Developing the skill of creating partnerships	Open-mindedness

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D.   ICT

The role of ICT in the learning process is increasing. This resource, while not ICT driven, does seek to include the use of ICT. At the beginning of each Unit a number of potential ICT activities are highlighted and teachers are encouraged to think about these before they begin each Unit and to make the necessary arrangements for incorporating use of ICT. It is also important that teachers are aware that the Education for Reconciliation Project website (**www.reconciliation.ie**) is also available as a resource.

E.   Teacher Resource Sheets

The Resource Sheets are for use by teachers, providing background information which will be useful in addressing topics in class. These sheets are not envisaged as being suitable for distribution to students; however they could be adapted for this use by *simplifying* and *reducing* content and emphasising *key words*. This is left to each teacher's discretion.

F.   Student Worksheets

Throughout the text there are a number of Worksheets. These are aimed at students, and teachers can use them as appropriate. As with the Resource Sheets, some of the Worksheets may need to be simplified and this is left to the teacher's own discretion.

LEGEND

Symbol	Explanation
	Presents the overall aim of the Unit
	Presents the Unit framework
	Denotes a double class period
	Outlines the links to the citizenship curricula
	Denotes Teacher Resource Sheets
	Outlines potential ICT links
	States the objectives of an individual lesson
	Outlines the materials required for the teaching of lesson
	Outlines the activities, some of which may be stated a being optional or extension activities
	Denotes a note for the teacher where sensitivity or other issues need to be flagged
	Denotes a Student Worksheet

UNIT ONE

INDIVIDUAL LEVEL

UNIT ONE AT A GLANCE

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✳**U**NIT AIM

This unit provides a starting place for students to explore the reality of living in a democratic society. They will develop an understanding of the inherent value of the individual as a unique person as well as the value of the diversity that exists between us. The unit explores the fact that it is often our lack of respect for difference that can lead to conflict and that while conflict is part of everyday life it is important to learn to be able to engage respectfully with others through developing basic listening skills.

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⊡**U**NIT FRAMEWORK

Lesson	Lesson Goals	Activities
You and Me	To enable students to recognise their own individuality as part of the human race. To enable students to consider some of the benefits that differences bring.	Potato Game
Celebrating Difference	To enable students to explore visually the concept of 'diversity'. To enable students to develop their own definition of 'diversity'.	Poster Work
Diversity Island	To enable students to develop a set of 'rules' (behaviours, attitudes and values) which can support diversity. To enable students to consider the challenge in celebrating difference in light of the fact that all have the right to be treated equally and fairly.	Diversity Island
Conflict Survey	To enable students to identify the issues that can cause conflict in their own lives.	Survey
Conflict Report	To enable students to examine the range of differences and similarities in the survey.	Conflict Survey Feedback
Facing Conflict	To introduce students to an understanding of conflict as a 'reaction' to difference. To explore with students an understanding of conflict as a normal part of every-day life.	ABC Brainstorm Pair Work
Resolving Conflict	To introduce students to the concept of 'win-win' solutions to conflict. To identify with students some of the key skills identified with 'win-win' solutions.	Story
✖ *Double Class* **Learning to Listen**	To introduce students to the basics of conflict resolution skills. To give students the opportunity to practise some of the key skills identified as supporting 'win-win' solutions in their own lives.	Role Play Scenarios Debriefing

UNIT ONE AT A GLANCE

☒ LINKS TO CITIZENSHIP CONCEPTS

Local and Global Citizenship
- Diversity and Inclusion
- Equality and Social Justice
- Human Rights and Social Responsibilities

Civic, Social and Political Education
- Human Dignity
- Interdependence
- Human Rights and Responsibilities

📁 TEACHER RESOURCE SHEETS

Title	Purpose	Page
1. Introducing Conflict	To explore and explain the different levels at which conflict can occur.	24
2. Handling Conflict	To explore and explain the different methods of handling conflict and the importance of a 'win-win' solution.	29
3. Listening to Resolve Conflict	Guide to active listening.	34

💻 INFORMATION and COMMUNICATIONS TECHNOLOGY

Area	Activity	Link to Lesson
Using Computer Programmes	Students could use computer programmes, for example, Word, PowerPoint and Graphics, to compile and display the results of a survey carried out on everyday issues that cause conflict in their lives.	Lessons 4 and 5: Conflict Survey and Conflict Report
Using the Internet	Students could investigate the idea of 'conflict resolution' on the internet and present their findings to the class, for example conflict resolution activities in schools, peer mediation and so forth.	Lesson 7: Resolving Conflict

Unit One	*Lesson 1*
YOU AND ME	

✳✳**O**bjectives

- To enable students to recognise their own individuality as part of the human race.
- To enable students to consider some of the benefits that difference brings.

Materials

Enough potatoes to give one to each student (or else small stones)
Board/Flip Chart
Paper for students (or copies)

Activity 1: ME AND YOU

The teacher can organise the classroom chairs in a circle before the students arrive leaving a few tables in the centre. In order to explore the idea that we are 'all the same yet different' the teacher places the potatoes on a centre table and once students are settled invites them to come forward to choose one each.

S/he explains to the students that they have two minutes to examine their potato, to familiarise themselves with it and to give it a name. S/he explains that after the allotted time each student will be invited to tell the rest of the class about their own potato, they are asked to describe its main features (lumps and bumps, eyes etc) and to give it a name.

Once each student has spoken the teacher collects all the potatoes in a bag, shakes them around and then puts them all out again. Students are then invited to come forward and to try and find their potato again. Once all students have found their potato the teacher can lead a short class enquiry around a number of key questions:

> **QUESTION BOX**
>
> 1. Are you sure you have your own potato?
> 2. Are all the potatoes the same?
> 3. What kind of similarities might exist between potatoes?
> 4. What kind of differences?

Activity 2: DIFFERENCES AMONG STUDENTS

The teacher asks the students to form pairs and gives each pair a sheet of paper and pen. Once the pairs are ready, the teacher presents them with the following task:

TASK BOX

In pairs you need to discuss and list the differences that are to be found among students of your age.

The teacher can, if s/he thinks the students need some initial help, give one or two examples such as differences in football teams supported, favourite pop groups, clothes style, where young people live etc.

The teacher ends the class with a short discussion on the range and nature of differences that exist among young people, for example:

QUESTION BOX

1. Are all differences obvious at first glance?
2. Are you surprised at the range of differences that can exist among young people?
3. What are some of the benefits of difference?

The teacher can summarise the ideas presented during this class as follows:

SUMMARY BOX

We all share a common humanity but our differences are what make us unique.

Student from a
school in the
North
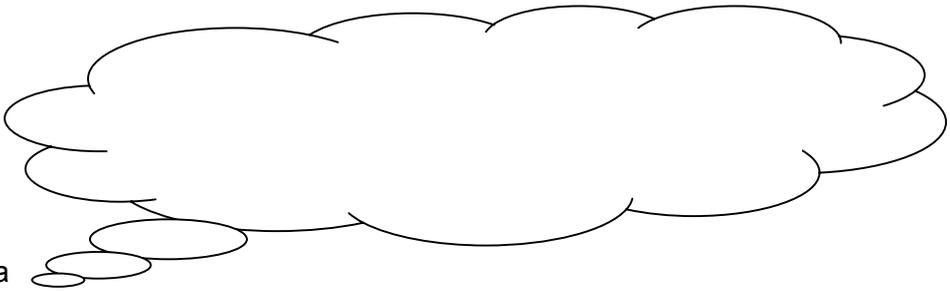
Unit One   *Lesson 2*
CELEBRATING DIFFERENCE

✳✳Objectives

- To enable students to explore visually the concept of 'diversity'.
- To enable students to develop their own definition of diversity.

Materials

Glue, paper and markers

Activity 1: WHAT I LIKE, WHAT WE LIKE

The teacher begins the lesson by asking each student to trace their hand on a sheet of paper and explains to them that on each of

Warning Flag!

Sensitivity may be required in this activity due to the fact that some students may be experiencing or have experienced difference negatively, for example being bullied or being discriminated against on the basis of race.

the four fingers and thumb the students are asked to write five things that they believe make them different/unique. (Examples might include hobbies, sport, places visited, interests etc.)

The teacher can ask for a sample of ideas from a number of students. Once completed, the teacher asks the class to form groups of four/five and explains that each group will work on a poster. S/he distributes paper, glue scissors, and markers to each group.

TASK BOX

Your task is to share with each other what you have written on your own hand. After a few minutes I will ask you to create a poster which includes each hand and complete the following: ***What we like about difference is…….***

The teacher can end the lesson by asking each group to present their poster. The teacher can highlight with the students some of the similarities in ideas about difference that are presented. Once the feedback is finished and posters displayed the teacher writes the word 'Diversity' on the board, explaining that it is another word for difference and also writes the short definition given below.

The teacher can carry out a short discussion with the students whether their posters reflect the definition as presented.

Dictionary Definition
Diversity: 'marked difference; variety'

Should time permit the teacher can add the following extension activity:

✋ **E**xtension Activity 2: LINKING TO HUMAN RIGHTS

It is important that students become aware that there is a link between the integrity of each person despite any differences that may or may be perceived to exist. This link can be drawn from the Universal Declaration of Human Rights, which recognises that *everyone, regardless of age, sex, gender, religion, ethnicity etc., is entitled to the same rights.*

Students can be made aware of the fact that the preamble to the Universal Declaration of Human Rights starts with the words that the *'recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world'*. Students could together write the introductory sentence from the preamble as a banner over their posters or at the end of each of their individual posters.
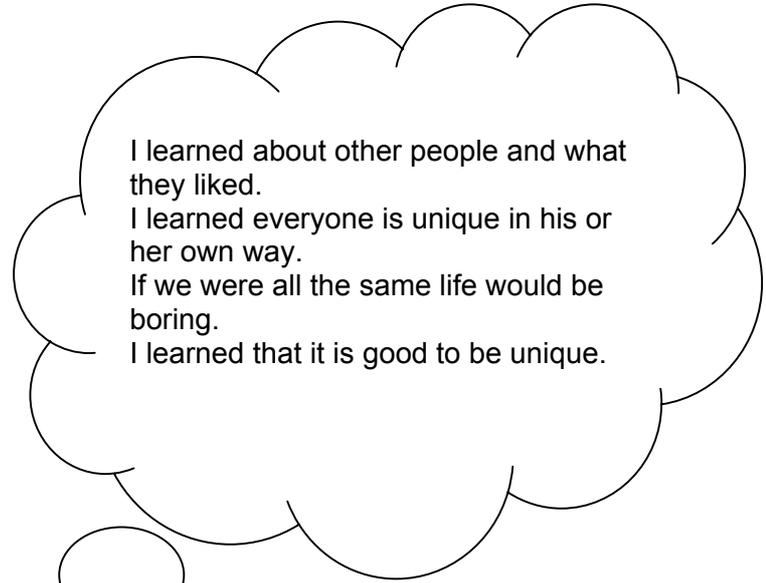
I learned about other people and what they liked.
I learned everyone is unique in his or her own way.
If we were all the same life would be boring.
I learned that it is good to be unique.

Students from a school in the South

Unit One   *Lesson 3*
DIVERSITY ISLAND

✳✳**O**bjectives

- To enable students to further explore their understanding of 'diversity'.
- To develop a set of 'rules' (behaviours, attitudes and values) which can support diversity.

Materials

A3 paper, markers and blue-tack for each group of four-five students
Copy of scenario and instructions for each group of four-five students

Activity 1: FORMING GROUPS

To begin the class, the students need to form groups of four or five. The teacher divides the class by giving out the group cards, each of which carries the name of a group living on the Diversity Island:

Draggies	Spiros	Monlies	Credos
Frackies	Jenos	Activars	Lotups

The students find their group members, gather around a table and decide who will be the reporter for each group.

Activity 2: DIVERSITY ISLAND TO DIVERSITY SCHOOL

The teacher gives a blank A3 sheet to each group and reads out the scenario below:

TASK BOX

You are living on Diversity Island. On your island difference is seen as valuable because it makes life interesting and each person unique.

You have just received a text message from two friends on earth who have asked for your help.

They have been asked to do some research on what individuals can do to promote diversity and to come back with <u>five things people could do on a day to day basis</u> which you think could help their school become a place which would celebrate difference and earn the title Diversity School.

Discuss in your group which 'five things' you think would help.

Once the groups have finished, the reporter from each group puts their sheet on the wall and gives feedback to the class group.

The teacher ends this class by summarising the students' ideas in relation to minimising conflict.

SUMMARY BOX

What are the commonalities in our ideas about creating a Diversity School?
What ideas might be considered 'golden ideas', which can help us to become a Diversity School?
What can happen if 'difference' or 'diversity' is not valued (the teacher can introduce the idea that rows, arguments and conflicts, are often a response to difference)?

Activars – Five Rules:
(1) It dm wat ppl luk like dey r all human beinz (*Translation:* It doesn't matter what people look like they are all human beings!);
(2) How wud u like it if ppl slegged ya cuz of ya religion (*Translation:* How would you like it if people slagged you because of your religion!);
(3) It ain't matta if u blck r wite (*Translation:* It doesn't matter if you are black or white);
(4) Treat every1 wif da same respect (*Translation:* Treat everyone with the same respect!);
(5) Ya can't help bein da RE wat ya r (*Translation:* You can't help being the religion that you are!)

Students from a
school in the North

Unit One	Lesson 4
CONFLICT SURVEY	

✳✳**O**bjectives

- To enable the students to identify the issues that can cause conflict in their own lives.

Materials

A copy of **Worksheet 1: Conflict in My Life Survey** (pp. 18-19) for each student
Survey Compilation Sheet (p. 20)

Optional Activity 1: HANDS UP!

> **W**arning Flag!
> Teachers can choose to organise the survey differently, for example on cards that groups visit, or students could develop some of their own categories and make their own survey.

The teacher can undertake this quick activity as a warm-up with students to introduce the idea of a survey. Pose the following questions to which the students are asked to raise their hands:

> *How many of you went to bed last night before 9.00?*
> *How many of you had more than eight hours sleep?*
> *How many of you felt tired this morning?*

The teacher can make up a short headline and summary of the survey to indicate what the result is. For example, *Students Suffering Silently - A recent survey has shown that most students do not go to bed before 9.00pm and that while many of them get over eight hours sleep they still come to school tired!*

The teacher can ask the students whether this is the truth and what they think is the purpose of surveys.

Activity 2: CONFLICT SURVEY

The teacher explains to the class that the purpose of the survey about to be conducted is to identify the issues that can be a source of conflict in their lives.

S/he also explains to students that they will be given two sheets of paper that list a range of conflicts that can happen at school, at home etc. The students

are also told that there is room for them to add a type of conflict that might not be listed on the sheets.

TASK BOX

Your task is first to read through the full survey. Once you have read it fully go back over it and tick the five issues **IN TOTAL** that cause the most conflict in your life.

Remember that these issues can all be under the one heading or from across all the headings.

If there is nothing on the list that you can tick, you can add your own to the bottom of page 2. As your names will not appear on this survey your answers are confidential.

Have you any questions before you begin?

The teacher gives the class time to complete the survey privately and tries to provide a presence that will ensure confidentiality, for example, making sure that students are not examining each other's survey sheets.

Once completed, the teacher explains that s/he will compile the results and return them to the class during the next lesson.

If time allows the teacher can debrief the survey with the students by asking the following:

QUESTION BOX

1. What did you think of the survey?
2. Did it reflect your life?
3. If I was to do this with another group of students are there new questions you would ask?
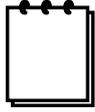
Student Worksheet 1
CONFLICT IN MY LIFE SURVEY
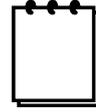
READ THROUGH THE FOLLOWING SURVEY FULLY AND THEN TICK THE <u>FIVE</u> ISSUES IN TOTAL, THAT CAUSES MOST CONFLICT IN YOUR LIFE:

<u>School</u>

1 Not doing homework

2 Not bringing books to class

3 Being late

4 Giving cheek

5 Smoking in school

6 Falling behind in class work

7 Messing in class

8 Being bad mannered

9 Bullying

10 Cheating

11 Talking behind someone's back

12 Name calling

13 Messing (e.g. pushing)

14 Friendships breaking up

15 Exams

16 Stress because of school work

<u>Home</u>

17 Loud music

18 Late in at night

19 Rows with brothers/sisters

20 Not cleaning room

21 Alcohol

22 Drugs

23 Suspended from school

24 Smoking

25 Violence

26 Poverty

27 Divorce/Break-up

28 Being lazy

29 Problem about girl/boy friend

On the Streets

30 Owing money

31 Playing ball on streets

32 Blocking cars

33 Skipping school

34 Rows with Slipknots

35 Alcohol

36 Name calling

37 Vandalism

38 Trouble with neighbours

39 Knocking on doors

41 Animal cruelty

42 Race difference

43 Drugs

44 Fights over girls/boys

Other?

If you wish you may include issues of conflict not listed above.

45 _____

46 _____

47 _____

48 _____

My five numbers are:

_____

COMPILATION SHEET
Survey Results

To find the result of the survey, just add ticks beside each of the numbers
identified by the students and add the final result

1	**22**	**43**
2	**23**	**44**
3	**24**	**45**
4	**25**	**46**
5	**26**	**47**
6	**27**	**48**
7	**28**	
8	**29**	
9	**30**	
10	**31**	
11	**32**	
12	**33**	
13	**34**	
14	**35**	
15	**36**	
16	**37**	
17	**38**	
18	**39**	
19	**40**	
20	**41**	
21	**42**	

Other conflicts identified by students:

Unit One   *Lesson 5*
CONFLICT REPORT

✳✳Objectives

- To enable the students to examine the results of the 'Conflict in My Life Survey' and to consider the range of issues in their lives that can cause conflict.

