Promoting Reconciliation in the Northern Ireland Curriculum

A Resource for Primary Schools • Year 6 & 7
With grateful thanks to the following for their valuable contribution in providing this resource for teachers.

Written and Edited by:
Oonagh McNelis, Curriculum Advisory and Support Service (CASS)
Frances Boyd, CASS, Western Education and Library Board
June Neill, CASS, Western Education and Library Board

Designed by:
Maria O’Rourke, www.designfarm.ie

Permission has been kindly granted to use and adapt the following resources:
- COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT (CCEA) for the use of stories and images from Living. Learning. Together (LLT), Local and Global Citizenship at Key Stage 3, Active Learning and Teaching Methods for Key Stages 1 & 2 and Active Learning and Teaching Methods for Key Stage 3
- Penguin Books Ltd. for permission to use extracts from THE TWELFTH DAY OF JULY by Joan Lingard (Puffin, 1973) Copyright © Joan Lingard, 1973
- Yvonne Naylor for permission to include four stories from the ‘Feelings Book’ part of Transforming Sectarianism – a project of The Irish School of Ecumenics
- Those who kindly granted permission for use of a visual images and photographs.

The authors and publishers gratefully acknowledge the permission granted to reproduce the copyright material in this resource and apologise for any errors or omissions which may have inadvertently occurred.

Project Primary Schools
- Ardsstraw, Newtownstewart (amalgamated September 2012)
- Ardsstraw Jubilee (opened September 2012)
- Artigarvan, Strabane
- Ballykelly
- Bridgehill, Castlederg (closed August 2013)
- Culmore, Londonderry
- Cumber Claudy
- Craigbrack, Eglinton, Londonderry
- Donemana
- Drumachose, Limavady
- Drumahoe, Londonderry
- Gillygooley, Omagh
- Gortnagarn, Omagh
- Mullaghboy, Londonderry

Newbuildings, Londonderry
St Anne’s, Strabane
St Brigid’s, Mountfield, Omagh
St. Colmcille’s, Claudy
St Eithne’s, Londonderry
St Finlough’s, Ballykelly
St John’s, Dernaflaw, Dungiven
St John’s, Londonderry
St Mary’s, Altinure, Claudy
St Mary’s Cloughcor, Strabane
St Mary’s, Killiclogher, Omagh
St Patrick’s, Dunamanagh
St Peter’s & St Paul’s, Dungiven
Termoncanice, Limavady
Promoting Reconciliation in the Northern Ireland Curriculum

These curriculum materials are the result of a reconciliation project “Promoting Reconciliation through a Shared Curriculum Experience” developed by the Curriculum Advisory and Support Service of the Western Education and Library Board and funded by the International Fund for Ireland. The project began in April 2011 and concluded in December 2013.

The project has worked with 42 schools and has involved over 2000 pupils in the programme. The programme has involved pupils in Year 6 and 7 in primary and Year 8 and 9 in post-primary schools. This curriculum resource has been developed by the project team and implemented in project schools both as part of the curriculum and jointly on a cross community basis.

The aims and objectives of the project:
1. To contribute to the process of reconciliation within and between schools, Learning Communities and the wider community;
2. To enhance the pupils’ experiences in the areas of Personal Development and Mutual Understanding and Local and Global Citizenship;
3. To explore how and what the added value of a cross community contact experience aligned to the Personal Development and Mutual Understanding and Local and Global Citizenship curriculum makes to the process of reconciliation;
4. To enhance the skills and confidence of teachers in addressing reconciliation issues;
5. To contribute to the implementation of the Department of Education’s Community Relations, Equality and Diversity (CRED) policy and other relevant education policies and priorities.

Using the Curriculum Materials
This curriculum resource provides a series of carefully planned and sequenced lessons which can be undertaken over a 12 week period or shorter by covering more than one lesson per week. There is also the potential to extend lessons.

The resource has been designed to support the requirements of the Northern Ireland Curriculum and makes strong links between the Personal Development and Mutual Understanding curriculum in primary, Local and Global Citizenship in post-primary and the requirements for the cross curricular skills. All the lesson resources are available on a CD at the back of this resource.

Planning
In advance of teaching the unit of work teachers should familiarise themselves fully with all the lessons and the associated classroom resources.

It is important to ensure that the classroom context supports the activities and it may be more appropriate to use a hall, drama studio or similar more informal space.

The effectiveness of the learning experiences when addressing controversial issues requires group work which is well planned.
The following are key points to consider:
1. It is important when undertaking this type of work that the teacher has an established relationship with the students
2. A range of icebreaker type activities can be used to get students into groups
3. The optimum size of group is four to six students
4. Over the course of the curriculum students should have opportunities to work with different students
5. Adults in the classroom need to observe groups to ensure effective learning is happening and intervene appropriately when group work is not providing opportunities for learning to take place.
   For example, a dominant student in a group may limit the full engagement and participation of other group members and this needs to be addressed
6. A class charter supports work in this area and the process is outlined in the resource.

Debriefing
It is important to allocate sufficient time for debriefing or student reflection at the end of lessons.
A range of strategies can be used to do this including circle time, carousel discussion or by using a learning journal. Exemplar journals are available with the lesson resources.

Using the Resource in a Cross Community Programme
This resource may be used to support a cross community programme. The experience and learning from the project would indicate that in addition to the issues above there are a number of key points which need to be considered when planning a cross community programme.

Key points:
1. It is important for teachers, who have not previously worked together, to have time to get to know each other, have an agreed understanding of the curriculum, their expectations for learning, student behaviours and an agreed way of working across the two schools
2. Regular and effective communication between teachers is essential
3. Careful attention needs to be given as to which lessons will be delivered in individual schools and which lessons will be delivered jointly. It may be appropriate to consider undertaking some lessons in individual classrooms prior to doing the same lessons jointly
4. When managing larger student numbers in cross community programmes careful planning is required to ensure effective learning is taking place and groups function appropriately. This needs to be facilitated by the adults in the classroom. In many cases it may be more appropriate to divide the students and adults into smaller mixed groups (from both schools) in different rooms.
## CONTENTS

### YEAR 6

<table>
<thead>
<tr>
<th>Page</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Introduction &amp; Overview</td>
</tr>
<tr>
<td>8-9</td>
<td><strong>Lesson 1:</strong> Getting to Know You Matters</td>
</tr>
<tr>
<td>10-11</td>
<td><strong>Lesson 2:</strong> Matters to Me. It Matters to You</td>
</tr>
<tr>
<td>12-13</td>
<td><strong>Lesson 3:</strong> It Mattered to Others</td>
</tr>
<tr>
<td>14-15</td>
<td><strong>Lesson 4:</strong> Opinions Matter</td>
</tr>
<tr>
<td>16-17</td>
<td><strong>Lesson 5:</strong> Conflict Matters (1)</td>
</tr>
<tr>
<td>18-19</td>
<td><strong>Lesson 6:</strong> Conflict Matters (2)</td>
</tr>
<tr>
<td>20-21</td>
<td><strong>Lesson 7:</strong> My Country Matters</td>
</tr>
<tr>
<td>22-23</td>
<td><strong>Lesson 8:</strong> Celebrations Matter</td>
</tr>
<tr>
<td>24-25</td>
<td><strong>Lesson 9:</strong> My Name Matters</td>
</tr>
<tr>
<td>26-27</td>
<td><strong>Lesson 10:</strong> Decisions Matter</td>
</tr>
<tr>
<td>28-29</td>
<td><strong>Lesson 11:</strong> Thoughts and Feelings Matter</td>
</tr>
<tr>
<td>30-31</td>
<td><strong>Lesson 12:</strong> Open-ended project</td>
</tr>
</tbody>
</table>

### YEAR 7

<table>
<thead>
<tr>
<th>Page</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Introduction &amp; Overview</td>
</tr>
<tr>
<td>34-35</td>
<td><strong>Lesson 1:</strong> Getting to Know You Matters</td>
</tr>
<tr>
<td>36-37</td>
<td><strong>Lesson 2:</strong> Matters to Me.</td>
</tr>
<tr>
<td>38-39</td>
<td><strong>Lesson 3:</strong> My Name Matters</td>
</tr>
<tr>
<td>40-41</td>
<td><strong>Lesson 4:</strong> The (Hi)story of the Country I Live in Matters</td>
</tr>
<tr>
<td>42-43</td>
<td><strong>Lesson 5:</strong> Culture Matters</td>
</tr>
<tr>
<td>44-45</td>
<td><strong>Lesson 6:</strong> Others’ Points of View Matters</td>
</tr>
<tr>
<td>46-47</td>
<td><strong>Lesson 7:</strong> What I Think and Do Matters (1)</td>
</tr>
<tr>
<td>48-49</td>
<td><strong>Lesson 8:</strong> What I Think and Do Matters (2)</td>
</tr>
<tr>
<td>50-51</td>
<td><strong>Lesson 9&amp;10:</strong> Making Choices Matters</td>
</tr>
<tr>
<td>52-53</td>
<td><strong>Lesson 11:</strong> Celebrating Culture Matters</td>
</tr>
<tr>
<td>54-55</td>
<td><strong>Lesson 12:</strong> Celebrating my Culture Matters</td>
</tr>
</tbody>
</table>
Introduction to the Year 6 programme

The Year 6 Unit of Work ‘It Matters’ is the first of two that explore the theme of things that matter to people.

Story and active learning methodologies are utilised to support pupils in discussing controversial issues in a safe manner. The programme uses stories adapted from ‘The Feelings’ series from ‘Stepping Out’.

Lessons are designed to be in three parts, introductory activity, main activity and plenary, and up to one hour duration. This however is dependent upon the prior learning experiences of the pupils with regard to the active learning strategies used and classroom management. Many of the introductory activities are ice breakers so it is quite acceptable to use others that the teacher or class is more familiar with.

It is essential with these lessons that a plenary takes place. A Learning Journal for pupils to record what they have learned, preferably at the end of each session and a sample letter for parents are provided on the CD included with this resource.

Overview of Year Six Programme

Lesson 1 – Getting to Know You Matters
- Introduction to the programme
- Developing a Class Charter.

Lesson 2 – It Matters to Me. It Matters to You
- Exploring similarities and difference.

Lesson 3 – It Mattered to Others
- Developing awareness of the other cultural identity in the Northern Ireland context.

Lesson 4 – Opinions Matter
- Exploring ways to give and justify opinions safely.

Lesson 5 – Conflict Matters (1)
- Exploration of Conflict in everyday situations.

Lesson 6 – Conflict Matters (2)
- Exploration of Conflict in everyday situations
- Begin to understand ‘Reconciliation’.

Lesson 7 – My Country Matters
- Facts and opinions about Northern Ireland.

Lesson 8 – Celebrations Matter
- Celebrations are universal.

Lesson 9 – My Name Matters
- Names have meanings.

Lesson 10 – Decisions Matter
- Decisions have negative or positive consequences.