Materials

Enough result sheets of the survey to give one to each group of four or five students

Activity 1: SURVEY RESULTS AND DISCUSSION

The teacher divides the class into groups of four or five, gives each group a copy of the survey results sheet and presents them with the following task:

TASK BOX

Read the results of the survey which was conducted in the class; discuss the following statements and prepare your answers for the whole class:
1. We are surprised by....
2. We are not surprised that…..
3. We are interested in discussing more about……

Each group is invited to present their findings to the rest of the class.

The teacher ends this activity with a short discussion on the different points raised, and in particular the areas of interest that the students identified for further discussion.

SUMMARY BOX

- What are the main concerns you have about conflict?
- What are some of the features of conflict among young people?

Unit One   *Lesson 6*
FACING CONFLICT

✳✳O_{bjectives}

- To introduce students to an understanding of conflict as a 'reaction' to difference.
- To explore with students an understanding of conflict as a normal part of everyday life.

✉M_{aterials}

Copies of **Worksheet 2: Exploring Conflict** (p. 25) for each pair of students
Teachers will need to read **Resource Sheet 1: Introducing Conflict** (p. 24**)** and either summarise the main points or make a short handout for students using some of the key words and ideas

✋O_{ptional} Activity 1: THE ABC OF CONFLICT!

To begin this lesson the teacher can use an ABC brainstorm. Write a large A on the blackboard and ask the students to think of any 'A' words which come to mind when they hear the word conflict. The teacher notes any word called out on the board. Once the students have given a number of words, the teacher can write a large B on the blackboard and ask the students to continue with 'B' words. The teacher can go on with the next letter of the alphabet but remember that it is a brainstorm so a few letters are all that is necessary.

Once the brainstorm is finished the teacher can explore the negative, positive and neutral words the students associate with conflict. S/he can ask them to examine the words and to identify those which they think are negative, the teacher can circle these words, then ask what words they consider as positive and mark these words with a triangle or a tick and finally words that students might think of as neutral, neither good nor bad. Once the marking has finished, the teacher can pose a number of questions to the students:

QUESTION BOX

1. What do you notice about the results on the board?
2. What does it tell us about our view of conflict?
3. Why do you think we have these associations?

✋ **A**ctivity 2: EXPLORING CONFLICT

If the teacher does not use the ABC activity, s/he can write the word conflict on the board and recap with the students on their survey results. Then using **Resource Sheet 1: Introducing Conflict** give a short input on conflict. The teacher can put the key words on the board or use the overhead projector. The key idea is to explore with the students the idea that 'conflict' is a normal part of everyday life, that it can be experienced at a variety of levels, and that we all respond to conflict differently.

To ensure that the students are able to integrate the idea of levels of conflict the teacher can ask the students to form pairs. Each pair is given a copy of **Worksheet 2: Exploring Conflict** and is presented with the following task:

TASK BOX

In pairs I want you to look at the different levels of conflict and work together to find examples for each level. Once you have finished we will share our answers and see if we can find examples for each level.

Once students have completed the worksheet the teacher can ask for feedback from the class. As a summary and introduction to the next class the teacher can discuss the following questions with the students:

SUMMARY QUESTIONS

- Are you surprised at the number of examples we could identify?
- Which level did you find difficult to find examples for?
- Which levels of conflict do you think are more difficult to resolve?

Conflict can happen in many different ways, some more serious than others. One can be over a night out; others are over something like racism.

Student from a
school in the North

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┌─────────────────────────────────────────────────────────────┐
│  📁  TEACHER RESOURCE SHEET  📁                               │
│      No. 1: INTRODUCING CONFLICT                              │
└─────────────────────────────────────────────────────────────┘
```

TEACHER RESOURCE SHEET
No. 1: INTRODUCING CONFLICT

Conflict is a natural occurrence; it is part of everyday life and is part of everyone's life. For example, conflict can happen at home, in a family, in a classroom, in government and on the streets. We therefore can say that conflict happens at many levels:

At an intra-personal level, that is within ourselves, for example, deciding what to wear, whether to ring someone or not, whether to say sorry or not.

At an inter-personal level, that is between individuals, for example, two friends, a parent and child, a brother and/or sister.

At an intra-community level, that is within a community but between different groups in the community, for example, those for or against an issue or those following two rival football clubs.

At an inter-community level, that is between two communities, for example, travellers and settled people or Catholics and Protestants.

*At an international level, that is between two countries.*

Conflict happens for many reasons, e.g., over differences of opinions and ideas, different views on how things are or how they got to be a particular way, or what people feel they need in their lives. In most conflict situations there are two things we need to keep in mind:

• *Conflict should be worked on when it arises because like a fire, the longer it burns the harder it is to put out.*
• *Conflict usually has a particular way of working, just like a fire, if you add more fuel it will burn longer.*

Most of us see conflict as something bad, something to be gotten rid off. But conflict will always be a part of our lives, so the first thing we can do is to learn to see 'difference' as something positive in our lives rather than something about which we must argue and fight.

┌───┐
│ **Summary Box**   │
│   • Conflict is a normal part of life.   │
│   • There are many levels of conflict, from the personal to   │
│   the international.   │
│   • Conflict happens for a variety of reasons, most   │
│   particularly over differences.   │
│   • Conflict will 'burn' longer unless worked on immediately │
│   when it arises.   │
└───┘
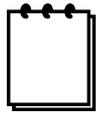
Student Worksheet 2
EXPLORING CONFLICT
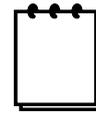
WORK WITH YOUR PARTNER TO FIND EXAMPLES FOR EACH OF THE DIFFERENT LEVELS OF CONFLICT

CONFLICT WITHIN OURSELVES

CONFLICT BETWEEN INDIVIDUAL PEOPLE

CONFLICT BETWEEN GROUPS OF PEOPLE WITHIN A COMMUNITY

CONFLICT BETWEEN COMMUNITIES

CONFLICT BETWEEN COUNTRIES IN THE WORLD

Unit One   *Lesson 7*

RESOLVING CONFLICT

✳✳Objectives

- ▪ To introduce the students to the concept of conflict resolution as an important life-skill.
- • To identify with students some of the key skills in supporting a 'win-win' solution to everyday conflict.

Materials

A copy of the **Worksheet 3: Resolving Conflict** (p. 28) for each student

Teacher will need to read **Resource Sheet 2: Handling Conflict** (p. 29) and either summarise the main points or make a short handout for students using some of the key words and ideas

Warning Flag!

Teachers can also make up their own stories about conflict if they wish students to have a variety of stories to use.

Activity 1: RESOLVING CONFLICT

The teacher divides the class into groups of four or five and gives each student a copy of **Worksheet 3: Resolving Conflict.** The worksheet explains to the students their task and the teacher runs through this with them.

Once the groups have finished reading and discussing the questions the teacher asks each group to nominate a spokesperson and begins to ask for their responses to each of the questions presented.

The teacher can summarise some of the ideas the students have about resolving conflicts before moving on to considering the ways people can handle conflict.

Activity 2: HANDLING CONFLICT

The teacher draws a large symbol of a fire in the middle of the blackboard or flipchart and asks the students to imagine that this fire represents conflict. On the left hand side of the fire the teacher writes the words 'behaviours that add fuel to the fire' and on the right side 'behaviours that can dampen a fire'.

The purpose of the activity is to support students in recognising that conflict does not just happen and that our own behaviour can result in conflict either getting worse or being resolved. Once the lists are complete the teacher can use **Resource Sheet 2: Handling Conflict** to summarise the learning in relation to attitudes and behaviours towards handling conflict.

This lesson worked well. A number of students could identify with the story...Once the questions and answers had been discussed; we looked at other situations similar to this. They commented on events at home, school, sports etc where conflict arises 'because people are angry or annoyed' as they put it. They also agreed that it's very difficult to see the other person's side when you are angry yourself. I really feel they benefited from this lesson judging by the discussion that followed in class.

Teacher from a school
in the South

Student Worksheet 3
RESOLVING CONFLICT
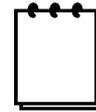
In your group read the following story in your group and discuss the questions given below:

Jean and Jim were twins, brother and sister, and each of them was way into music. For their birthday, Jean got a guitar and Jim got a small electric piano. Jean was so happy that she began to play her guitar immediately. As soon as Jim got his piano set up he began to play as well. At first they were both happy because they had got the present they wanted and they could play at the same time, but after a while they found that they could not concentrate if they were both playing together. Jean stopped playing and asked Jim if he could stop for a while and let her play. Jim said it didn't bother him if she played and that he didn't want to stop. Jean was so angry that she started to play very loudly, and then Jim tried to play even louder. They started to compete with each other and because they were making such a noise their parents came into the room. (Adapted from Sinko, *Towards a Human Rights Culture in Africa*, Amnesty International)

Discussion questions:

▪ Who was happy at the end of the story? Why?

▪ Who was unhappy at the end of the story? Why?

▪ Is it possible for this conflict to be solved peacefully? How?

▪ Is it possible for everyone in the story to get what he or she wants? How?

📁 *TEACHER RESOURCE SHEET* 📁
No. 2:   HANDLING CONFLICT

Conflict resolution is the term given to the process of working towards reducing and ending a conflict.   When considering conflict resolution we must first become aware of the fact that each person has their own style and way of dealing with conflict.

WIN-LOSE*: that is when a person believes they must get their own way. 'You win but the other person is defeated or humiliated'.*

WIN-WIN: *that is when a person believes that the best way forward is to work with the other person involved in the conflict to reach a solution that helps both parties. 'You're ok and the other person is ok too'.*

LOSE-LOSE*: that is when a person believes that there can be no positive outcome and that the best thing to do is to avoid dealing with the conflict. 'You're not ok and neither is the other person'.*

LOSE-WIN: *that is when a person believes that whatever else they do they must not upset the other person and so lets the other person take advantage of the situation. 'You're ok but I'm not'.*

Even though we might have a preferred way of dealing with conflict, everyone can learn conflict resolution techniques.   In the first place, we need to remember that conflict resolution is about making a commitment to try and resolve the conflict in a positive way.   When we are faced with a conflict situation and want to 'put it out' rather than let it 'burn' and hurt all involved even more, there are a few guidelines that we can keep in mind:

- Try to work towards a 'win-win' situation.
- Be sure to make your feelings and thoughts known by using the word 'I' rather than concentrating on the other person e.g., 'when you…', or 'if only you…'
- Be clear about what you think is the source of the problem and what you want the outcome to be.
- Separate the person from the problem.
- Look at and listen to each other.
- Take one issue at a time.
- Ensure you understand each other.
- Brainstorm creative ways to resolve the conflict.
- Choose a good time and place to talk.

Unit One	*Lesson 8*
LEARNING TO LISTEN	

✱✱**O**bjectives

- To introduce the students to basic conflict resolution skills.
- To give students the opportunity to practise some of the key skills identified as supporting 'win-win' solutions in their own lives.

Warning Flag!

Teachers should note that ideally this should be a ***double lesson***.

🖃**M**aterials

Blank card to write out a conflict situation (alternatively the teacher can give students a situation)

A copy of **Worksheet Four: 'Ticket to Leave'** (p. 35) for each student

Teachers need to read **Resource Sheet 3: Listening to Resolve Conflict** (p. 34) and either summarise the main points or make a handout for students using some of the key words and ideas

✋**A**ctivity 1: **DID I CATCH IT ALL?**

The teacher divides the class into pairs and explains that one person in each pair will have to speak without stopping for one minute while the other listens as carefully as they can. The speaker can speak about anything they want to, for example, what they did over the weekend, their favourite group, a recent match they watched, etc.

Each pair is asked to decide who will speak and who will listen and the speakers are given two–three minutes or to decide on their topic and to begin.

The teacher asks the listeners to repeat back to the speaker the last two sentences that they heard; few people will be able to repeat exactly what was said.

The pairs are asked then to change roles so the speaker has the opportunity to listen and the listener to speak. Again the speaker begins and after a minute the teacher stops them again and asks the listener to repeat the last three sentences which their partner said.

DEBRIEFING BOX

Use the questions below to draw out the learning from Activity 1:

1. Could you remember the sentences?
2. Was it easier to remember them the second time? Why?
3. What did you do to help you listen?
4. Did you do anything special with your body? Or with your face? What about your mind?
5. What prevented you from listening?

The teacher can recap on the short introduction to conflict resolution and stress the importance of learning to listen to each other. S/he can either give a short input or give students a copy of a short handout based on **Resource Sheet 3: Listening to Resolve Conflict.**

✋**A**ctivity 2: ROLE-PLAYING

The teacher asks each pair to join with another pair to form a small group. S/he explains that their task is to put into practice the basic skills of conflict resolution.

In groups they are asked to think about one conflict situation that is a normal part of their everyday lives at home, in school or on the street.

⚐Warning Flag!

If the teacher is anxious about the nature of conflict scenarios that might arise, she can use the conflict situations given on page 34.

They are given five-seven minutes to think about it, to discuss it and to write the bare essentials of the conflict on the card provided.

The teacher collects all the cards once they are completed and then re-distributes them among the groups, so that no group has the card they wrote.

The new group now is asked to develop a short role-play in which they seek to solve the situation, using the listening skills they have practised and also the idea of a 'win-win' solution.

The groups are given ten minutes to prepare their role-plays.

Each group is then invited to come forward and perform their short role-play. The teacher should note that all students might not want to perform and that this should be a voluntary activity. The idea is not to over-emphasise the role-

playing but to get to the discussion that will evolve out of the short presentations by the students.

Once each group has performed the teacher can debrief the class using some of the following questions:

> **QUESTION BOX**
>
> 1. Do you think the conflict was resolved in a 'win-win' way? How?
> 2. What skills did you see the actors use and what skills helped resolve the conflict?

Before ending the class, the teacher can debrief the role-plays by asking each student to call out their name one by one around the class and explaining to them that they are themselves, they are no longer in role.

S/he can also ask them to give each other a round of applause in order to help end the activity.

Activity 3: EVALUATING: TICKET TO LEAVE

The teacher explains to the class that this unit is now finished and that s/he would like to hear from them what they think they learned, and what they would suggest s/he might do differently if s/he was doing this unit with another class.

It might be helpful for the purposes of remembering if the teacher gives a short overview of the unit or else asks the students to give one aloud.

S/he then gives each student a copy of **Worksheet 4: Ticket to Leave** on which they have to write their own response to the three questions she has asked. Once this is completed and handed up they can leave.

Student from a school in the South

> The skills that we have learned are to be diplomatic, take your turn to speak, listen and don't take sides if you are trying to solve a problem between people.

	ALTERNATIVE CONFLICT SITUATIONS THAT THE TEACHER CAN DISTRIBUTE TO STUDENTS	
1.	You want to go to the school disco but your parents won't allow you.
2.	You want a new jacket but your mother says that there will be no new clothes until the summer is over.
3.	You want to play your music and while you think it is low your brother thinks it's far too loud.
4.	You have taped your favourite soap that you missed earlier and want to watch but your father has insisted that you get your homework done.
5.	You are in trouble with your parents for giving cheek in school.

📁 *TEACHER RESOURCE SHEET* 📁

No. 3: **LISTENING TO RESOLVE CONFLICT**

The key to conflict resolution is an open attitude to finding a win-win outcome. Once this is present in both parties, then real listening can take place. Listening is an active activity. What helps us listen?

We listen with our bodies as well as our minds….
- Face the speaker
- Have an open posture (Don't fold your arms or turn your back)
- Relax

Listen to what is being said….
- Listen for central theme, not just the 'facts'
- Keep an open mind
- Don't interrupt

Listen to how it is being said….
- Non-verbal signs (for example expressions on face, body language)
- Tone of voice

Listening is important because…..
- It shows people that you value their experience and what they say
- It encourages people to talk honestly and freely
- It can help you identify areas where you agree or disagree, and helps you think of solutions to these disagreements

It is also good to keep in mind what might prevent us from listening…

On-off listening…using the time when we are supposed to be listening for thinking about other things, like what to have for lunch.

Prejudice listening…sometimes we hear words which cause us to prickle, and we can stop listening and begin to sort out our own points with which to argue against the other person.

Closed-mind listening…sometimes we decide quickly that the person or subject is boring or does not matter to us and we switch off immediately.

Distracted listening…noise, temperature, the TV, other things in the room can all prevent us from concentrating on the other person and what they are saying.

Student Worksheet 4
TICKET TO LEAVE
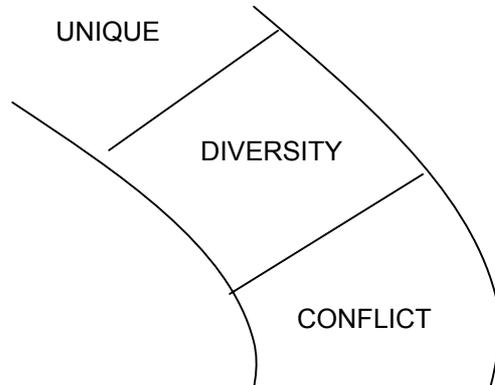
UNIQUE

DIVERSITY

CONFLICT

Look at the key words given on the tracks, which describe some of the things you were learning about over the last number of weeks. Think about your own understanding of the words and then fill in the questions below:

TICKET TO LEAVE

1.   Can you describe ways in which we are all the same, yet different?

2.   Can you describe what you think 'conflict' means?

3.   What do you think is the recipe for a 'good listener'?

LISTENING

UNIT TWO

IN THE COMMUNITY

UNIT TWO AT A GLANCE

⬟**U**NIT AIM

This unit introduces the concept of community and gives students the opportunity to consider the range of diversity that exists within their communities. It challenges them to examine what happens when one group is in 'conflict' with another, and to examine the issues of prejudice and discrimination that may lie at the heart of these conflicts. The unit also asks students to reflect on how community conflicts might be resolved through considering a variety of opinions, and to dialogue about the best course of action.

⬚**U**NIT FRAMEWORK

Lesson	Lesson Goals	Activity
Community as People	To enable students to consider community as 'people' rather than 'place'. To enable students to identify the range of people who are part of most communities.	Community card game
Community as Place	To enable students to identify the range of services/groups which exist in their own communities.	Mapping
Community GiG	To enable students to recognise that there is a variety of groups within their wider community and that each has a range of needs and rights.	Poster work
'The Others'	To raise awareness among students of 'the others' in their community.	DVD
Conflict Within the Community	To introduce students to the fact that differences in the community can often lead to divisions.	Walking debate Newspapers
Conflict Situations	To introduce students to the concepts of stereotyping, discrimination and 'isms'.	Freeze frame
�ख*Double Class* **What Would you Do?**	To encourage students to question their own attitudes towards conflict, to recognise the need to resolve conflicts and work towards reconciliation within the community.	Giving advice
Moving Towards Resolution	To deepen understanding of conflict by providing students with a framework for considering how to move towards resolution.	Hearing different voices

UNIT TWO AT A GLANCE

⊠ LINKS TO CITIZENSHIP CONCEPTS

Local and Global Citizenship
- Diversity and Inclusion
- Equality and Social Justice

Civic, Social and Political Education
- Human Dignity
- Interdependence

📁 TEACHER RESOURCE SHEETS

Title	Purpose	Page
1. Identity and Conflict	Examines the relationship between identity and conflict and gives a list of useful definitions.	50
2. The Deepening of Division in Communities	A short exploration of racism and sectarianism.	56
3. What Are Differences About?	A guide to analysing a conflict situation.	63

💻 INFORMATION AND COMMUNICATIONS TECHNOLOGY

Area	Activity	Link to Lesson
Using Computer Programmes	Students could use computer programmes, for example, Publisher, Word, PowerPoint and Graphics to do a poster for their community 'gig'.	

Unit Two   Lesson 1
COMMUNITY AS PEOPLE

✳✳**O**bjectives

- To enable students to consider community as 'people' rather than 'place'.
- To enable students to identify the range of people who are part of most communities.

Materials

One set of images (p. 41) and descriptions (p. 42) cut into cards for each group (These can also be downloaded in colour from the Website: **www.reconciliation.ie** (Guidelines and Materials section)
A3 sheets and markers for each group of four or five students

Activity 1: COMMUNITY CARD GAME

The teacher arranges the class into groups of four or five students. Each group is given a set of images and a set of matching descriptions.

The teacher explains that the students have 10 minutes to match images to description. When the students have completed the card game, the teacher can do a spot check to see the combinations students have made.

QUESTION BOX
- Who has placed **x** with **y**?   - How many of you decided that **w** belongs to **t**?   - Did any of you not manage to make a match?   - Were you surprised by any of the pictures or descriptions?

✋ Activity 2: GROUP WORK

Once the teacher has debriefed the card game s/he gives each group a large sheet of paper and explains the group task:


TASK BOX

Your task is to divide your sheet in half with the heading 'Similarities' written on one column and 'Differences' written on the other. Record what you think are some of the similarities and differences between your own community and the community cards.

Each group brings their sheet to the front of room and explains their findings to the rest of class. The teacher can encourage all members of group to participate through asking each individual to present one or two of the findings or asking one of two questions of the group.

SUMMARY BOX

The teacher can end the class by asking the students to reflect on or write as homework a response to the following questions:

- What do you think makes up a community?
- Are all communities the same?
- In what ways can communities differ from each other?
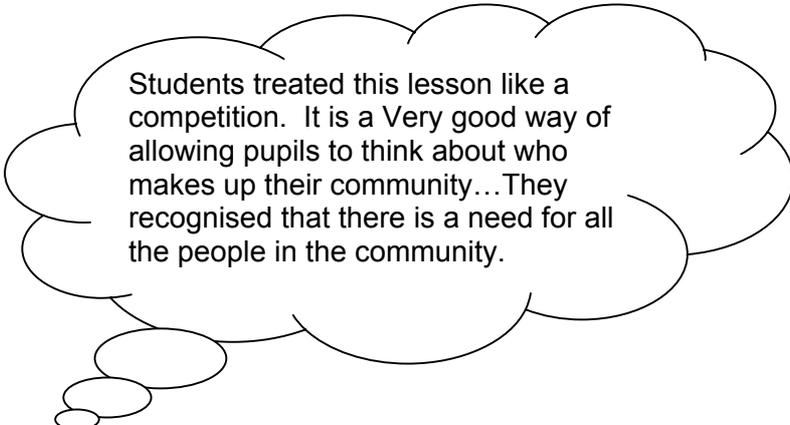
Students treated this lesson like a competition. It is a Very good way of allowing pupils to think about who makes up their community…They recognised that there is a need for all the people in the community.

Teacher from a school in the North

COMMUNITY IMAGES

COMMUNITY DESCRIPTIONS

My name is Bernadette. I work in the local Health Clinic and sometimes I visit your home if you are sick.	My name is Sue. I teach in the local school. I live nearby — about 1 mile from the school.	My name is Colm. I am a police man and I love listening to Eric Clapton.
My name is John. I leave milk on your doorstep early in the morning.	My name is Derek. I try to look after your spiritual needs.	My name is Sandra. I love Westlife and going to discos.
My name is Sarah. I work at home looking after my 2 young children.	My name is Walter. I am retired and often rely on my neighbours to get my messages.	My name is Neil. I call at your home every week with my lorry and take away your rubbish.
My name is Sam. I deliver letters and parcels to your home.	My name is Paolo and I came to this country 2 years ago. I like playing rugby and drawing.	There are 4 children in our family. We live with our parents in a house near the local library.

Unit Two	*Lesson 2*
COMMUNITY AS PLACE	

✳✳**O**bjectives

- To enable students to identify the range of 'community services/groups' which exist within their community.

✉**M**aterials

Overhead or handouts of Community Descriptions (p. 42)
Post-it stickers
An A3 sheet for each group of four or five students

🏳**W**arning Flag!

Teachers should note that if their students do not live close to the school, the mapping activity below might need to be re-structured, for example students could be given maps of a wider area rather than draw their own.

✋**A**ctivity 1: WHO ARE YOU?

The teacher begins the class by asking the students to form a line. S/he then puts a sticker with the name of a person from the Community Descriptions (p. 42) on the back of each student. Students try to find out the name of the person by asking questions of other students—only ONE question of each student. After approximately five minutes students should return to their seats.

✋**A**ctivity 2: MAPPING OUR COMMUNITY

The teacher divides the students into groups of four or five. S/he gives each group an A3 sheet and presents the students with the following task:

TASK BOX

On the sheet of paper you are to draw a symbol representing the school in the centre of the page. Then you are to use symbols or simple drawings, for example hearts, triangles, skulls to indicate on the sheet:

     1. Where you live in relation to the school.
     2. Where you spend your free time.

The teacher encourages students to mark on their map facilities such as sporting facilities, restaurants and churches. Once this is completed s/he asks them to highlight their favourite place with a star.

Once each group have completed their map the teacher asks the students to present their maps to the rest of class. (The maps could be used as a wall display under the heading: OUR COMMUNITIES).
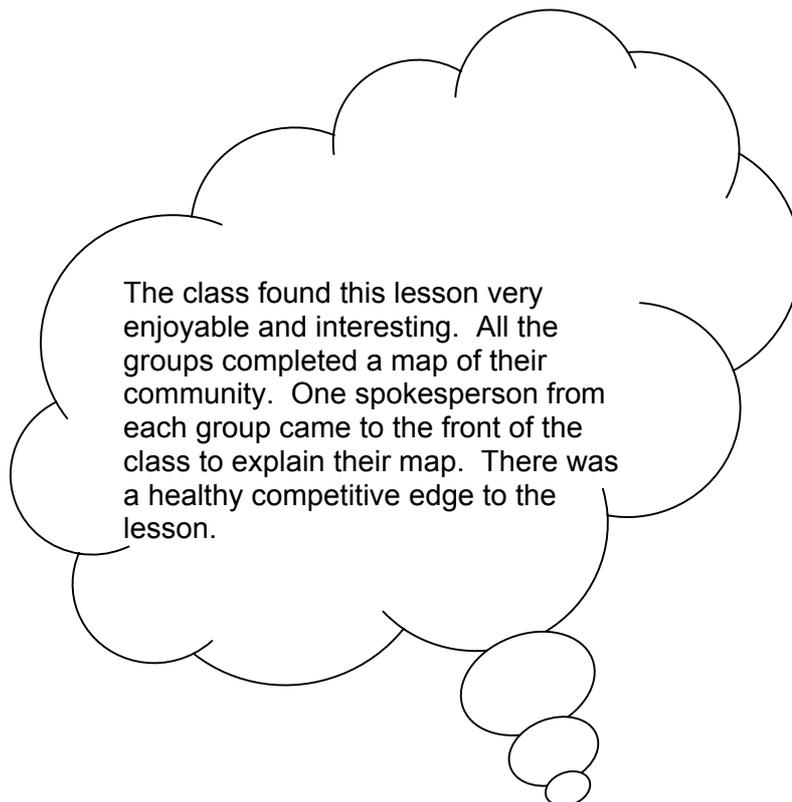
The class found this lesson very enjoyable and interesting. All the groups completed a map of their community. One spokesperson from each group came to the front of the class to explain their map. There was a healthy competitive edge to the lesson.

Teacher from a school in the South

<div style="border:1px solid">

Unit Two   *Lesson 3*

COMMUNITY OF INTERESTS

</div>

✳✳**O**bjectives

- To enable students to recognise that there is a variety of groups within their wider community and that each has a range of needs and rights.

📬**M**aterials

A3 sheets for each group of four to five students
A set of coloured markers for each group

<div style="border:1px solid">

🏳**W**arning Flag!

Teachers should note that this activity may require more time and that sensitivity may be required when drawing up the list of groups within the community and the discussion about 'needs and rights'.

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✋**A**ctivity 1: COMMUNITY OF INTERESTS

To begin the class the teacher can ask the students to list all the groups they know living within their wider community.

S/he takes note of the suggestions and writes them on the board. The list should reflect as far as possible those groups that the students come into contact with on a regular basis as well as those whom they might not meet but are living within their wider community, for example a list might include:

- *Older people*
- *Catholics*
- *Protestants*
- *Travellers*
- *People with Disabilities*
- *Refugees*
- *Migrant workers*
- *Young mothers*

S/he explains to the class that we all can belong to a variety of groups, for example we can be a member of a church group as well as a person with a disability, a member of the refugee community as well as being a young person. The teacher also highlights the fact that, like young people, these groups have many different needs, for example older people have different needs than younger people, and often different rights too.

The teacher poses the following questions:

QUESTION BOX

- In your opinion, whose needs and rights are best catered for in our community?
- In your opinion, whose needs and rights are least catered for?
- Do you think our community caters well for the diversity of people living in it?


✋Activity 2: COMMUNITY GIG

Once the discussion is complete the teacher asks the students to form groups of four or five. Each group is given an A3 sheet and a set of markers and s/he explains their task:

TASK BOX

You have been asked to organise a community event that will attract as many members of local groups as possible. Decide what kind of event you would run and use the sheet of paper and markers to draw a poster advertising it.

Each group is asked to present back their poster to the whole class and to give their reasons for choosing the event they did and to say why they think it is important that everyone would attend.
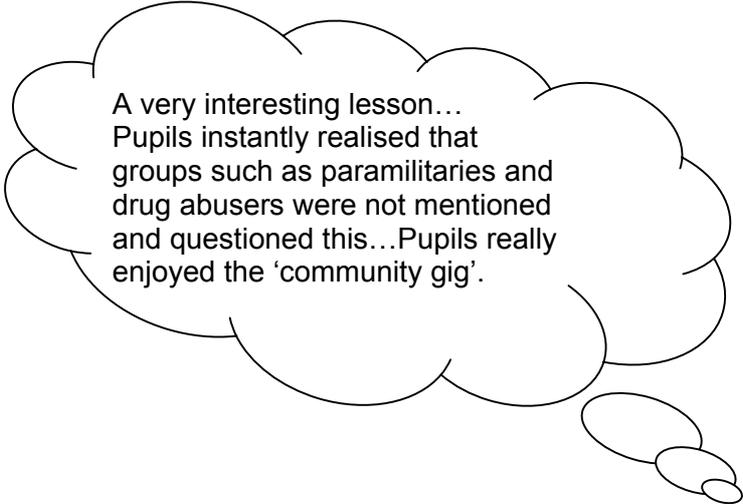
A very interesting lesson…
Pupils instantly realised that groups such as paramilitaries and drug abusers were not mentioned and questioned this…Pupils really enjoyed the 'community gig'.

Teacher from
a school in the North

Unit Two	Lesson 4
'THE OTHERS'	

✳✳**O**bjectives

- To raise awareness among the students of 'the others' within the community.
- To introduce students to the concept of stereotypes, discrimination and 'isms'.

Materials

DVD "**THE OTHERS"** (see inside back cover)
A copy of **Worksheet 4: Alien Landing Card** (p. 49) for each group of four or five students
Teacher will need to read **Resource Sheet 4: Identity and Conflict** (p. 50) and either summarise the main points or make a short handout for students using some of the key words and ideas

Warning Flag!

Teachers should note that this activity may require more time and that s/he may want to organise the lesson differently.

Activity 1: VIDEO

The teacher explains that the DVD the students are about to watch has been made by a group of students living in Lurgan, a medium sized town in Northern Ireland.

The teacher explains that s/he will play the DVD twice. During the first showing they are to simply watch it in order to discover the story. The teacher explains that during the second showing the students can write any note for themselves which will help them to remember the film more clearly as there will be a group discussion after it.

Once the DVD is finished the teacher forms random groups by asking the students who have a birthday in Jan—Mar, April—June, July—Sept, Oct—Dec to get into groups. S/he then presents the groups with their discussion questions:

DISCUSSION QUESTIONS

In your group consider the following questions and prepare to give feedback on your answers to the whole class:

1. Who are 'the others' in the community in the film?
2. Why did the children use aliens in making the film?
3. What questions did the aliens ask?
4. What were the differences between the Catholics and the Protestants?
5. Why do these groups not mix? e.g., not use the same church, stay in separate parts of the town, associate with different types of music.
6. If you were to visit this town, what questions (not already asked by the alien) would you like to ask the young people you meet?
7. Are the reasons for the division 'good enough'?

Activity 2: ALIEN LANDING CARD

Once the group discussion has finished the teacher takes some feedback from each group and then distributes a copy of the **Worksheet 5: ALIEN LANDING CARD** to each group. S/he outlines their next task:

TASK BOX

Imagine an alien landed in your community and asked you the questions listed on the worksheet. Discuss your responses in the group and nominate one person to give feedback.

The teacher then asks for feedback from the groups and records their key findings on flipchart/blackboard. Through a brief discussion the teacher encourages the students to reflect on the film and its message and the similarities and differences that can exist between groups. **Resource Sheet 4: Identity and Conflict** can be distributed to students or used by the teacher to lead a discussion.
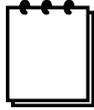
Student Worksheet 5
ALIEN LANDING CARD
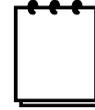
Imagine an alien landed in a field just outside your community and you were the first group of humans they met. They ask you for a guided tour of your community. Note down your answers to the following the questions:

Where would you bring them?

Who might you refer to as 'the others' in your community?

What would you say to them about some of the differences between you and 'others' in your community?

What would you say are some of the similarities between yourselves and 'others' in your community?

┌───┐
│ 📁 *TEACHER RESOURCE SHEET* 📁   │
│ **No. 4: IDENTITY AND CONFLICT**   │
└───┘

Conflict can happen between members of a community or between members of two different communities. Community conflict can result in deep divisions between groups and can have long-term effects, e.g., isolating people, creating what appear to be insurmountable barriers and it may even lead to long-term violence.

Issues of identity are often at the heart of a community conflict.   Identity is to do with an image of self and about identifying or belonging with others who share that same image. For example, being an Irish person, being a British citizen, being a black woman or being a Traveller.