Lesson 11 – Thoughts and Feelings Matter
- Developing an understanding of the views, opinions and feelings of others.

Lesson 12 – Reflection Matters
- Open-ended project to summarise the learning from the Unit of Work.
Lesson 1: GETTING TO KNOW YOU MATTERS

Suggested Learning Intentions

Pupils will:
- Develop skills in identifying and asking appropriate questions to seek information, views and feelings
- Identify the behaviours that will enable groups to work effectively.

Introduction to Programme

Explain to the children that the topic we’re going to be exploring over the next twelve weeks will help them to understand a little more about living in Northern Ireland. The country has had many problems throughout its history but by learning about and understanding these, they will hopefully be able to help make it a better place in the future. Explain that they will have many opportunities to express their own opinions during the twelve weeks but that they must also listen carefully to what others have to say about some very important issues.

The P7 programme is called ‘What Matters?’

Resources
- 1.1 People Bingo
- 1.2 Class Charter
- Large blank sheets of paper
- Pens
Lesson 1: Getting to Know You Matters

Introduction

Getting to know you – People Bingo
- Give each pupil a 'People Bingo' sheet (Resource 1.1)
- Ask pupils to move around the classroom and get the signature of a person for whom each statement is true
- Tell pupils that they should only have one person’s signature once, so they might have to find 15 different people if they are to complete their sheet.

Debrief
- Select a few statements on the sheet to develop a class discussion of some of the issues. Start with a non-contentious statement such as ‘who likes Chinese food?’ and move towards more difficult statements
- Encourage pupils to think about differences and similarities and how it is important to ask questions if we want to learn about others.

Activity

Class Charter
- Place children into small groups
- Explain that as we’re going to be doing much of this work in groups it’s very important that we establish some ground rules so that everybody feels comfortable
- Think of some of the rules that exist at home, in the dining room, at school or on the road.

Carousel Activity
- Ask each group to decide on 4-5 ground rules for working together
- Record the rules on a sheet of paper
- Each group should then pass its rules clockwise to the next group
- Give pupils a few minutes to discuss the previous group’s rules. They should tick the rules they agree with, and put an ‘x’ against the ones they disagree with and amend the rules as they see fit
- Continue this process until each group receives its original set of rules with comments from the rest of the class.
  Take feedback
  - Which rules did everyone agree on?
  - Which rules did the class not agree on?
  Why? Why not?
- Use the feedback to draw up an agreed set of class ground rules. Record and display these as a Class Charter (Resource 1.2) for the duration of the twelve lessons
  (If the pupils are having difficulty with this, there are some examples of Ground Rules below)

1. Only one person should speak at a time
2. When that person is speaking, everyone else should be listening
3. It is OK to disagree but not to be disagreeable
4. ……

- Invite all the pupils and adults to sign the contract to express ownership of it
- Display the finalised rules where everyone can see and revisit them at the start of lessons as appropriate.

Homework/ preparation for next lesson
- Explain to the pupils that the next lesson will focus on things that are really important to them, in other words, things that really matter to them
- Provide some clues e.g. family members, friends, pets, hobbies, clubs etc
- Ask them to think about these at home and if possible to bring in some photographs/pictures which will help them to discuss these in the next lesson.
Lesson 2:
IT MATTERS TO ME. IT MATTERS TO YOU

Suggested Learning Intentions

Pupils will:
- Understand and acknowledge personal similarities and differences
- Understand that difference is natural, important and to be valued.

Resources
- 2.1 I’m Special
- 2.2 PMI Chart
- Sticky dots
- A3 sheets of paper
- Coloured pencils or markers
Lesson 2: It Matters to Me. It Matters to You

Introduction
Create groups using the following activity

- Stick a coloured sticky dot on each pupil’s forehead
- In silence ask them to find other people with the same colour of dot as themselves
- Afterwards ask the pupils about how they worked out what colour dot they had and how they found the other members of their group.

Activity 1

- The teacher reads ‘I’m Special’ (Resource 2.1) to the pupils
- Ask some pupils to share briefly how this makes them feel
- Now provide each pupil with an A3 sheet of paper and a variety of coloured pencils or markers
- Explain that on the sheet they are to show all the things that really matter to them. They can do this as pictures, pieces of writing or Mind Maps (AL&TM, p. 48) with themselves in the centre and the main ideas on the branches which extend out
- When complete, share/discuss their work with a partner first and then with the others in their groups
- Within the group, on one sheet of poster/flipchart paper, ask them to capture all the similarities and on another sheet capture as many differences as they can
- Agree within the group on the top five similarities. Now agree and write down five ways in which we are different
- Feed these back to the whole class.

Plenary
- Revisit the learning intentions
- Use the PMI chart (Resource 2.2) to identify some Pluses, Minuses and Interesting points around having differences
- Have a class discussion on the outcomes of the PMI (AL&TM, p. 57) activity.

Preparing for next lesson
- For the next lesson ask the pupils to think about one activity e.g. a sport, music, dancing, hobby etc that really matters to them and if possible to bring in something relating to that hobby or interest to share with the class
- Encourage pupils to think about anything that particularly relates to their cultural identity e.g. Irish or Scottish dancing, Gaelic football, soccer or rugby, musical instruments played in groups or bands, or something they’ve cooked or baked and think also about any organisations they belong to e.g. Boys’ Brigade, Brownies etc.
Lesson 3:
IT MATTERED TO OTHERS

**Suggested Learning Intentions**

**Pupils will:**
- Begin to develop an understanding and pride in their own cultural identity.
- Become aware that others may have a different cultural identity.