This sense of identity is often what gives us a sense of belonging and distinguishes us from others. However, difference is not the problem, but rather when one group begins to feel, in their opinion, that the difference is having a negative effect on their lives. For example: black women might begin to experience that they are being treated differently from local white women; Traveller children might begin to experience that their life-style is not valued in the community and that the halting sites are always far from where the services are located; being Irish might mean that you experience yourself as being a 'threat' to others; being British, you may experience yourself as being a 'target' for others etc.

Another difficulty that arises with issues of identity and that can lead to conflict is the fact that we can often begin to think of a whole group as being the same and often begin to generalise. For example 'all Irish are…' or 'all Travellers are….' Such statements have roots in prejudice, which can lead to stereotyping and discrimination and ultimately become part of how our society operates.

┌───┐
│ **Prejudice:** *can be described as an unfavourable opinion of another person or group which is often formed without sufficient reason or knowledge.* │
│ **Stereotyping:** *can be described as having a mental image of another person or group which is fixed and is often simplistic and judgmental.* │
│ **Discrimination:** *can be described as the unfair treatment of another person or group based on our prejudice and stereotypes.* │
│ **Institutionalised Discrimination:** *can be described as when our society operates from a position of blindness to difference and the practice of discrimination becomes embedded in our laws and practices, for example, racism, sectarianism, sexism, fundamentalism etc.* │
└───┘

Unit Two	Lesson 5
CONFLICT WITHIN THE COMMUNITY	

✳✳**O**bjectives

- To introduce students to the fact that differences in communities may lead to divisions.

✉**M**aterials

A3 sheets and markers for each group of four-five students
Newspaper articles from local papers that report on community conflicts

✋**O**ptional Activity 1: **WALKING DEBATE**

✎Warning Flag!

Teachers should note that this lesson may take longer, a double class, if both activities are included. The Walking Debate should therefore be considered optional but it does act as a good introduction to working on the media.

The teacher can begin the class by explaining to students that the purpose of the following activity is to hear each other's views and not about getting right or wrong answers.

S/he explains that two cards will be placed at either end of the room, one that says '*Agree'* and the other '*Disagree'*. Having listened to the sentence the students must then make up their mind as to whether they agree or disagree: the closer they stand to the sign the more they agree or disagree; to stand in the middle means that you are not really sure.

The teacher assures the students that each view is valid and that students can change their position after listening to each other's arguments.

The teacher asks the students to gather at one end of the room and reads the following statements:

> *Television and newspapers tend to concentrate on bad stories about young people.*

> *Television and newspapers only show good things about people with disabilities.*

> *Television and newspapers can pressurise people into thinking that they need to be thin.*

Television and newspapers stir up trouble between the different nationalities.

Television and newspapers don't give fair coverage to different kinds of sport.

Television shows people with local accents to be stupid.

✋ Activity 2: CONFLICT CASE STUDIES

The teacher divides the class into groups of four or five students and gives each group a headline and story of an example of conflict in the community. Examples—family conflict, racial/religious conflict, attacks on the elderly or anything else which is appropriate.

The teacher also gives each group an A3 sheet and some markers and explains the task for each group:

TASK BOX

Read the story you have received and discuss the following questions so that your group can give an answer to rest of the class.

1. What is the main reason for conflict in the story?
2. Who is the conflict between?
3. Who is affected by the behaviour?
4. Describe the feelings of those involved.
5. How did you feel about this story?

You must write your answers on the large sheet for presentation to the whole class.

After each group presents their stories and answers, and the teacher leads a class discussion.

SUMMARY BOX

- What are the things that seem to cause conflict within a community?
- What do you think is the effect of conflict on a community?

Unit Two
Lesson 6
CONFLICT SITUATIONS

✳✳Objectives

- To introduce students to the concept of stereotypes, discrimination and 'isms'.

Materials

A different copy of a Community Snapshot Card (p. 55) for each of four groups

Camera (if possible) to take photographs of student work

Teacher will need to read **Resource Sheet 5: The Deepening of Divisions within Communities** (p. 56) and either summarise the main points or make a short handout for students using some of the key words and ideas

Warning Flag!

Teachers should note that some of the community issues raised here may be sensitive. The teacher needs to consider the range of cards s/he will use.

Activity 1: COMMUNITY SNAPSHOT

The teacher randomly divides the class into four groups and gives each group a different Community Snapshot Card that describes a conflict incident in the community.

The incidents range from prejudice, stereotyping, discrimination based on religion and race, to community violence.

The teacher explains the task to the groups:

TASK BOX

You have seven minutes to prepare a FREEZE FRAME. Freeze frames are like taking a single photograph of a situation that attempts to capture what is happening. You can work together as a group and take different positions as if posing for a camera.

The rest of the class then must try and guess what is happening. Your task is not to confuse the rest of the class but to try and help them recognise the conflict situation you are describing.

Each group presents their freeze frame to the rest of class. The teacher (or nominated student) takes photographs.   As the group freezes, the teacher can lead a short discussion using the following questions:

QUESTION BOX

- How do you know that this is a conflict situation?
- What do you think this conflict is about?
- Who are the main characters in the conflict?
- How would you resolve this conflict?

The teacher recaps with students the key elements, i.e., prejudice, stereotyping and discrimination, which are the basis of all 'ism's', and focuses in particular on racism and sectarianism.   S/he can give a short input or use **Resource Sheet 5: The Deepening of Divisions in the Community** to lead a discussion.

From this activity our group have learned that words can be just as harsh as actions, and also that we should accept that different people support different football teams and we should not judge them because of it.
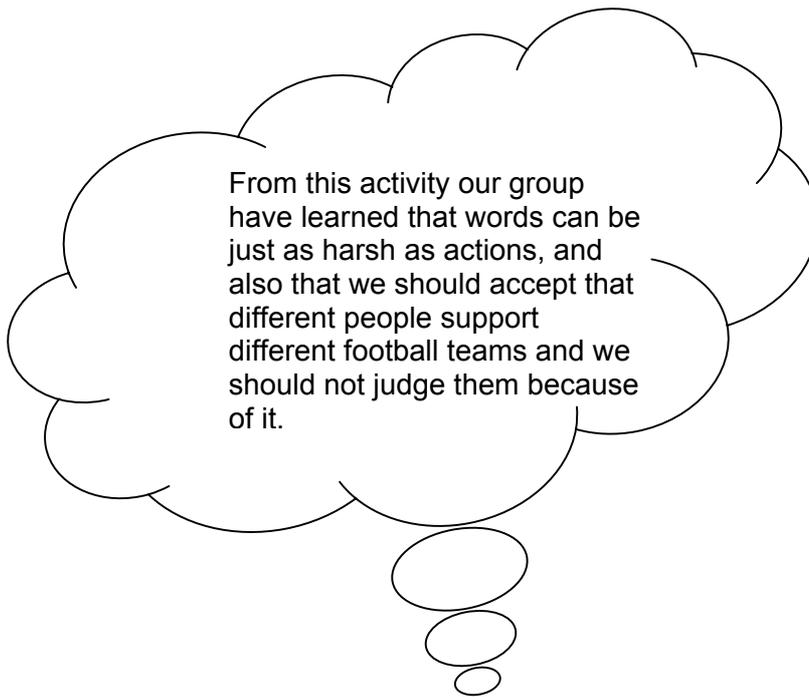
Student from a school in the North

COMMUNITY SNAPSHOT CARDS

Photocopy and cut to give each group one card.

Scenario A

Your task is to prepare a freeze frame that is a snapshot of an argument between a group of parents as they discuss why they should not let their children play with young people from different cultural or ethnic groups.

Scenario B

Your task is to prepare a freeze frame that is a snapshot of group of residents who are signing a petition not to allow any more 'foreigners' into their housing estate.

Scenario C

Your task is to prepare a freeze frame that is a snapshot of a group of kids preparing to write graffiti and slogans directed at another group who live in the area.

Scenario D

Your task is to prepare a freeze frame that is a snapshot of a crowd of young people at a football matching shouting insults at the fans of the opposing team.

📁 *TEACHER RESOURCE SHEET* 📁

No. 5: THE DEEPENING OF DIVISION IN COMMUNITIES

Racism or sectarianism can deepen divisions in our society and so bring about continuing and bitter conflicts between groups as well as damaging the lives of individuals who are members of different racial, religious or ethnic groups.

When we talk about *racism* we are speaking about the belief that some people ('races') are seen as superior to others. This belief is based on a false idea that different physical characteristics (like skin colour) or ethnic background make some people inferior. *Racism* can also be viewed as a policy or system within society discriminating against one group based on the mis-belief that people of a different skin colour or ethnicity are inferior. *Racist behaviour* can describe the aggressive behaviour by one group (or individual) to another that is also based on the false belief given above.

There are a *number of forms of racism* on the island of Ireland:

- The racism experienced by the Travelling community based on their distinct culture and nomadic identity.

- The racism experienced by minority ethnic groups on the basis of skin colour and ethnicity, whatever their legal status or citizenship.

- The racism experienced by refugees and asylum seekers.

(Adapted from *Raising Awareness, Diversity and Racism*, NCCRI & Equality Commission for Northern Ireland)

When we talk about sectarianism, we are also talking about a form of discrimination, but which is based on religious difference.

Sectarianism is used to describe actions which are taken by individuals or institutions, a form of discrimination based on religion (on this island, often based on religion and politics) or actions resulting from prejudice or stereotyping related to or connected with religion or religious groups.

(Adapted from *Northern Ireland – a Place Apart?* Glencree Centre for Reconciliation & 80:20)

Unit Two	Lesson 7

WHAT WOULD YOU DO?

✳✳ Objectives

- To encourage students to question their own attitudes to conflict, to recognise the need to resolve conflicts and work towards reconciliation within the community.

Materials

Conflict Situation Cards (pp. 59-60) for half the number of students in the class (Some students will receive the same situation but this is acceptable as the class ends with group work for those who are in the same conflict situation)

⚑ Warning Flag!

Teachers should note that this is a double class and requires enough space for students to sit in a circle.

✋ Activity 1: RESOLVING CONFLICT

The teacher begins the class by reviewing approaches to conflict resolution as described on **Resource Sheet 2: Handling Conflict** (p. 29).

The teacher then asks the students to move desks to the side of room and to arrange chairs into two circles, an inner and outer circle, facing each other. S/he explains that the students in the outer circle will be given a card describing a situation in which they have to imagine themselves as part of a group within the community that is in a conflict or potential conflict situation.

S/he explains that having read the situation they are to explain it in their own words to the person opposite and to ask their advice on how to deal with it.

After two minutes the students in the outer circle move two seats to their right. The student again explains the situation and asks for more advice from the person opposite. Each student is asked to remember all the advice given.

The process is repeated twice and then the pupils in the outer and inner circles swap places. The cards should be given to the advisers and the activity should be repeated so that everyone has the chance to give and receive advice.

⚑ Warning Flag!

The teacher needs to judge how many times the students will be asked to move. It is recommended not to overdo it and, bringing the activity to conclusion with a class discussion is of great importance.

Once the second process is complete the teacher asks the students who were given the same situation to form groups. Their task is to discuss what advice they were given and to choose the best advice in their opinion.

The teacher asks for a volunteer from each group to explain to the rest of the class the situation they received and what they think should be done.

✋ **A**ctivity 2: DISCUSSION

To end the class the teacher can lead a whole class discussion using some of the following questions:

QUESTION BOX

- What different kinds of solutions were highlighted in the situations?
- What do you think are some of the other solution possibilities that might exist?
- What in your opinion makes finding a solution difficult?
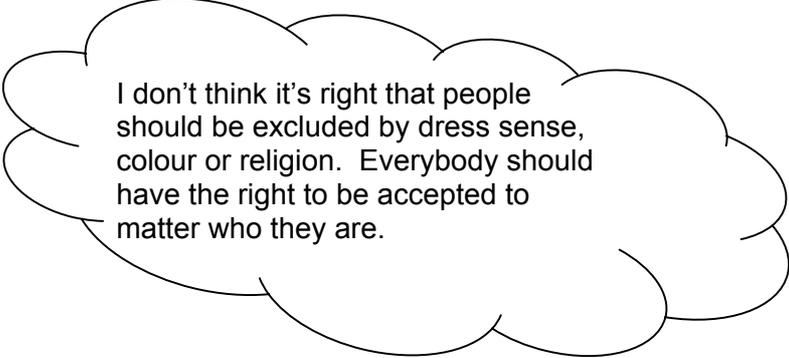
I don't think it's right that people should be excluded by dress sense, colour or religion. Everybody should have the right to be accepted to matter who they are.
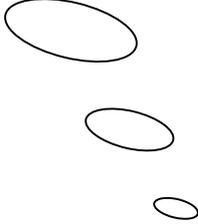
Student from a school
in the North

CONFLICT SITUATION CARDS

Photocopy and cut to give each pair of students one card

I belong to an immigrant group who have been targeted by a group of kids in my neighbourhood. I have spoken to my parents about it and they say that there is nothing I can do. I am now scared to walk up certain roads on my own.	I am a member of a religious group and I often go to my friend's house and enjoy going, even though s/he is not a member of my church. However, my friend's father often makes jokes about my beliefs and I feel very uncomfortable. I think I might have to stop going.	I have just moved into a new area and no one there realised that my father has been in prison. My neighbour has found out and has started whispering when she sees me coming and going to the house. It seems that everywhere I go the past catches up with me but I don't want to move again.

I regularly go to a place of worship with my parents. On the way one day, someone from school saw me and when I arrived in school the next day, there was a message under my desk saying that I was a religious freak and that I don't belong.	My sister Anne is going out with a Protestant boy called David. My father is very angry and doesn't speak to my sister. He has threatened to put her out of the house if she continues to see David. Anne says that religion shouldn't matter if they like one another.	I go to a youth club in my area and recently I realise that the graffiti on the walls outside is getting more racist and violent. I have also begun to notice that the refugees in my area are no longer coming. As soon as I spoke up about this, my friends told me to shut up and to remember that this place is for 'whites'.

I have been living in a caravan all my life. Last week I finally got a house. When I arrived my neighbour's children were in the garden. As soon as she saw our van pull up, she brought her children inside. One of them was my own age, but it looks that I might not be allowed to be friends with her.	I arrived in Ireland 4 years ago. I had to leave my country because my mother was in danger. Since arriving here I have been treated fairly well, but recently, there is a new campaign in the community to prevent other members of my ethnic group to be allowed to have houses.	Last year I walked in our local Orange Parade, but there was some trouble between my group and the local residents. This year, I am really nervous about going but don't want to let my family and community down. I know that having a peaceful parade is nearly impossible.

Adapted from John Murray, *This is Citizenship*, Teacher's Resource.

Unit Two
Lesson 8
MOVING TOWARDS RESOLUTION

✳✳Objectives

- To deepen understanding of conflict by providing students with a framework for considering how to move towards resolution.

Materials

Copies of **Worksheet 6: Ticket to Leave** (p. 64) for each student
A3 sheets and markers for each group of four-five students
Teacher will need to read **Resource Sheet 6: What are Differences About?** (p. 63) and either summarise the mains points or make a short handout for students using some of the key words and ideas

Activity 1: CONFLICTING GROUPS

The teacher begins by asking the students, 'How do community conflicts affect communities?' S/he records the answers on one side of the blackboard.

On the other side of the board the teacher writes a short list of groups that have been in conflict on the island of Ireland over the last ten years, for example:

Travellers and settled people

Refugees and asylum seekers and island born people

IRA and British Army

Republican and Loyalists

S/he asks the students to identify any other groups they know that have been in conflict and extends the list as appropriate. The teacher highlights the fact that there is no perfect community, but that a main task of all citizens is to try and understand the different opinions or ideas that different sides within a community conflict may hold. This is the first step in resolution.

Adapted from Mari Fitzduff, *Community Conflict Skills*.

Activity 2: HEARING DIFFERENT VOICES

The teacher then divides the class into four groups and allocates one of the conflicting pairs from the list to each group. The teacher then gives the groups the following task:

TASK BOX

Your task is to divide your sheet of paper into two halves, one for each group involved in the conflict. Discuss the following questions and prepare a poster giving a summary of your answers:

- What you think the group are looking for? (what is their position)?
- Why do you think they are looking for this? (what is their interest)?
- What do you think makes them look for this? (what is their need)?

Each group is asked to present back their results to the whole class. The teacher can debrief the activity using some of the following questions:

DEBRIEFING BOX

- Was it easier to find answers for one group than for the other?
- What made it difficult to try and see the problem from the other group's point of view?

The teacher can end the lesson by giving students a short input on the idea of facts, needs, values, positions and methods using **Resource Sheet 6: What Are Differences About?**

Activity 3: EVALUATION

The teacher explains to the class that this unit is now finished and that s/he would like to hear from them, what they think they learned, and what they would suggest s/he might do differently if s/he was doing this unit with another class.

It might be helpful for the purposes of remembering, if the teacher gives a short overview of the unit or else asks the students to give one out loud.

S/he then gives each student a copy of **Worksheet 6: Ticket to Leave** on which they have to write their own response to the three questions s/he has asked. Once this is completed and handed up they can leave.

TEACHER RESOURCE SHEET
No. 6: WHAT ARE DIFFERENCES ABOUT?

Facts – how things are and how they got that way (i.e., who did what and is doing what to whom, when and how)

Needs – what people feel they need in their lives to feel secure and respected. This can include material commodities, an identity to feel proud of, a sense of being treated equally and some sense of control over their lives.

Values – and assumptions about values. These are the long-range beliefs people hold about how things ought to be (e.g., equality for women, a socialist society, a nation's independence, the individualistic ethic, adherence to the Bible, etc.). It is not the value per se that leads to the conflict, but the claim by those holding it that their value should predominate, even over those who hold different values.

Positions – or goals held. These are the particular ideas people hold about the best way as they see it to obtain their particular needs, e.g., through tighter integration with Britain, a United Ireland, an independent Ulster or, for some people, a Marxist state.

Methods – the ways which people or groups feel are acceptable to achieve their goals, e.g., only legal means, illegal but non-violent means, violence against property, violence against selected persons, indiscriminate violence.

One of the major difficulties about conflicts is that, as they continue, certain factors are likely to make their eventual resolution even more difficult. It is easy to trace the development of these factors when considering events in Northern Ireland since 1968.

- Aims can become more fixed and compromise less possible.
- Stereotypes become more hardened.
- Communication that might improve sympathy for and understanding of the other side is avoided.
- Groups can become more cohesive and more negative towards the other side.
- Leaders are required to be strong and uncompromising above all else.

Source: Mari Fitzduff, *Community Conflict Skills*.

Student Worksheet 6
TICKET TO LEAVE
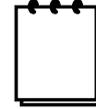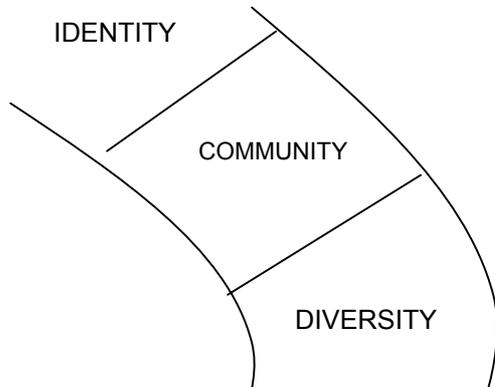
IDENTITY

COMMUNITY

DIVERSITY

Look at the key words given on the tracks, which describe some of the things you were learning about over the last number of weeks. Think about your own understanding of the words and then fill in the questions below:

TICKET TO LEAVE

1.   Can you write what you understand by the term 'community'?

2.   Can you describe why you think conflict can happen within communities?

3.   What do you think is one way to help resolve community conflicts?

RESOLUTION

UNIT THREE

IN THE WORLD

UNIT THREE AT A GLANCE

⬟ UNIT AIM

The features of international conflicts are ever-changing, with the changing pattern of nation-states and the use of mass genocide as a means of eradicating 'the enemy'. Simultaneously the international community is striving to understand its role in preventing and transforming conflict. The processes undertaken in Australia, South Africa, Rwanda and in Northern Ireland all highlight the fact that peaceful resolution of conflict is a process that must include a reconciliation dimension. This unit seeks to offer students an introduction to the idea of reconciliation at an international level.

⊟ UNIT FRAMEWORK

Lesson	Lesson Goals	Activity
Getting to Know Our World	To introduce students to the fact that they live in a global world.	Table Match (quiz)
Conflict in Our World	To enable students to become aware of the extent of conflict on a global scale.	Mapping
Conflict Consequences	To deepen students' awareness about the nature of violent conflict and its effects. To introduce the concepts of direct and indirect violence.	Photographs Freeze frames
Ending a Conflict	To raise awareness among students of the range of voices which need to be heard when building peace.	Role-play
Human Rights and Reconciliation	To develop among students an understanding of the link between human rights and reconciliation.	Case studies
Reaching Agreement	To develop students' awareness and understanding of the role of agreements within peace-building and reconciliation through exploring the Belfast Agreement.	Linking activity
� *Double Class* **Is Sorry Enough?**	To enable students to gain an understanding of ways of repairing injustices and reconciliation within societies that experience conflict.	Rights and wrongs
Peace Building	To give students the opportunity to reflect on their learning. To give students an appreciation of the characteristics of a society that seeks to build peace.	Reflection and group work

UNIT THREE AT A GLANCE

☒ LINKS TO CITIZENSHIP CONCEPTS

Local and Global Citizenship

- Human Rights and Social Responsibilities
- Democracy and Active Participation

Civic, Social and Political Education

- Human Rights and Responsibilities
- Democracy
- Law

📁 TEACHER RESOURCE SHEETS

Title	Purpose	Page
1. The Consequences of Conflict	Some facts and figures in relation to the effects of direct and indirect violence.	79
2. Every Voice Must be Heard	A short explanation of levels and numbers of people who need to be involved in the process of peace-building.	83
3. The Stolen Generation	A short explanation of the forced removal of Indigenous Australian children from their families.	90

💻 INFORMATION AND COMMUNICATIONS TECHNOLOGY

Area	Activity	Link to Lesson
Using Computer Programmes	Using Word, PowerPoint or Publisher, students could survey other students' knowledge about important documents or international issues then collate and display their answers.	Lesson 1: Getting to Know Our World or Lesson 2 Conflict in Our World
Using Digital Camera or Video	Students could photograph or video their Freeze Frame activity and display or show this as evidence of the work they have been doing.	Lesson 3: Conflict Consequences
Using the Internet	Use the internet to investigate any number of issues raised in this unit: war, reconciliation, peace agreements, human rights law, and case studies such as the Stolen Generation	Lesson 6: Reaching Agreement and Lesson 7: Is Sorry Enough?

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Unit Three　　　　　　　　　　　　　　　　　　*Lesson 1*
GETTING TO KNOW OUR WORLD

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✳✳Objectives

- To introduce students to the fact that they live in a global world.

Materials

Table Match Quiz (pp. 69-70) for four-five groups of students
(Answer sheets for teacher – p. 71)

Activity 1: TABLE MATCH

The teacher explains that everyday we hear things about other countries, the kind of food associated with them, the language, the currency etc. S/he explains that the first part of this lesson is for students to try and find 'what' is associated with 'where'.

The class is divided up into four or five groups, each sitting around a table. Each group is allocated a number or asked to choose a name and to write this on the top of their quiz sheet. The teacher distributes the Table Match Quiz to each group and explains the rules to the class:

- They are allowed confer with their own team.
- Correct answers are those that match the right letter with the right number.
- They have 10 minutes to answer all sections.
- Completed sheets will be collected and distributed to others for correction.

Once the students have finished, the teacher collects the sheets and re-distributes them for marking. S/he calls out the right answers and each correct answer is given one point. Once all are corrected the teacher asks for the results from each group. To end the lesson the teacher can draw out learning about diversity by using some of the following questions.

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SUMMARY BOX

- What does this activity teach us about the world?
- What has surprised you about the range of differences that exist around us?
- How would you describe the value of difference?

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TABLE MATCH

MATCH THE RIGHT LETTER TO THE RIGHT NUMBER FOR ALL ITEMS LISTED

Items of Clothing

A Stetson Hat	**1** Germany
B Burkqa	**2** USA
C Kilt	**3** India
D Sari	**4** Saudi Arabia
E Lederhosen	**5** Scotland

Geographical Regions

A Rainforest	**1** Ecuador
B Desert	**2** Canada
C Frozen Landscape	**3** Brazil
D Mountain Area	**4** Algeria
E Equatorial Country	**5** Nepal

World Food

A Boeuf Bourguignon	**1** China
B Paellla	**2** France
C Chilli con Carne	**3** India
D Rogan Josh	**4** Spain
E Egg Fu Yung	**5** Mexico

Languages

A Catalan	**1** India
B Mandarin	**2** France
C Breton	**3** Ireland/Scotland
D Urdu	**4** China
E Gaelic	**5** Spain/France

Air Transport

A Qantas	**1** Israel
B Ryanair	**2** Britain
C BA	**3** USA
D El Al	**4** Ireland
E Continental	**5** Australia

Currencies

A Dollar	**1** Japan
B Yen	**2** USA
C Euro	**3** Britain
D Rand	**4** Italy
E Sterling	**5** South Africa

Items of Clothing
A _____
B _____
C _____
D _____
E _____

Geographical Regions
A _____
B _____
C _____
D _____
E _____

World Food
A _____
B _____
C _____
D _____
E _____

Languages
A _____
B _____
C _____
D _____
E _____

Air Transport
A _____
B _____
C _____
D _____
E _____

Currencies
A _____
B _____
C _____
D _____
E _____

Dance
A Tango
B Line Dance
C River Dance
D Flamenco
E Salsa

1 Ireland
2 Spain
3 Argentina
4 Cuba
5 USA

Sport
A Baseball
B Boules
C Aussi Rules
D Shinti
E Sumo Wrestling

1 Scotland
2 Japan
3 France
4 Australia
5 USA

Pop Music
A Shakira
B TATU
C Cheeky Girls
D Him
E Justin Timberlake

1 USA
2 Romania
3 Finland
4 Columbia
5 Russia

Religions
A Christianity
B Judaism
C Buddhism
D Hinduism
E Islam

1 Thailand
2 Pakistan
3 India
4 Israel
5 Ireland

Dance
A ——
B ——
C ——
D ——
E ——

Sport
A ——
B ——
C ——
D ——
E ——

Pop Music
A ——
B ——
C ——
D ——
E ——

Religions
A ——
B ——
C ——
D ——
E ——

It was really fun because you got to work in groups…you got to be with people that you don't really talk to that much…and you got to learn more about each other and the different countries
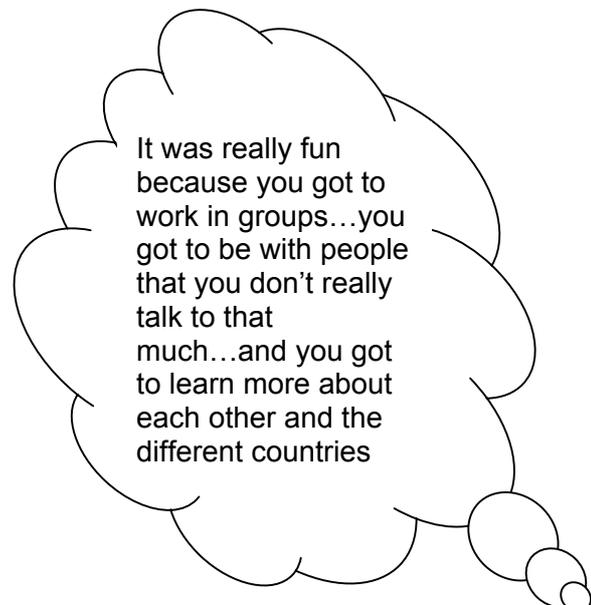
Student from a school in the South

TABLE QUIZ ANSWER SHEET
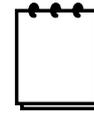
Items of Clothing
A	Stetson Hat	2	USA
B	Burqa	4	Saudi Arabia
C	Kilt	5	Scotland
D	Sari	3	India
E	Lederhosen	1	Germany

Geographical Regions
A	Rainforest	3	Brazil
B	Desert	4	Algeria
C	Frozen Landscape	2	Canada
D	Mountain Area	5	Nepal
E	Equatorial Country	1	Equator

World Food
A	Boeuf Bourguignon	2	France
B	Paella	4	Spain
C	Chilli con Carne	5	Mexico
D	Rogan Josh	3	India
E	Egg Fu Yung	1	China

Languages
A	Catalan	5	Spain/France
B	Mandarin	4	China
C	Breton	2	France
D	Urdu	1	India
E	Gaelic	3	Ireland/Scotland

Air Transport
A	Qantas	5	Australia
B	Ryan air	4	Ireland
C	BA	2	Britain
D	El Al	1	Israel
E	Continental	3	USA

Currencies
A	Dollar	2	USA
B	Yen	1	Japan
C	Euro	4	Italy
D	Rand	5	South Africa
E	Sterling	3	Britain

Dance
A	Tango	3	Argentina
B	Line Dance	5	USA
C	River Dance	1	Ireland
D	Flamenco	2	Spain
E	Salsa	4	Cuba

Sport
A	Baseball	5	USA
B	Boules	3	France
C	Aussi Rules	4	Australia
D	Shinti	1	Scotland
E	Sumo Wrestling	2	Japan

Pop Music
A	Shakira	4	Columbia
B	TATU	5	Russia
C	Cheeky Girls	2	Romania
D	Him	3	Finland
E	Justin Timberlake	1	USA

Religions
A	Christianity	5	Ireland
B	Judaism	4	Israel
C	Buddhism	1	Thailand
D	Hinduism	3	India
E	Islam	2	Pakistan

CONFLICT IN OUR WORLD

✳✳Objectives

- To enable students to become aware of the extent of conflict on a global scale.

Materials

A copy of **blank Map of the World** for each pair of students (p. 75)
Global Conflict Map (as overhead or to be distributed to pairs of students) (p. 74)
One **blank Map of the World** (p. 75) on overhead for feedback

Warning Flag!

Teachers should note that this lesson can be carried out using only overhead copies of the maps, particularly if the teacher believes that his/her students will have difficulty locating any of the conflicts on their own.

Activity 1: INTRODUCING INTERNATIONAL CONFLICT

Teacher leads a class discussion to re-introduce some of the basic facts about conflict:
- What is conflict?
- At what level can conflict happen?
- Do you think conflict is an international issue?

The teacher then divides the class into pairs and gives each pair a blank map of the world. Each pair is given the following task:

> **TASK BOX**
> With your partner, mark with an X any country where you know there has been a conflict over the last ten years.

Once the pairs are finished the teacher can use the blank map as an overhead and together with the students mark the places they associate with conflict. As the marks are added to the map the teacher can ask the students a little about the conflicts they know. (Note that the next lesson aims to examine the causes and consequences of violent conflict)

✋ Activity 2: COMPARING THE MAPS

The teacher gives out to each pair a copy of the **Global Conflict Map**, and gives them some time to examine it.   Alternatively the teacher can use it as a overhead.

The Global Conflict Map, covers the period 1997-2001 and recognizes events as wars or armed conflicts (either a war with another state, civil war or a war of independence) when they involve the following:

- Open and armed conflict
- At least two parties
- Centrally organized fighters and fighting
- Conflict over political power and/or the control of territory
- Continuity between clashes
- A minimum of 25 battle deaths in a 12-month period in the context of a total death toll of at least several hundred

The teacher finishes with a class discussion using some of the following questions:

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QUESTION BOX

    • Are you surprised at what you see?
    • Which of the conflicts did you know about before?
    • Are there any regional differences that you notice?
```

We had a map and had to mark where conflict happens. There were so many more than we knew about. I marked about three places but there were heaps more. We were really surprised.
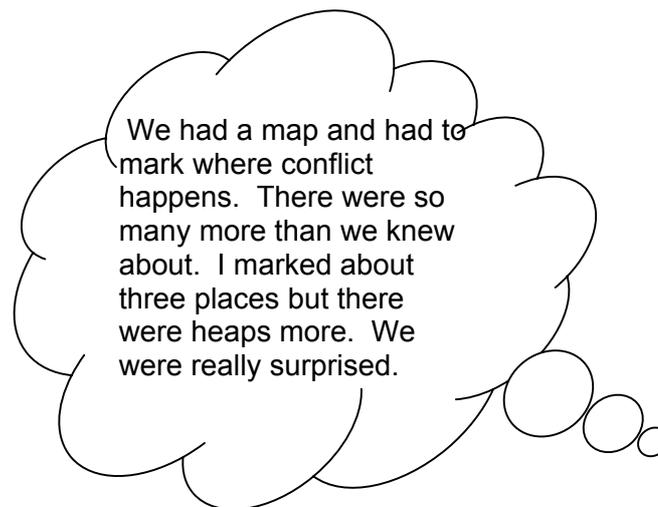
Student from a school in the South