**Resources**
- 3.1 Declan's Story
- 3.2 Andy's Story
Lesson 3: It Mattered to Others

Introduction
In a circle ask the pupils to change places with someone who:
- Eats cereal for breakfast
- Has five people in their family
- Loves cats
- Enjoys Roald Dahl stories
- Goes fishing
- Watches ‘The X Factor’
- Likes Wallace and Gromit.

Activity 1
- Explain that we’re going to be thinking about hobbies/interests/organisations that matter to us
- Using circle time ask each pupil to complete the sentence ‘I really enjoy…..’ and show the item that they have brought
- Explain that some of our hobbies/interests may have a close link with our ‘culture’. In other words they are part of what ‘matters to’ and are part of the lives of our families and our communities
- Ask the pupils to think of any interests that might relate to the culture of one community in Northern Ireland, but not to others. Suggestions may relate to particular sports, musical preferences, membership of organisations. Questions to probe thinking could include:
  - What music do you enjoy listening to?
  - Can you play any instruments?
  - What dances can you do?
  - What ceremonies and holidays are important to you?
  - Which sports do you enjoy/play?
  - Is your religion or belief important to you? Why? Why not?
  - What is most important to you?
  - Are you a member of any clubs, groups or organisations?

Activity 2
- Explain that they are going to hear a story about a boy who had a hobby that really mattered to him
- Read either Declan’s Story (Resource 3.1) or Andy’s Story (Resource 3.2).

Ask the pupils to:
- Retell the story to a partner to make sure they’ve understood it
- On their own think of one question that they would like to ask about the story
- Share this question with a partner and agree with the partner which one of the two questions they would like to ask
- Now share with everybody in the circle the question that they would like to ask or explore
- Having listened to all the questions the pupils should all agree on the one question that they would like to explore
- They should then explore the question together.

Possible examples:
- I wonder why Sinead/Sharon dislikes St Patrick’s Day/The Twelfth so much
- I wonder why Declan/Andy enjoys being in the bands
- I wonder why Declan/Andy felt sad at the end of the story
- I wonder why Declan/Andy felt afraid to talk about the bands
- I wonder how Sharon/Sinead might have expressed her opinions in another way.

Plenary
In the closing circle complete the following sentence ‘In the circle today I’ve learnt ...’
Lesson 4: OPINIONS MATTER

Suggested Learning Intentions

Pupils will:
- Become aware and understand that people have different opinions on a range of issues
- Understand that there is a range of ways in which they can express their own opinions.

Preparation for Lesson:
If possible these activities should be done in the Dining Hall or PE Hall. Alternatively, clear an area the length or breadth of the room which is wide enough for at least 8-10 children to stand side by side.

Resources
- 4.1 Spectrum Labels
Lesson 4: Opinions Matter

Introduction
- Ask the pupils to stand in a circle with their arms outstretched to each side. They should have their left hand palm facing up and the right index finger pointing down and touching their neighbour’s outstretched palm.
- When the teacher says ‘go’ the pupils should try to grab the finger in their left hand and prevent their own right finger from being grabbed.
- It is good to add suspense by saying ‘1..., 2..., 3..., GO!’
- Repeat several times in the style of the ‘Simple Simon Says’ game, using trigger words, for example, words rhyming with cheese, please, tease, freeze, knees, peas.

Activity
- Remind the pupils of the story and the discussion they had last time. Can they remember some of the issues that people have different opinions about?
- Across a line (spectrum line) in the classroom the three positions of ‘Yes, No, Not Sure’ (Resource 4.1).
- Pose the question ‘Is Sunday the best day of the week?’
- Allow the children 30 seconds to decide on and move to the response on the spectrum line that they agree with.
- Ask pupils to sit down in their groups, find a partner and explain to their partner why they chose the opinion they did.
- Give the pupils other questions to respond to:
  - Is football the best game?
  - Are women better drivers than men?
  - Children from different cultures should attend separate schools
  - Children should only be friends with boys and girls from the same cultural background as themselves.

Talk with them about the different ways in which they might express an opinion on this question:
- through a hands-up vote
- a stand up vote
- writing their name on a list
- putting a cross on a voting sheet
- explaining their view in spoken words
- writing their view in a sentence.

Activity 2
- Ask pupils to find a partner from a different group, not only to explain their own opinion but to hear a different point of view.

Debrief
- How did it feel to hear an opinion that was the same as yours?
- How did it feel to hear an opinion that was different from yours?

Plenary
- Revisit the Learning Intentions.
- Discuss how it felt to express an opinion to someone who held a similar opinion to them.
- Ask whether it is important to share your thoughts/opinions with people of a similar opinion.
- Is it also important to share your opinions with people who think differently?

Talk with them about the different ways in which they might express an opinion on this question:
Lesson 5: CONFLICT MATTERS (1)

Suggested Learning Intentions

Pupils will:
- Learn that conflict is a normal part of relationships
- Understand that it is how we deal with conflict that matters
- Begin to understand the meaning of the word ‘Reconciliation’.