GLOBAL MAP OF CONFLICT
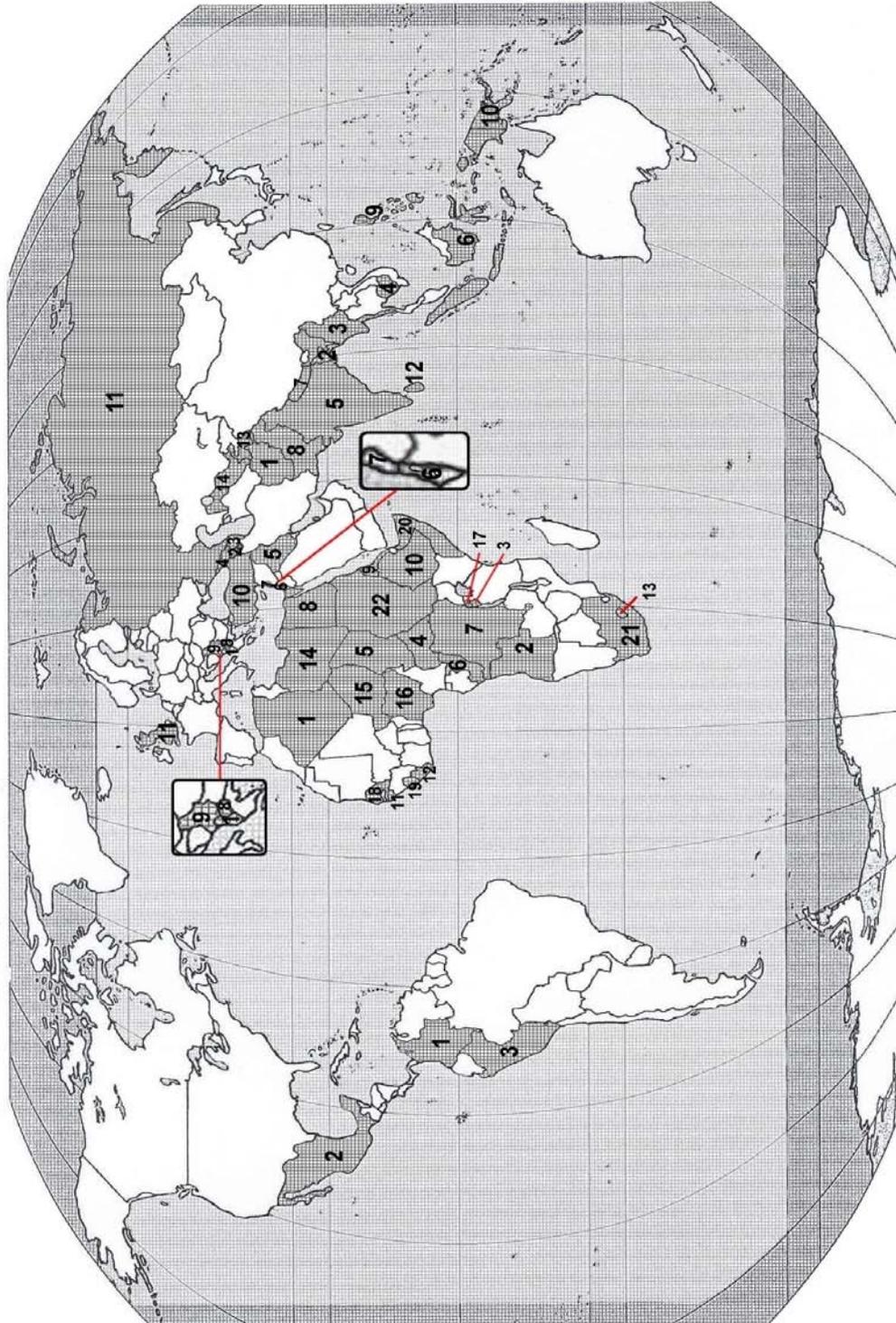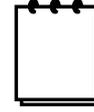
Africa: 1-Algeria, 2-Angola, 3-Burundi, 4-Central African Republic, 5-Chad, 6-Congo, 7-Democratic Republic of Congo, 8-Egypt, 9-Eritrea, 10-Etiopia, 11-Guinea-Bissau,12-Liberia, 13-Lesotho, 14-Lybia, 15-Niger, 16-Nigeria, 17-Rwanda, 18-Senegal, 19-Sierra Leone, 20-Somalia, 21-South Africa, 22-Sudan