*This lesson will stretch over two sessions.*

Resources
- 5.1 Conflict Card
- 5.2 Conflict Thinking Frame
Lesson 5: Conflict Matters (1)

Activity 1

Pupils will use the ‘Snowballing’ (AT&LM, p. 63) active learning strategy to carry out the following activities:

- Ask pupils to form groups of four
- Give each pair of pupils within each group a Conflict Card (Resource 5.1) and a Conflict Thinking Frame (Resource 5.2)
- Tell pupils they will have four minutes on each section of the ‘Conflict Thinking Frame’
- Ask pupils to discuss with their partner some of the reasons why the two people on their card might ‘fall out’. Agree on one reason and write it down (4 min)
- Ask pupils to discuss how they both feel when they’ve fallen out. Agree on this and write it down (4 min)
- Ask pupils to discuss how they both behave when they’ve fallen out. Agree on this and write it down (4 min)
- Ask pupils to think about what might need to happen to allow them to become friends again? (4 min)

Activity 2

- Now pair up with your larger group and share the story of that dispute with the other pair, for example,
  - We think the two P6 boys fell out because they ...
  - We think they both felt ... after they had fallen out
  - We think that after they had fallen out they ..., for example, didn’t speak to each other
  - We think that they only became friends again after they ...
- Having listened to the two scenarios, ask the pupils to agree on why people fall out, how they feel and behave after they have fallen out and what they might need to do to become friends again.

Activity 3

- Take feedback from each group by recording on the IWB/flipchart the suggestions under the headings:
  - Why people fall out
  - How people feel
  - How people behave
  - What we do to become friends again.
  (Save this record as it will be used at beginning of next lesson.)
- Revisit the Learning Intentions and discuss with reference to the number of scenarios demonstrating conflict the class has been exploring
- Tell the pupils that the next session will continue with this theme.
Lesson 6: CONFLICT MATTERS (2)

Suggested Learning Intentions

Pupils will:
- Learn that conflict is a normal part of relationships
- Understand that it is how we deal with conflict that matters
- Begin to understand the meaning of the word ‘Reconciliation’.

Resources
- 6.1 Most Difficult
- Least Difficult
- Cards
Lesson 6: Conflict Matters (2)

Introduction
Pupils should be in the same pairings and small groups as for Lesson 5. Recap by displaying the recorded outcomes of Lesson 5 (IWB/flipchart) and allowing pupils a few minutes to recall the scenario they worked on in that lesson.

- Ask each group to select one of their scenarios to share with the class as a role play (The scenarios must last no longer than two minutes and the two characters should show in their faces and through their body language how they feel and behave throughout. The scenario must follow through to becoming friends again.)
- Pairs of pupils perform their chosen scenario
- Explain that the process of making up with someone is called ‘reconciliation’
- Ask the pupils to share with their partners a time when they became friends again after falling out
- Explain that some things are more difficult to get over than others.

Activity

- Tell the pupils that sometimes things happen unexpectedly that cause conflict and they are going to explore this in the next activity
- Give each group of four a set of cards (Resource 6.1)
- Ask the pupils to rank the Most Difficult Least Difficult Cards (Resource 6.1) from the most difficult to the least difficult or as a Diamond Nine (AL&TM, p. 22)

Plenary

- Revisit Learning Intentions
- Share with a partner THREE new things you learned in these two lessons
- Ask pupils to record their learning in their Learning Journal.
Lesson 7: MY COUNTRY MATTERS

Suggested Learning Intentions
Pupils will:
- Know how to differentiate between facts and opinions.

Preparation for the lesson:
The teacher should prepare the different coloured sheets before the lesson with the following headings for the carousel (AT&LM, p. 12) activity.

- White – FIVE FACTS
- Yellow – FIVE THINGS THEY LIKE
- Red – FIVE THINGS THAT MAKE THEM CROSS
- Black – FIVE THINGS THAT THEY DON’T LIKE
- Green – ONE SUGGESTION.

To make it even more meaningful for the pupils, real hats of the five different colours could be provided for the activity or they could make paper hats.

Resources
- 7.1 De Bono Powerpoint
- 7.2 De Bono Hats
- Coloured sheets of paper with headings
- Flipchart sheet with headings
- Markers
Lesson 7: My Country Matters

Introduction

- Use the PowerPoint (Resource 7.1) to briefly outline the use of De Bono’s Hats as a way of thinking.

Activity 1

- Create FIVE groups using an appropriate strategy.
- Explain to the children that they are going to have an opportunity to express their thoughts and opinions about living in Northern Ireland on FIVE different coloured sheets of paper—each representing the colours of De Bono’s Hats (Resource 7.1).
- Give each group one of the A2 sheets of paper as well as a variety of markers (make sure that there are silver/gold markers available for writing on the black sheet).
- Using the carousel strategy the class will explore different aspects of Northern Ireland.
- Explain that in their groups they will start with one of the coloured sheets and that during the activity they will work on each coloured sheet as they rotate.
- Ask them to record their five facts.
- Explain to the children that they will have to negotiate in their groups about the five things they choose each time.

Activity 2

- When the sheets return to the original groups, they should look at all the responses under their heading.
- Ask them to discuss and agree on the top ones that they are going to report back to the whole class.
- The group with the white sheet should select the main FIVE FACTS about Northern Ireland and the other four colours should select the TOP TWO OPINIONS from their sheets.
- The teacher should capture these on two flipchart pages one for the FACTS and the other for the OPINIONS.

Plenary

- Ask the pupils ‘why is it important to learn the difference between facts and opinions?’
Lesson 8: CELEBRATIONS MATTER

Suggested Learning Intentions

Pupils will:
- Have an understanding that there are a range of reasons for celebrations
- Understand that different celebrations are important to different people
- Develop an appreciation of some personal, family, local and global celebrations.

Resources
- 8.1 Celebration cards
- 8.2 Double Bubble Template
Lesson 8: Celebrations Matter

Introduction

• In groups of four, ask the pupils to identify as many celebrations as they can and record them on A3 sheets
• Explore with the pupils:
  ❍ What we celebrate
  ❍ When we celebrate
  ❍ Where we celebrate
  ❍ How we celebrate
  ❍ Why we celebrate.

Activity 1

• Distribute a set of ‘Celebration cards’ (Resource 8.1) to each group
• Ask each group to classify these in as many ways as they can
• Ask someone from each group to explain to the other groups how they classified the cards.

Activity 2

• Choose any two of the celebrations and compare and contrast them using the ‘Double Bubble Template’ (Resource 8.2)
• Ask someone from each group to explain to the other groups the connections they have made (you might wish to choose St Patrick’s Day and The Twelfth).

Activity 3

• Using the ‘diamond nine ranking’ (AL&TM, p. 22) activity ask the pupils to rank the celebration cards from the one they consider to be the most important to the one they consider to be the least important
• Ask someone from each group to explain to the other groups why they ranked their cards that way
• Ask the pupils to create a timeline of all the celebrations in their lives so far.

Plenary

• Explore briefly the feelings associated with celebrations
• Ask the pupils to think of some examples where celebrating something might upset someone else.

Homework/ Preparation for the next lesson

• Explain to the pupils that they will be reading a story about someone who was called some very unkind names
• Ask the pupils to find out at home:
  ❍ Who chose my name?
  ❍ Why was this name chosen for me?
  ❍ What does my name mean?
Lesson 9: MY NAME MATTERS

Suggested Learning Intentions

Pupils will:
- Understand where people’s names come from
- Understand that many names are rooted in their cultural identity
- Begin to understand the impact of negative language in relation to names.

Resources
- Speaking Object
Lesson 9: My Name Matters

Activity 1
- Remain in the circle and ask pupils to partner with the person beside them
- Ask the pupils to discuss their name with their partner and to focus on christian/first names. Focus on:
  - Who chose their name/s
  - Why they were given those name/s and if possible what their name/s mean
  - How they feel about their name
  - What name they would like to be called and why?
- Ask the pupils to talk about what they have learnt about other people’s names.

A mug with a name and a meaning can be used as a ‘Speaking Object’ by the person who wishes to speak.

NB. Allow thinking time.

Activity 2
- Discuss with the class the significance of names.

Key Questions:
- Does everyone have a name? Why, or why not?
- If you had a different name what name or names would you choose?
- Why would you choose that name?
- If you had a different name would you be a different person?
- Is your name important to you? Why/why not?
- Would it matter if people called you by any name they chose? Why?
- Why are names so important to people?

Explain that because different people value different things they make different choices. Many people who value their ‘Irishness’ often give their children Irish names or names of saints. Many people who value their ‘Britishness’ often choose the names of monarchs or names from the Bible.

- How many Irish names can the pupils think of?
- How many Saints’ names can they think of?
- How many people do they know who were named after Kings, Queens, Princes or Princesses?
- What about names from the Bible? How many children were named after people from the Bible?

Tell pupils they are going to use ‘role play’ to demonstrate how names can be used to make people feel happy or to make people feel sad or hurt.
- Divide the class into groups of 3 / 4
- Tell the pupils they will have 10 minutes to think of and practise a short scenario
- Half of the groups will compose a short (2 minutes) scenario to demonstrate names being used in a positive/happy way
- Half of the groups will compose a short (2 minutes) scenario to demonstrate names being used in a negative/hurtful way
- Each group performs their scenario for their classmates.

Plenary
In their earlier pair ask the pupils to discuss:
- How important are names to how people feel about themselves?
- What sorts of names do you not like being called (if any)?
- Ask pupils to record in their Learning Journal their thoughts about their name.

Extension Activity or Homework
Children can access the website:
http://www.behindthename.com/

Each child can key in his/her christian/first name and find out its meaning, its history and names that are related to it. Each can then write his/her name in a way that best describes his/her identity.
Lesson 10:
DECISIONS MATTER

Suggested Learning Intentions

Pupils will:
- Understand that there are choices to be made
- Understand that decisions made may have positive or negative consequences.

Preparation for the lesson:
Forum theatre (AL&TM, p. 24) is a technique that allows children to explore the question ‘What happens next?’ and invites pupils to consider the different consequences that might ensue.

Resources
- 10.1 Claire’s Dilemma
- 10.2 Harry’s Dilemma
Lesson 10: Decisions Matter

Introduction
- Show pupils a £10 note
- Ask them to think of as many different ways as they can as to how the money could be spent
- Discuss the different effects that these might have, for example,
  - Buying lots of sweets - toothache
  - Buying someone a present - bringing pleasure
  - Giving money to charity - changing someone’s life
- Place a £10 note on the floor
- Ask a pupil to improvise a situation where they are walking along the street, spot the £10 and pick it up, feeling pleased and surprised
- Repeat the scenario with two more pupils
- Explain that there is a decision to be made. What should the person do with the £10 note?
- Ask the first pupil to return, repeat the improvisation and then show/say what they might do with the money
- Invite the other two pupils to repeat their improvisations but to continue them by showing two further ways in which the money might be used.

Activity 1

For the purpose of this activity choose one of the stories (Resource 10.1 or 10.2)
- Read the story up to the point where Alan/Emer says ‘Probably wants to wreck it! Do you want to help us?’
- In groups ask the pupils to consider what Harry/Claire might do next, which will determine how the story will end
- Each group will then come up with and write down three different possibilities
- Share these ideas with the class
- Agree on the three best suggestions from the whole class.