Americas: 1-Colombia, 2-Mexico, 3-Peru

Asia & Oceania: 1-Afghanistan, 2-Bangladesh, 3-Burma, 4-Cambodia, 5-India, 6-Indonesia, 7-Nepal, 8-Pakistan, 9-Philippines, 10-Papua New Guinea, 11-Russia, 12-Sri Lanka,13-Tajikistan, 14-Uzbekistan

Europe & Middle East: 1-Albania, 2-Armenia, 3-Azerbaijan, 4-Georgia, 5-Iraq, 6-Israel/Palestina, 7-Lebanon, 8-Macedonia, 9-Serbia and Montenegro, 10-Turkey, 11-United Kingdom

75

Student Worksheet 7
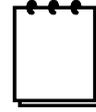
BLANK MAP OF THE WORLD
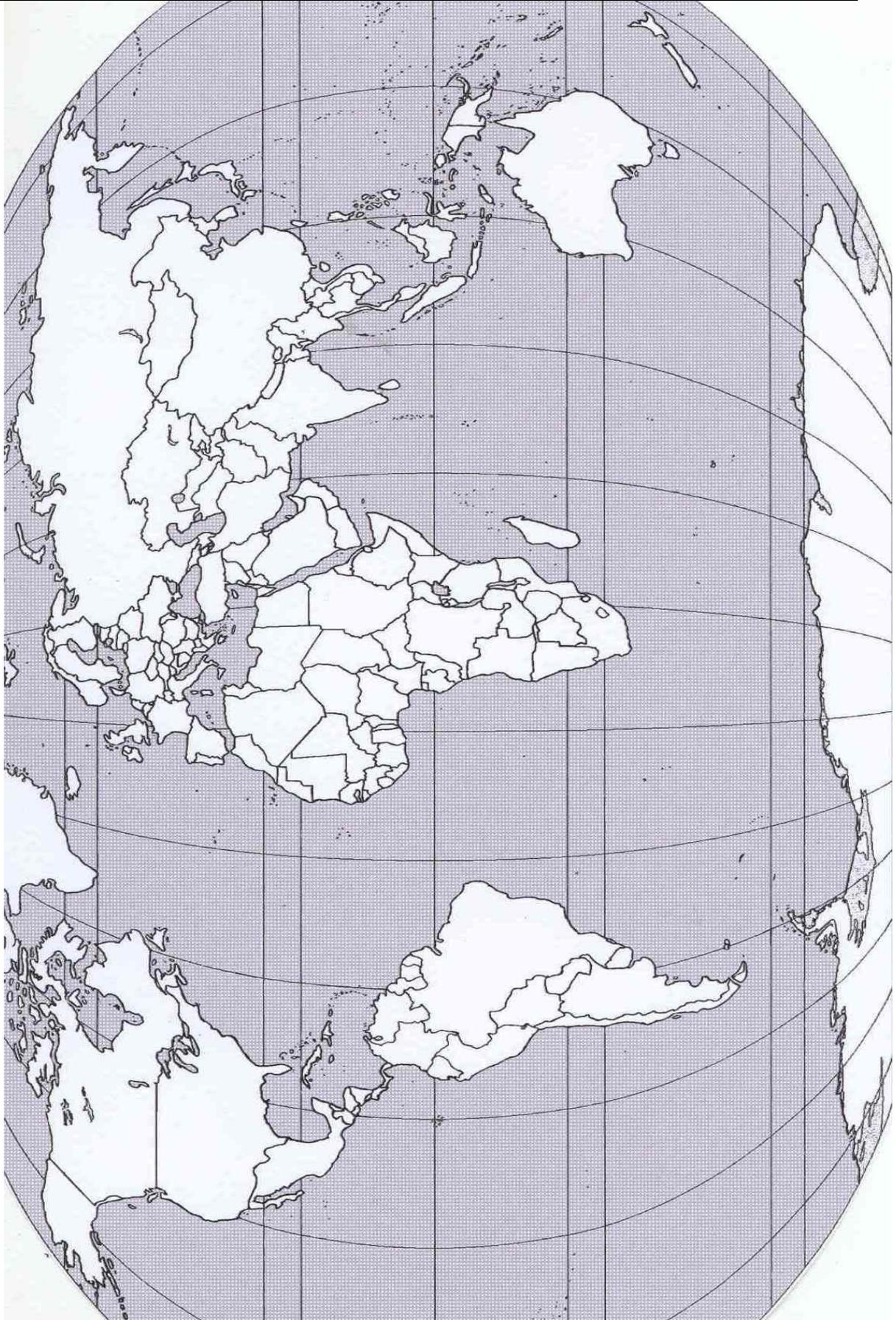
Unit Three   Lesson 3
CONFLICT   CONSEQUENCES

✳✳Objectives

- To deepen students' awareness of the nature of violent conflict and its effects.
- To introduce the concepts of direct and indirect violence.

Materials

A copy of one photograph per group of students (p. 78) (alternatively these can be downloaded from the Website: **www.reconciliation.ie** (Guidelines and Materials section)

Large Sheet of paper and marker for each group

Teacher will need to read **Resource Sheet 7: Consequences of Violence** (p. 79) and either summarise the main points or make a short handout for students using some of the key words and ideas

Activity 1: Behind the Scenes

The teacher can use either of two options to look at what happens 'behind the scenes' of violent conflicts:

In **Option A** the teacher divides the class into groups of four or five students. Each group is given one of the photographs and a large sheet of paper. Down the middle of the page the groups draw a line and write 'Before' on one side and 'After' on the other. The teacher explains that all the images are linked to the theme of war and peace and presents the group with the following task:

> **TASK BOX**
>
> You have a few minutes to discuss the photograph you have received, for example, Who is it? Where is it? What are they doing? Then you can stick your photo along the line in the middle of the page. What do you think the photo is about? Discuss the conditions you think that led to the photo being taken. What was life like before the photograph? On the paper write or draw your ideas on the 'Before' side of the page. Then consider what has happened since the photograph was taken and write your ideas on the 'After' side of the page.
>
> Once you have finished nominate a spokesperson to give feedback to the class.

In **Option B**, the teacher divides the class into three groups and each group is asked to develop a short tableau or Freeze Frame on the following themes:

- Group I: depict soldiers going to war
- Group 2: depict a scene from the battlefield
- Group 3: depict the family who remain at home

Once each group has completed their short tableaux or Freeze Frame, the teacher can ask the other students:

DEBRIEFING QUESTIONS

- What is being depicted here?
- How do you know?
- How might, *pointing to one character*, be feeling?

Activity 2: Direct and Non-Direct Violence

To end the class the teacher can help students to recognise that all violence has an effect on individuals and that the challenge of peace-building is not just to end war but to build peace.

The teacher writes the words 'direct violence' and 'indirect violence' on the board. S/he asks students to think about both terms and to consider what they think the difference is between them. The teacher asks for some feedback and then writes up the explanations:

- *Direct violence* is to do with physical force.
- *Indirect violence* is sometimes referred to as structural violence, and has to do with poverty, exploitation, social injustice, no-democracy etc.

In order to explore with the students the reality of both types of violence in our world and the challenges of peace-building, the teacher uses **Resource Sheet 7: The Consequences of Violence** to support this discussion.

The question could be posed to the students to consider for the next class:

Is peace really possible in our world?