Activity 2

- Ask each group to improvise one of the scenarios or make up one of their own and show their improvisations to the class
- Discuss the consequences of each alternative outcome that has been improvised.

(The chosen story Claire or Harry’s Dilemma continues as part of Lesson 11, so the plenary is more appropriate at the end of that lesson.)
Lesson 11: THOUGHTS AND FEELINGS MATTER

Suggested Learning Intentions
Pupils will:
- Have an understanding of the views, opinions and feelings of others.

Preparation for the lesson:
Thought Tracking as a technique is excellent for helping children bring to life every character in a role play and to help them explore what each is thinking and feeling.

Resources
- 10.1 Claire’s Dilemma
- 10.2 Harry’s Dilemma
Lesson 11: Thoughts and Feelings Matter

Introduction

- Ask the pupils the question, ‘What am I thinking right now?’
- Take a random sample of pupil responses
- This will probably cover a wide variety of topics
- Suggest to the pupils that they might be able to make a more informed guess if they think of the context
- What is happening right at this moment? i.e. we’re in the classroom
  - Where am I?
  - Who am I with?
  - How might I be thinking/feeling?
- Repeat the question and comment on the accuracy of the new set of responses.

Activity 1

- Read Harry’s Dilemma / Claire’s Dilemma (Resource 10.1 or 10.2) again
- This time choose the moment in the story when:
  - Billy says, ‘Jay, bring us that paint. The stuff we got for the pavements and give us a hand. C’mon Harry, he’s gettin’ away.’
- Or when
  - Brendan says ‘C’mon Eoin, he’s gettin’ away.’
- Divide the pupils into groups of five and ask them to take the different roles from the story
- Ask them to create ‘still images’ of that moment (The body language and facial expressions should be exaggerated as in cartoons)
- Go around each group and ask them, in turn, to present their images
- Take digital photographs of each group
- Ask the pupils to think about the character they were in their still image
- Ask them to think about what might have been going on in the character’s mind at that precise moment in the story
- Take one suggestion from each group
- Ask one group to recreate their still image for the class
- Explain that you will go to each character in the image and tap them on the shoulder
- The pupil should say what they imagine their character is thinking and feeling at that moment in the story
- Repeat the process with each of the groups.

Activity 2

- Repeat the process but this time choosing the moment when Sean/Billy went pale.

Activity 3

- Finish reading the story
- Ask the pupils to write down the thoughts of their character.

It could be in the form of a diary entry, an interview script or an ‘I remember’ piece. This can lead to discussion about peer pressure, following the crowd etc.
Lesson 12: OPEN-ENDED PROJECT

Suggested Learning Intentions

Pupils will:
- Reflect on what they have learned in the last twelve lessons.
**Lesson 12: Open-ended project**

**Activity**

- As this is the last of the twelve lessons, ask the pupils to reflect on what they have learned.
- Remind them of the lessons and ask the pupils to write on post-its:
  - Something that they really enjoyed
  - Something that surprised them
  - Something that shocked them
  - Something they didn’t enjoy at all
  - Something they found difficult.
- Collect these on charts and see if there are any patterns emerging.
- Ask the pupils to consider a way in which they would like to reflect/record their experiences of the twelve week programme.
- They could record their experiences by for example:
  - Writing a reflective piece i.e. a poem or an essay about what they have learned.
  - Composing a song or a piece of music that informs an audience about the experience, or reflects the pupils’ response to the programme.
  - Creating a webpage or a presentation that includes images, sound, graphics and text relating to the major ideas of the programme.
  - Creating a poster that addresses the issues covered.
  - Creating a painting/sculpture that expresses some of the ideas explored during the programme.
  - Performing a play or sketch that highlights some of the key issues/ideas highlighted by the programme.
- These activities can be completed individually, in pairs or as a group.

**Plenary**

The final products could be displayed to a wider audience e.g. to the whole school, to parents and to the community at a special event, which the pupils themselves can be involved in planning and organising.
YEAR 7
WHAT MATTERS?
Introduction to the Year 7 programme

The Year 7 Unit of Work is linked to the Year 6 unit by continuing the theme of ‘things matter to people’. In Year 6 the underlying theme was ‘It Matters’ so in Year 7 the rhetorical question is posed, ‘What Matters?’

Many of the lessons will progress along a similar theme to those in Year 6, for example, ‘Getting to Know You’ or exploring identity through the pupil’s name.

Story is once again utilised as a mechanism to support pupils to discuss controversial issues in a safe way. The Year 7 programme is supported in this respect by the Joan Lingard novel ‘The Twelfth Day of July’. It is highly advisable for teachers and pupils to have read of the novel before embarking on the Unit of Work. Whilst the use of a novel strongly links this resource to Literacy the learning is specifically designed to support the Personal Development & Mutual Understanding (PD&MU) Area of Learning.

Lessons are designed to be in three parts, introductory activity, main activity and plenary, and up to one hour duration. This however is dependent upon the prior learning experiences of the pupils with regard to the active learning strategies used. Many of the introductory activities are ice breakers so it is quite acceptable to use others that the teacher or class is more familiar with.

It is essential with these lessons that a plenary takes place.

A Learning Journal for pupils to record what they have learned, preferably at the end of each session and a sample letter for parents are provided on the CD included with this resource.

Overview of Year Seven Programme

Lesson 1 – Getting to Know You Matters
• Introduction to the programme
• Developing a Class Charter.

Lesson 2 – What Matters to Me?
• Exploring similarities and difference.

Lesson 3 – My Name Matters
• Exploring surnames.