CONFLICT PHOTOGRAPHS
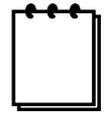
Photographs reproduced with permission from Amnesty Ireland
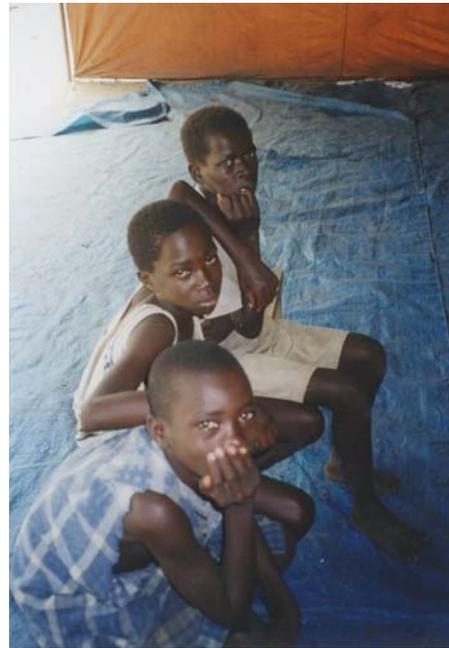
```
┌────────────────────────────────────────────────────────┐
│  🗁  TEACHER RESOURCE SHEET 🗁                           │
│      No. 7: THE CONSEQUENCES OF                          │
│                  VIOLENCE                                │
└────────────────────────────────────────────────────────┘
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DIRECT VIOLENCE

1. In Bosnia Herzegovina, despite the 1995 General Framework Peace Agreements, between 850,000 and 1.2 million people are still displaced internally or living as refugees, around 17,000 people are reported as having disappeared.

2. 800,000 people died in three months during the 1994 war in Rwanda.

3. The total number of people who died during World War I was 8,538,315.

4. In the 1990's civil wars killed five million people worldwide.

5. 500 million small arms are in circulation around the world.

6. In the 1990's war and internal conflicts forced 50 million people to flee from their homes.

7. 800 deaths a month are due to anti-personnel mines (landmines).

8. In 1995, 53 million people, one out of every 115 people on earth, were uprooted from their homes, either being displaced within their countries or becoming refugees abroad.

INDIRECT VIOLENCE

1. Around 17 million people die every year from the lack of medicine.

2. About 24,000 people die from the effects of hunger each day. That is about one person every 3.5 seconds.

3. More than 30,000 children a day die from mainly preventable diseases.

Adapted from *Compass, a Manual on Human Rights Education with Young People*, Council of Europe, 2002.

Unit Three	Lesson 4
ENDING A CONFLICT	

✳✳ **O**bjectives

- To raise awareness among students of the range of voices which need to be heard when building peace.

Materials

Flip chart or blackboard
Invitation Cards (p. 82) and envelopes for six groups of students
A3 sheet and markers for six groups of students
Teacher will need to read **Resource Sheet 8: Every Voice Must be Heard** (p. 83) and either summarise the main points or make a short handout for students using some of the key words and ideas

Activity 1: IS PEACE REALLY POSSIBLE?

The teacher should introduce the class by referring to the final question of the last lesson: **Is peace really possible in our world?** The teacher can take some feedback from the students on their ideas before presenting the class with the main activity of this lesson.

Activity 2: HEARING ALL THE VOICES

The teacher divides the class into six groups. Each group is asked to represent a particular group who have been affected by a conflict. Two groups will have the same card. The teacher gives each group a copy of the invitation and a large sheet of paper and a marker. S/he then presents the group with their task:

TASK BOX

You have been invited to attend a special round-table meeting to offer your suggestions on the way out of conflict from your group's perspective. You have ten minutes to prepare your presentation.

Once the groups have completed their sheets, the teacher asks each group to present their ideas. The teacher can draw out comparisons between those who have the same invitation and also across the different groups. To end the class the teacher can draw a triangle on the board representing the voices

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that need to be heard. See **Resource Sheet 8: Every Voice Must be Heard**. S/he can ask for examples for each layer of the triangle and ask the students what might be some of challenges in getting these people to listen to each other.

This lesson worked so well with my class. It is something that will stick with them as well I think because the conversation took off so well and they thoroughly enjoyed it.
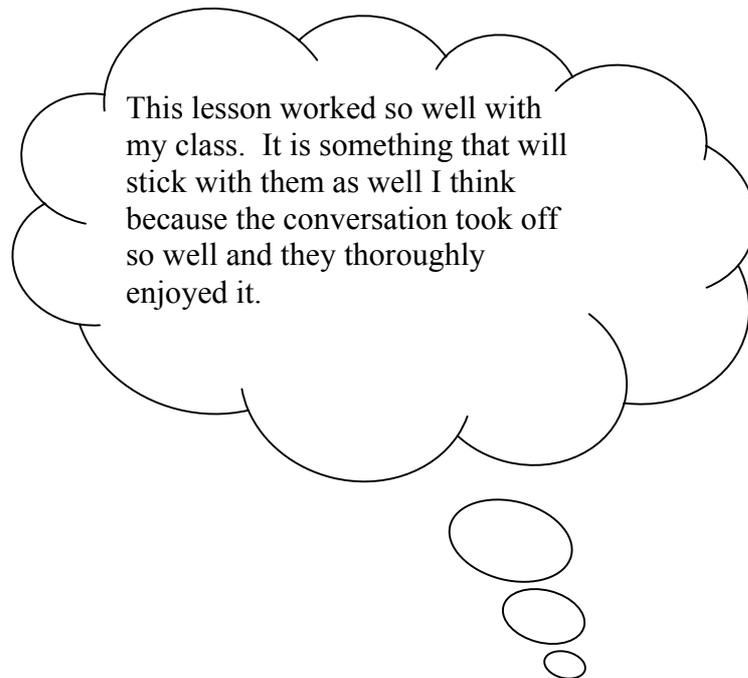
Teacher from a school
in the South

INVITATION CARDS

INVITATION TO

THE COMMITTEE FOR THE PROTECTION OF CHILDREN

You are cordially invited to attend a round-table discussion on 'the way out of conflict' that will be held here in your classroom.

During the conflict you have worked with children and have witnessed first hand the effects of the conflict on children. Many children have lost parents, have become refugees, some even have been taken as child soldiers and will need years of rehabilitation and support in order to gain back what they have lost. You have been asked to make an opening two-minute speech on why the conflict should end and then present five ideas that you believe will make a difference and contribute to lasting peace.

INVITATION TO

THE COMMITTEE FOR THOSE DISPLACED DURING THE WAR

You are cordially invited to attend a round-table discussion on 'the way out of conflict' which will be held here in your classroom.

During the conflict thousands of people have been displaced internally and some have gone abroad. Their homes destroyed they have nothing to come back to.   There needs to be immediate work done to re-house these people and to compensate them for what they have lost. Many are also scared to come back, fearful that they will be attacked again. You have been asked to make an opening two-minute speech on why the conflict should end and then present five ideas that you believe will make a difference and contribute to lasting peace.

INVITATION TO

THE FAMILIES OF THE DISAPPEARED

You are cordially invited to attend a round-table discussion on 'the way out of conflict' which will be held here in your classroom.

During the conflict thousands of people have been 'disappeared'. Both sides are responsible for taking people and the families of those 'disappeared' want to know the truth. You have been asked to make an opening two-minute speech on why the conflict should end and then present five ideas that you believe will make a difference and contribute to lasting peace.

John Paul Lederach, a man experienced in peace-building work internationally, believes that the pyramid below helps us to understand the different levels and numbers of people who need to be involved in helping to end a conflict.

Level 1: Top Leadership
This level represents the key political and military leaders in the conflict. They are involved in debating and arguing what needs to happen for the conflict to end. The number of top leaders is small and they are highly visible, often seen attending peace-talks and other such events. Because of their high-level position and high profile they are often locked into set positions and are under tremendous pressure to maintain these.

Level 2: Middle-Range Leadership
This level represents people in positions of leadership but not necessarily connected to government or authority groups. They can represent sectors such as education, agriculture, health, and business. They have contact with both top-level leaders and the grassroots level. They are usually connected through networks to many influential people across the human and physical geography of the conflict.

Level 3: Grassroots Leadership
This level represents the masses, the base of society. Life for these people has been about survival and the day to day effort to find food, water, shelter and safety. Leaders here include people who are involved in local communities, members of local non-governmental organisations carrying out relief work and refugee leaders. These people understand the fear and suffering with which much of the population must live, they also have an expert knowledge of local politics and have often witnessed first-hand the deep-rooted hatred that can exist between those who have been involved in the conflict.
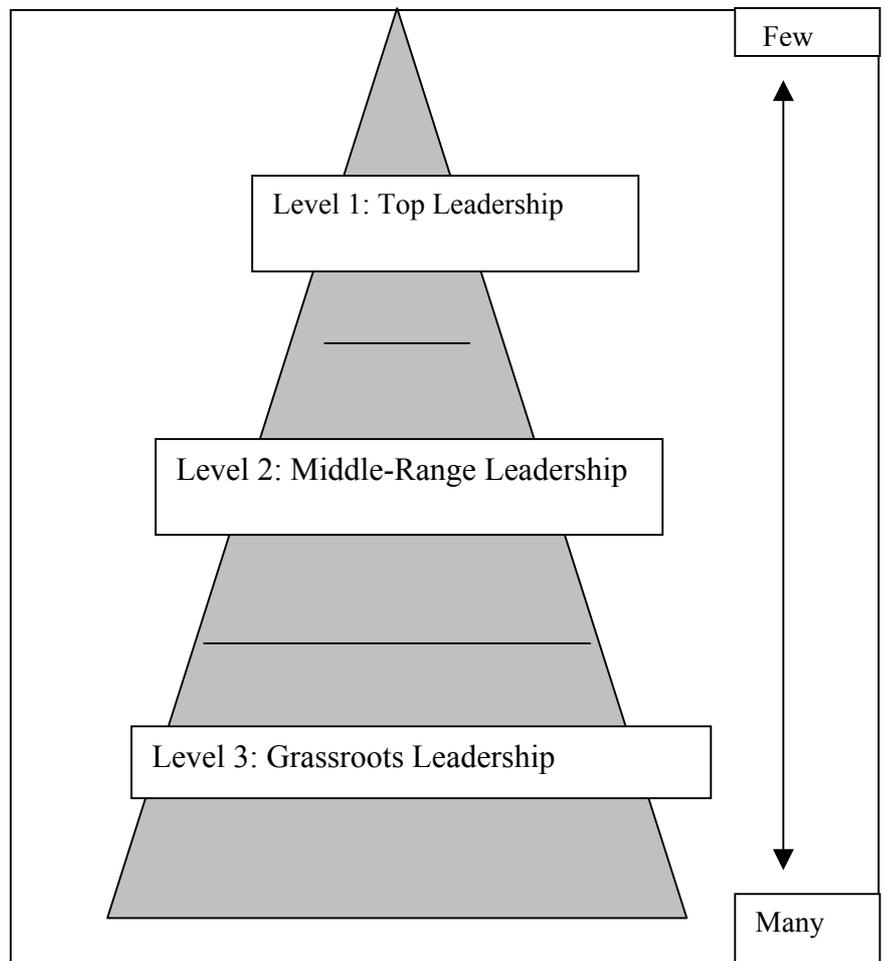
Unit Three	Lesson 5

HUMAN RIGHTS AND RECONCILIATION

✳✳ Objectives

- To develop among students an understanding of the link between human rights and reconciliation.

✉ Materials

A3 sheets and markers for four groups of students

One copy of each **Case Study** (pp. 87-89) per group or alternatively one copy of the same case study for each group of four or five students

A copy of **Worksheet 8: Human Rights & Reconciliation** (p. 86)

Teacher will need to read **Resource Sheet 9: The Stolen Generation** (p. 90) and either summarise the main points or make a short handout for students using some of the key words and ideas

🚩 Warning Flag!

Sensitivity may be required in case any student is adopted or not living with his/her nuclear family.

Teachers should also note there are two options given for using the Case Studies. It may be necessary to read the chosen Case Studies aloud before beginning the Task Box in Activity 1.

The information on the Stolen Generation could be distributed to the students for them to read or could be read out to the class.

There are a number of useful websites pertaining to the Stolen Generation and the reconciliation process in Australia, two of which are listed below:

http://www.hreoc.gov.au/bth/index.htm
http://www.reconciliation.org.au/

✋ Activity 1: CASE STUDY

The teacher can chose to use this activity in two ways depending on the amount of time available, either give each group the same case study to work on or give each group a different Case Study. The latter will require more time for the feedback process.

The teacher divides the class into four different groups and gives each group a case study, a copy of **Worksheet 8: Human Rights and Reconciliation**, and an A3 sheet and markers. Then the teacher explains to the students their task:

TASK BOX

Read and reflect upon your Case Study. As a group you should circle up to three human rights of the person in the story that you think were violated, and in the box below write what you think the long term effects of these might be.

A spokesperson should report back to the class as a whole and the violations should be written on the blackboard.

Activity 2: RESPONSES TO SUFFERING

Once the feedback is complete the teacher can lead a class discussion by exploring ways of repairing the damage to individuals or particular groups of people when they suffer from these types of human rights violations.

Prompts could include the following:
- o Compensation
- o Forgiveness
- o Apologies
- o Respect for and celebration of diversity
- o Peace building

The teacher can note the students' responses under either positive or negative responses on the blackboard. The teacher should then draw a large circle encompassing the positive responses and ask whether anyone can think up a single word or phrase to cover all of these.

Students may introduce the word 'reconciliation' but if not it should be explained as a process that covers all of these types of positive responses and some others that may not have been listed. The teacher can end the lesson by explaining to students that the process of reconciliation and the shape that it takes is dependent on the problems/imbalances/conflict situations that need to be redressed.
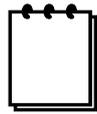
Student Worksheet 8
HUMAN RIGHTS & RECONCILIATION
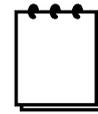
Having read your Case Study circle up to three of the human rights of the individual in your story which you think have been violated and state what you think will be the long-term consequences of these violations for the person involved.


HUMAN RIGHTS

- The right to be treated with equality and dignity

- Right to an adequate standard of living and to medical help

- Has the right to life, and to live in freedom and safety

- Has the right not to be discriminated against

- Has the right to liberty/freedom from slavery

- Has the right to go to school

- Has a right to take part in their community's cultural life

- Has the right to freedom of thought, conscience or religion

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WE BELIEVE THE LONG TERM CONSEQUENCES OF THESE VIOLATIONS WOULD BE ……
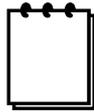
CASE STUDIES
FIONA'S STORY
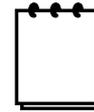
1936 it was. I would have been five. We went visiting our great-uncle at Ernabella the day the police came.

We had been playing all together, just a happy community and the air was filled with screams because the police came and mothers tried to hide their children and blacken their children's faces and tried to hide them in caves. Six of us were put on my old truck and taken…hundreds of miles away and then we got there in the darkness.

From there we had to learn to eat new food, have our heads shaved. Then we had to learn to sleep in a house. We'd only ever slept in our wilchas and always had the stars there. There was a corridor and our cousins were in another room. We'd never been separated before. From that time until 1968 I didn't see [my mother]. Thirty-two years it was.

We were trained to go into people's home and clean and look after other people's children. When I was fourteen or fifteen I went to a doctor and his wife. They were beautiful people. I stayed with them a couple of years.

The only criticism that I have is that you forbad us to speak our own language and we had no communication with our family. I realised later how much I'd missed of my culture and how much I'd been devastated. Up until this point of time I can't communicate with my family, can't hold a conversation.

I guess the government didn't mean it as something bad but our mothers weren't treated as people having feelings. Naturally a mother's got a heart for her children and for them to be taken away, no-one can ever know the heartache. She was still grieving when I met her in 1968.

When me and my little family stood there - my husband and me and my two little children - and all my family was there, there wasn't a word we could say to each other. All the years that you wanted to ask this and ask that, there was no way we could ever regain that. It was like somebody came and stabbed me with a knife. Once that language was taken away, we lost a part of that very soul. It meant our culture was gone, our family was gone, everything that was dear to us was gone.

When I finally met [my mother] through an interpreter she said that because my name had been changed she had heard about the other children but she'd never heard about me. And every sun, every morning as the sun came up the whole family would wail. They did that for 32 years until they saw me again. Who can imagine what a mother went through?

But you have to learn to forgive.

Confidential evidence 305, South Australia, *Bringing Them Home report*, p. 129.
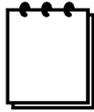
CASE STUDIES
GREG'S STORY

I was born on Cape Barren. At the time I was taken the family comprised mum, my sister and [my two brothers]. And of course there was my grandmother and all the other various relatives. We were only a fairly small isolated community and we all grew up there in what I considered to be a very peaceful loving community. I recall spending most of my growing up on the Island actually living in the home of my grandmother and grandfather.

The circumstances of my being taken, as I recollect, were that I went off to school in the morning and I was sitting in the classroom and there was only one room where all the children were assembled and there was a knock at the door, which the schoolmaster answered. After a conversation he had with somebody at the door, he came to get me. He took me by the hand and took me to the door. I was physically grabbed by a male person at the door, I was taken to a motor bike and held by the officer and driven to the airstrip and flown off the Island. I was taken from Cape Barren in October 1959 [aged 12].

I had no knowledge [I was going to be taken]. I was not even able to see my grandmother [and I had] just the clothes I had on my back, such as they were. I never saw mum again.

To all intents and purposes, I guess my grandmother was looked upon as my mother in some respects because of my association with her and when I was taken there are actual letters on my file that indicate that she was so affected by the circumstances of my being removed from the Island that she was hospitalised, and was fretting and generally her health went on her. My grandmother was removed from the Island and placed in an aged-care hospital, and I was taken to see her and when I did she had basically lost her mind and she did not know who I was.

I was transported to Hobart in 1960 - my recollection of that was being put into a semi-trailer and picked up on the side of the road by some welfare officers down there. I was placed with some people in [Hobart], and I guess, fortunately for me, I could not have been in better hands because I still maintain a relationship with them; they look on me as their son. They had one daughter but Mrs -- used to care for other foster children and the house was full of other non-Aboriginal children.

I had always wanted to return to the Island but I could never bring myself to hopping on a plane and returning. [It was] thirty years before I went back. [The night I returned] I could not settle. I just looked back to where we used to live as kids. My whole life flashed before me and I just collapsed in the sand and started crying ... And when I composed myself as best I could I just sort of reflected on things and my whole life was just racing through my mind and I guess I just wanted to be part of a family that I never had. I just wanted to be with my mum and my grandmother and my brothers and sisters.

After Greg was taken his mother had another daughter but Greg was not aware of her existence until 1994. One of Greg's brothers states that after Greg went their mother 'was in total despair'. They lived in conditions of extreme poverty in 'a run down shanty'. One afternoon their mother went drinking and suffered a fatal accident. Later the police came with a warrant to collect the children and flew them to Launceston. The boys were fostered together but each of the girls went to a different family. The first time the five children were all together was in 1995.

Confidential evidence 384, Tasmania, *Bringing Them Home report.*

CASE STUDIES
JOLENE'S STORY

Well I'm fifteen now and I was with my aunt whenever she was killed. We'd just walked around the corner and there was a whole lot of shots fired and my aunt was shot. It was my eleventh birthday. When they shot my aunt I was linking with her. I wouldn't go out. I was too scared. I stayed in the house for weeks… I just kept getting big flashes through my head about what happened. You can just see them falling to the ground. That's the kind of flashes I would get – just see her falling to the ground. [The] dreams I have, they wake me up in the middle of the night … they scare me. It was the IRA – they were shooting at the peelers and they just happened to miss and kill my aunt. But I'd love to know who it was so I would, because the person that killed my aunt, I could be talking to them, saying 'Hiya' and all. But if I knew who it was I wouldn't talk so I wouldn't, because they shouldn't have been shooting people that were on the streets. They shouldn't have been shooting at all. I lost a brother seven months ago. He was my best brother. He was dead close to me that one. He was killed. The INLA* shot him. That wrecked me so it did. It wrecked our whole family because he was the special one of the whole family. We all just changed and I don't know why. My mummy's changed. I know she's changed, but I can't see exactly what way … At night, she doesn't sleep … She used to go to bingo and all, now she'll not go out at all.

Irish National Liberation Army (INLA) – a Republican paramilitary organisation formed in 1975, announced a ceasefire on 22 August 1998, responsible for 125 deaths during the conflict.

Marie Smyth and Marie-Therese Fay (eds.), *Personal Accounts from Northern Ireland's Troubles*, Pluto Press, 2000.
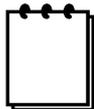
CASE STUDIES
PAUL'S STORY
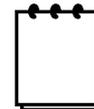
This story happened at night between 3am and 4am to a family who live near us. Amy and Paul have three children called John, Victoria and Stewart. Their ages were 6, 3 and 1. They were all asleep when John heard people downstairs. He was frightened and he went into his dad's room and his dad got all three children into the room and locked the door and rang the police immediately. By the time the police came the people had got away. Paul and Amy's house was destroyed. They ripped the settees apart and wrote graffiti on the walls. The graffiti on the walls were sectarian remarks about Catholics. The dog was sprayed in the eyes with spray paint. Since then it has been scary and frightening for them. Amy is Protestant and Paul is Catholic.
Paul told my dad that they always get very scared at nights since this happened and that they think one of the neighbours set them up for it.

Student case-study from Education for Reconciliation Project handbook, 2003.

TEACHER RESOURCE SHEET
No. 9: THE STOLEN GENERATION

Aboriginal children have been forcibly removed from their families and communities since the very first days of European occupation of Australia. Nationally between one in three and one in ten Indigenous children were forcibly removed from their families and communities between 1910 and 1970 (approx. 100,000 children). It was believed that half-caste or light skinned Indigenous children could be assimilated into white society and that the remaining members of Aboriginal communities would gradually die out.

Children could be put into an institution or mission dormitory, fostered or adopted. 'Assimilation' was rigorously pursued by most authorities and by non-Aboriginal foster and adoptive families. The children and their families were discouraged or prevented from contacting each other following removal. Many children were told they were unwanted, rejected or that their parents were dead. Children were often taught to feel contempt for Aborigines and Aboriginal culture and heritage. Conditions in the missions, government institutions and children's homes were often very poor. Institutional regimes were often very strict, with severe punishments for breaking the rules. Education was essentially a preparation for menial labour. Children placed in work by the authorities were not entitled or trusted to receive their wages. These were supposed to be held in trust, but many never received the money that was rightfully theirs.

FURTHER INFORMATION on the National Inquiry into the Stolen Generation, the 1997 *Bringing Them Home* report:

The Report contained 54 recommendations, which can be grouped under the following headings:

Acknowledgement and apology – from parliaments, police forces and the churches involved
Guarantees against repetition
Restitution
Rehabilitation – e.g. mental health programs, parenting services
Monetary compensation – e.g. a National Compensation Fund

Because it was believed that it was neither possible nor desirable to prosecute those responsible, the recommendations did not include retribution. The report directed national focus on the human tragedy of the 'stolen generation' and split the Australian public over the issue of the necessity of a formal public apology. An annual National Sorry Day was organised in 1998 and was especially popular at state level and in local communities as a way to challenge lack of action at a federal government level. In Australia politics of reconciliation have broken down at an official level and are mostly left in the hands of NGO's and civil society.

Unit Three	Lesson 6
REACHING AGREEMENT	

✳✳**O**bjectives

- To develop students' awareness and understanding of the role of agreements within peace-building and reconciliation through exploring the Belfast/Good Friday Agreement.

Materials

OH **Summary of Agreement** (p. 94)
A copy of **Worksheet 8: Reaching Agreement** (p. 93) for each pair of students

Activity 1: INTRODUCING THE BELFAST/GOOD FRIDAY AGREEMENT

The teacher can begin the lesson by asking the students if they have ever heard of the Belfast Agreement. Have they ever heard of the Good Friday Agreement? If necessary, explain that they are two names for the same Agreement.

The teacher can ask individual students to say anything they know about the Agreement and s/he notes the main points on the blackboard.

In order to fill in gaps or misinformation the students might have, the teacher can give a short presentation on the Agreement using accompanying OH (p. 94).

Activity 2: RECONCILING THE AGREEMENT

The teacher can refer back to the idea of 'reconciliation' from the previous class and ask students what they can remember and briefly review the elements that are seen as important in reconciliation.

The teacher then divides the class into pairs and gives each pair a copy of **Worksheet 8: Reaching Agreement**, and presents the following task:

TASK BOX

Your first task is to examine the outline of the Agreement and to discuss how it is trying to achieve the main elements of reconciliation as outlined on the blackboard. Then use the worksheet to mark the links between the Agreement and the process of reconciliation.

Once students have completed the task the teacher can take feedback from some of the pairs and discuss with the whole class the links identified between aspects of the Agreement and the elements of reconciliation.

The teacher can end the lesson by asking students to tell their partner one thing they learned about the Belfast/Good Friday Agreement that they did not already know.

[This lesson] gets you in tune with the outside world and the Troubles that were up in the North…we would have been interested before but we can ask questions now and we have more information.
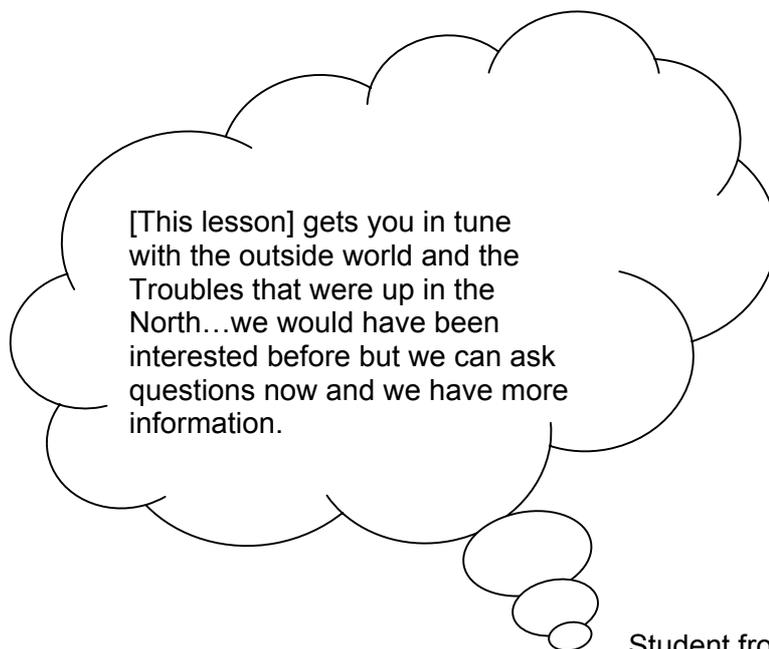
Student from a
school in the South
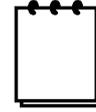
Student Worksheet 9
REACHING AGREEMENT

With your partner examine the summary of some of the key points of the Good Friday/Belfast Agreement and then look at the key elements of the reconciliation process.   Once finished, underline any sentence in the Agreement you think describes one of the key elements of the reconciliation process and draw a connecting line from the statement to the process word.

BELFAST/GOOD FRIDAY AGREEMENT	**RECONCILIATION PROCESS**
The agreement reached had <u>three main strands</u>: 1. <u>Northern Ireland strand</u> The constitutional future of NI was to be decided democratically by the people of NI. The *Northern Ireland Assembly* was set up to be power-sharing with key decisions taken on a cross-community basis. The two traditions of unionism and nationalism were to be represented proportionally rather than the old divisive majority rule. 2. <u>North–South strand</u> A *North-South Council* was set up to bring about co-operation in government policies on cross-border issues. 3. <u>East-West strand</u> A *British-Irish Council* was formed with representatives from NI, Republic of Ireland, UK, Scotland, Wales, Channel Islands and Isle of Man, to discuss issues of common concern. <u>Independent commissions</u> were set up to make recommendations. These included: • Equality Commission • Human Rights Commission • Criminal Justice Commission • Policing Commission • Victims Commission	Building/mending relationships Change in attitudes Acknowledging the past Social justice

BELFAST/GOOD FRIDAY AGREEMENT

After nearly 30 years of 'the Troubles' and 3,000 deaths, talks between the main political parties in Northern Ireland and the Irish and British governments began in 1997. This was the first time all parties had taken part in discussions. The talks were chaired by US Senator George Mitchell.

The agreement reached had <u>three main strands</u>:

1. <u>Northern Ireland strand</u>

The constitutional future of NI was to be decided democratically by the people of NI. The *Northern Ireland Assembly* was set up to be power-sharing with key decisions taken on a cross-community basis. The two traditions of unionism and nationalism were to be represented proportionally rather than the old divisive majority rule.

2. <u>North–South strand</u>

A *North-South Council* was set up to bring about co-operation in government policies on cross-border issues.

3. <u>East-West strand</u>

A *British-Irish Council* was formed with representatives from NI, Republic of Ireland, UK, Scotland, Wales, Channel Islands and Isle of Man, to discuss issues of common concern.

<u>Independent commissions</u> were set up to make recommendations.

These included:
- Equality Commission
- Human Rights Commission
- Criminal Justice Commission
- Policing Commission
- Victims Commission

The Agreement was signed in Belfast on Good Friday 1998 by both governments and by most political parties in the North. The agreement was put to a <u>referendum</u> in both the North and South later in 1998. In Northern Ireland 71% voted in favour of the agreement. In the South 94% voted in favour.

Unit Three   Lesson 7
IS SORRY ENOUGH?

✳✳Objectives

- To enable students to gain an understanding of ways of repairing injustices and reconciliation within societies that experience conflict.

Materials

A3 sheets and markers for four groups of students

Activity 1:

LOSS OF CHILDHOOD, LOSS OF RIGHTS

Warning Flag!

Teachers should note that this class is best presented as a double period. Sensitivity may be required in case any student is adopted or not living with his/her nuclear family.

Teacher can use **Resource Sheet 9: The Stolen Generation** (p. 92) to recap with their students about the experience of the children and their families or alternatively there are a number of useful websites pertaining to the Stolen Generation and the reconciliation process in Australia, two of which are listed below:
http://www.hreoc.gov.au/bth/index.htm
**http://www.reconciliation.org.au/**

The teacher could open the lesson by asking if any student has seen the movie *Rabbit Proof Fence* and, if so, to share the story with the rest of the class.

Following this, the teacher can use **Resource Sheet 9: The Stolen Generation** (p. 90) to provide some further information to students about the fate of many Aboriginal children.

Once the teacher has finished his/her short presentation the students are asked to consider the information they have been given about the experiences of children who were removed from their families. They are asked to reflect upon and name the various violations of human rights that these children and their families suffered (the teacher can refer back to Lesson 5: Human Rights and Reconciliation). These should be noted on the blackboard.

Activity 2: RECONCILING

The teacher divides the class into groups of four. Each group is given a large piece of paper and asked to draw the following diagram.
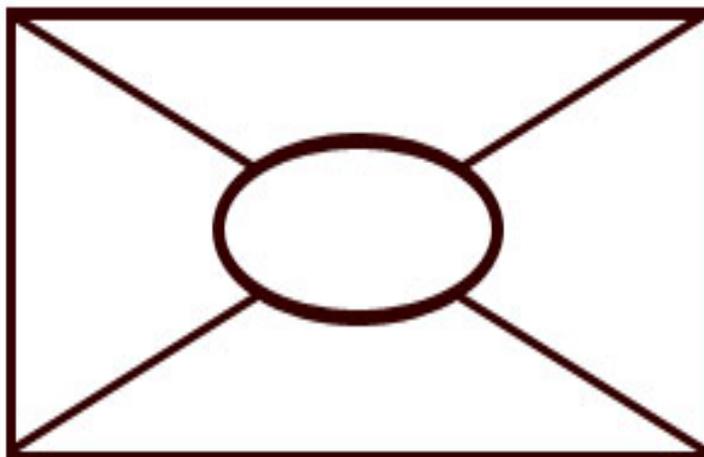
Once this is complete the teacher gives the students the following task:

TASK BOX

You are asked to think about ways of 'fixing' (reconciling) a society where children have been forcibly removed from their families and communities and have experienced some or all of the human rights violations that have been noted on the blackboard.

Each person in the group can note their thoughts/suggested solution in one of the outer spaces of the diagram. Groups then conduct a discussion so that each participant can share their views. The circle in the middle of the paper is for recording (by a nominated person) the common points made by group members. After completing their discussion, each group will present their common points back to the class.

✋ Activity 3: DEBRIEFING AND DISCUSSION

Having heard the ideas from each group the teacher presents the class with some of the solutions outlined by The National Inquiry into the Stolen Generation (*Bringing them Home* report, 1997) (**Resource Sheet 9**) that labelled the forcible removal of Aboriginal children as contrary to the United Nations Convention against Genocide (1949).

Unit Three   Lesson 8
PEACE-BUILDING

✳✳Objectives

- To give students the opportunity to reflect on their learning.
- To give students an appreciation of the characteristics of a society which seeks to build peace.

Materials

Reflective music (optional)
A copy of **Worksheet 9: On Track** (p. 99) for four-five groups of students
A3 sheets and markers for four-five groups of students

Activity I: REFLECTION AND VISUALISATION

The teacher can begin the class by asking the students to reflect back on the key ideas presented during this Unit. The teacher can prompt the reflection by using key words - world, conflict, war, direct violence, peace, agreements, reconciliation etc.   The teacher can note some of these words on the blackboard.

The teacher can then lead the students through a period of quiet reflection by asking the students to close their eyes and s/he can gently recall some of the key words identified by the students as ones they remember. The teacher can also include others.   After a few moments the teacher can bring the reflection towards a visualisation and pose the question: 'What do you think characterises a society that is committed to peace?' The teacher allows time for the students to consider this question in quiet.

Activity 2: LAYING THE TRACKS

After a short period of time the teacher divides the class into small groups of four or five students. Each group is given an A3 sheet and a set of coloured markers. The teacher gives the following task:


TASK BOX

In order to build sustainable peace we must begin to work to end the causes of both direct and indirect conflict. Your task is to lay the foundations to get 'On Track' to peace and to present what you believe are the key characteristics of a society which is on the right track.

Once each group has redrawn their Track to Peace, they present their ideas to the whole class. To end the class, the teacher can present a number of questions for discussion, for example:


DISCUSSION QUESTIONS

- Was there overlap in some of the ideas presented?
- Are your ideas workable?
- What stands in the way of peace?
- What are some of the actions that you know are taking place in the world that support peace-building?

The classes on conflict and reconciliation are interesting because people get into different groups and do activities and are let to go and figure out things by themselves. You get clues from the teacher but you have to find out things yourself. It helps you to learn this way.
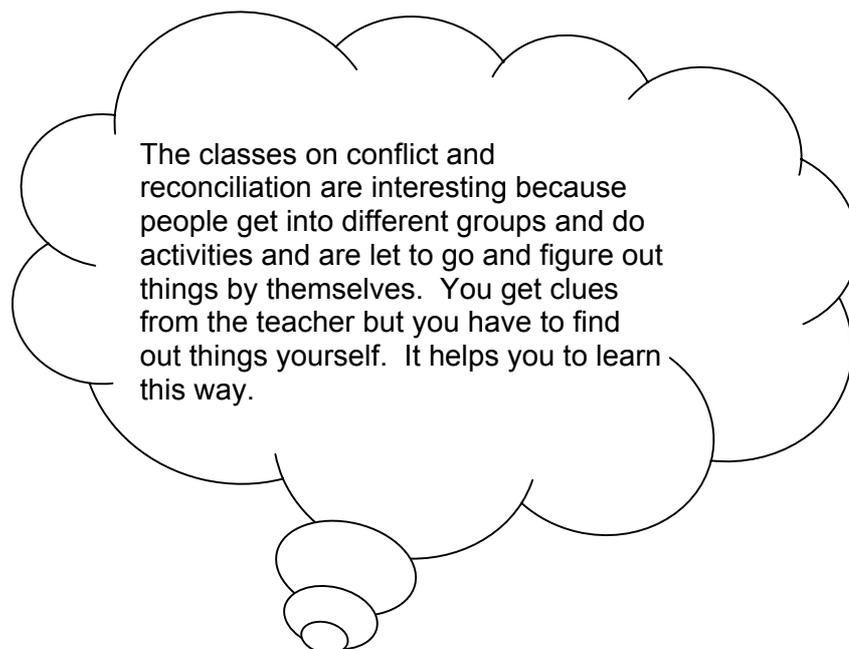
Student from a
school in the South
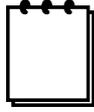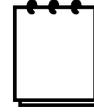
Student Worksheet 9
ON TRACK

Below is a master-copy of the track to peace. You task is to redraw the tracks and to discuss with your group the characteristics of a society on its way to peace. Try to come up with **SIX** ideas and write one in each section of the tracks.

TOWARDS A PEACEFUL SOCIETY
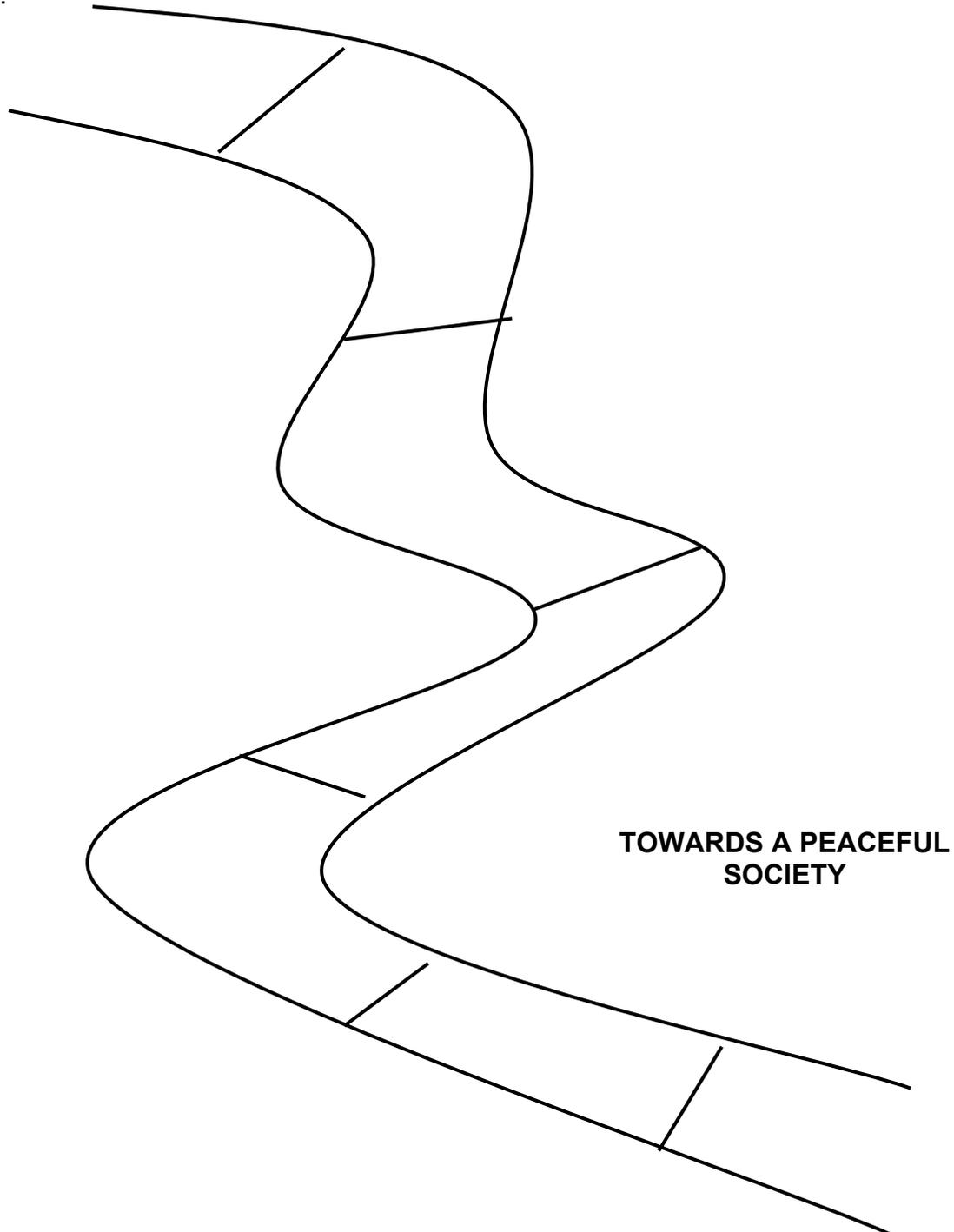
APPENDIX I

TAKING ACTION

The following action sample is given in the form a question which the student can investigate through developing contact with a school in the 'other' jurisdiction

Question:

'Is the education system in the 'other' jurisdiction different to our own?'

CSPE GUIDELINES

CONTACT ANOTHER SCHOOL	If you already have links with a school in Northern Ireland it is important that before you begin this action that you have a named teacher, teaching students of a similar age and within a similar curriculum, to link with. You need to check if this teacher is happy to work with you on supporting students to gain access to information from each other that will help them answer the question posed.
CURRICULUM PREPARATION AND LINK TO CONCEPTS	The teacher needs to ensure that the students are prepared for their action, by having engaged in some preliminary classroom work on issues relating to the idea of 'other'. The teacher also needs to support the students in linking this action to the conceptual framework of CSPE, for example, this action is linked to Interdependence and Human Dignity. In order to draw out the best from the action activity the teacher needs to develop a clear set of objectives for the action component, for example: • To make the concept of reconciliation more real for students • To give students the opportunity to engage directly and in a positive way with young people from another jurisdiction
ALL PLAY A PART	Ensure that **all** students become active in the action thus giving a sense of ownership. Remember that this might be the first time the students are involved in engaging with others from another jurisdiction, so it is a learning time for them.
INDIVIDUAL STUDENT PROFILES	Each student is asked to prepare an individual profile of themselves, their age, interests, something about where they live and a photograph.

SMALL GROUP EDUCATION PROFILE	In small groups the teacher can organise that students would help students in Northern Ireland to understand about how school life works in the Republic. The class is divided into groups of four or five students and each student takes a different part of school life and where possible the education system to explain. This can be done through using ICT and making posters. Groups might be under particular headings: *The life cycle from primary to leaving school*: This group can explain what age children start school, what a school day looks like for a primary school child, the age students come into secondary school, the different types of secondary schools there are, the different types of exams etc. *The subjects we can choose:* This group might list the different subjects offered in their school and maybe also in another school in the area, they could present these with samples of what is studied in the different courses etc. *School life*: students could present a picture of school life, the extra curricular activities that a school has, the average day of a student and a teacher etc.
EXCHANGE	The student's profiles and small group work are then sent to the other schools, perhaps with a list of questions the students have about school life and the education system in Northern Ireland.
RECEIVING AND THINKING ABOUT OUR LEARNING	Once the students receive back similar profiles and information from the group in Northern Ireland the teacher can work with the students to examine what they have learned, particularly about the similarities and the differences which might exist on an individual level and on a school level.
WRITE IT UP	Give the students the opportunity to write about the experience, what they learned about school life in Northern Ireland. It is also good that students get the opportunity to write what they learned from 'doing' the activity.

LOCAL AND GLOBAL CITIZENSHIP GUIDELINES

CONTACT ANOTHER SCHOOL	If you already have links with a school in Republic of Ireland it is important that before you begin this action that you have a named teacher, teaching students of a similar age and within a similar curriculum, to link with. You need to check if this teacher is happy to work with you on supporting students to gain access to information from each other that will help them answer the question posed.
CURRICULUM PREPARATION AND MAKING CONTACT BETWEEN THE STUDENTS	The teacher needs to ensure that the students are prepared for their action, by having engaged in some preliminary classroom work on issues relating to the idea of 'other'. Each student is asked to prepare an individual profile of themselves, their age, interests, something about where they live, and a photograph, which will be sent to the contact school.
POSING A QUESTION	The teacher needs to support the students in using the contact with a group of students in the Republic or Ireland to answer a research question, in this case: ***Is the education system in Republic of Ireland different to our own?***
UNDERSTANDING THE FACTORS	The students need to consider what factors might be included in their research, for example, What age do students in the Republic start school? What exams to they do at each stage? What subjects do they have access to? How are schools managed? What is a typical day like? What extra-curricular are offered in schools? etc.
PLANNING THE RESEARCH	The teacher needs to support students in preparing for the research activity. Thus might include enabling students form groups to decide on different research activities, for example, a group to research on the internet about the Northern Ireland education system, another to develop a

| | questionnaire to be sent to the contact class in the Republic of Ireland. Small groups might form around the following themes:

The life cycle from primary to leaving school: This group can explain what age children start school, what a school day looks like for a primary school child, the age students come into secondary school, the different types of secondary schools there are, the different types of exams.

The subjects we can choose: This group might list the different subjects offered in their school and maybe also in another school in the area, they could present these with samples of what is studied in the different courses.

School life: students could present a picture of school life, the extra curricular activities that a school has, the average day of a student and a teacher. |
|---|---|
| **EXCHANGE** | The student's profiles and small group work are then sent to the other schools, perhaps with a list of questions the students have about school life and the education system in Republic of Ireland. |
| **RECEIVING AND REVIEWING** | Once the students receive back similar profiles and information from the group in Republic of Ireland the teacher can work with the students to examine what they have learned, particularly about the similarities and the differences which might exist on an individual level and on a school level. |
| **COLLATE AND COMPILE THE RESULTS** | The students then work to collate and compile the results of the research, including their internet research, profiles from other students, examples of school life, and the answers to the questions they posed. |

| **PRESENTATION** | The results are then presented in a form that answers or addresses the question posed: Is the education system in Republic of Ireland different to our own?

Sample headings might include:

- The question: why we asked it

- What we wanted to find out?

- What we learned about our own education system

- What we learned about the education system in the Republic of Ireland

- What are some of the similarities between the two jurisdictions?

- What are some of the differences?

- What conclusions did we reach? |

EDUCATION FOR RECONCILIATION PROJECT