Lesson 4 – The (Hi)story of the Country I Live in Matters
• A time-line of events in Irish history.

Lesson 5 – Culture Matters
• Exploration of cultural symbols
• Develop an understanding of ‘stereotype’.

Lesson 6 – Others’ Points of View Matters
• Differentiate between facts and feelings
• Using a Thinking Frame to explore others’ points of view.

Lesson 7 – What I Think and Do Matters (1)
• Developing and understanding of sectarianism.

Lesson 8 – What I Think and Do Matters (2)
• Making choices and justifying opinions.

Lesson 9 – Making Choices Matters
• Situations have options
• Choices have consequences.

Lesson 10 – Making Choices Matters
• Situations have options
• Choices have consequences.

Lesson 11 – Celebrating Culture Matters
• Developing an understanding of native culture.

Lesson 12 – Celebrating my Culture Matters
• A celebration of culture.
Lesson 1:
GETTING TO KNOW YOU MATTERS

Suggested Learning Intentions

Pupils will:
- Know about the programme they are going to be following
- Develop skills in identifying and asking appropriate questions to seek information, views and feelings
- Be able to identify the behaviours that will enable groups to work effectively.

Introduction to Programme
Explain to the children that the topic that is going to be explored over the next twelve weeks will help them to understand a little more about living in Northern Ireland. The country has had many problems throughout its history but by learning about and understanding these, they will hopefully be able to help make it a better place in the future. Explain that they will have many opportunities to express their own opinions during the twelve weeks but that they will also be listening carefully to what others have to say.

Resources
- 1.1 People Bingo
- 1.2 Class Contract
- Large blank sheets of paper
- Pens
Lesson 1: Getting to Know You Matters

Debrief
- Select a few statements on the sheet to develop a class discussion on some of the issues. Start with a non-contentious statement such as, ‘Who likes Chinese food?’ and move towards more difficult statements
- Encourage pupils to think about differences and similarities and how it is important to ask questions if we want to learn about others.

Introduction
Getting to know you – People Bingo
- Give each pupil a ‘People Bingo’ sheet (Resource 1.1)
- Ask pupils to move around the classroom and get the signature of a person for whom each statement is true
- Tell pupils they are not allowed to have anyone’s signature more than once, so they have to find 15 different people if they are to complete their sheet.

Activity 1
Class Charter
- Place pupils into small groups
- Explain that group-work requires ground rules so that everybody feels comfortable
- Think of some of the rules that exist at home, in the dining room, at school or on the road.

Carousel Activity (AL&TM, p. 12)1
- Ask each group to decide on four or five ‘ground’ rules for working together
- Record the rules on a sheet of paper
- Each group should then pass its rules clockwise to the next group
- Give pupils a few minutes to discuss the previous group’s rules. They should tick the rules they agree with, and put an ‘X’ at the ones they disagree with and amend the rules as they see fit
- Continue this process until each group receives its original set of rules with comments from the rest of the class

Take feedback
- Which rules did everyone agree on?
- Which rules did the class not agree on?
- Why? Why not?
- Use the feedback to draw up an agreed set of class ground rules. Record and display these as a Class Contract (Resource 1.2) for the duration of the twelve lessons.

(If the pupils are having difficulty with this, there are some examples of Ground Rules below.)
1. Only one person should speak at a time
2. When that person is speaking, everyone else should be listening
3. It is OK to disagree but not to be disagreeable
4. There should be different roles within a group
5. .......

Plenary
- Invite all pupils and adults to sign the contract to express ownership of it
- Display the finalised rules where everyone can see and revisit them at the start of lessons as appropriate.

Homework/ preparation for next lesson
- Explain to the pupils that the next lesson will have a focus on things that are really important to them, in other words things that really matter to them
- Provide some clues, for example, family members, friends, pets, hobbies, clubs, etc
- Ask them to think about these at home and if possible to bring in some photographs/ pictures which will help them to discuss these next time.

---

1 Active Learning and Teaching Methods for Key Stage 1 & 2, CCEA, 2007.
Lesson 2:
WHAT MATTERS TO ME

Suggested Learning Intentions

Pupils will:
- Explore and acknowledge personal similarities and differences
- Understand that difference is natural, important and to be valued

Resources
- 2.1 PowerPoint Picture of Velveteen Rabbit
- 2.2 Velveteen Rabbit extract
- A3 blank sheets of paper
- Flip chart pages
- Pens/pencils
- Markers
Lesson 2: What Matters to Me

Introduction
Whole class
‘The Velveteen Rabbit’ or ‘How Toys Become Real’ is a children’s novel written by Margery Williams and illustrated by William Nicholson. It chronicles the story of a stuffed rabbit and his quest to become real through the love of his owner. The book was first published in 1922 and has been republished many times since.

- Display the PowerPoint picture of (Resource 2.1)
- Discuss the picture with the class
- Read the extract from the story provided (Resource 2.2)
- Ensure the class understands the story in the normal way
- Ask the pupils, ‘What does it mean to be real?’ Allow them to think, pair, share and talk about what this means to them individually
- Stress the point that the Velveteen Rabbit ended up as in the picture because ‘it mattered’ to someone
- Ask the pupils to show the things they have brought in and to say why they are important to them.

Activity

Draw or Write, Pair and Share
- Divide the pupils into groups of four – six
- Provide each pupil with an A3 sheet of paper and a variety of coloured markers
- Ask the pupils to list or draw some things that really matter to them (At a later stage this work could be re-presented as a spider diagram with themselves in the centre.)
- When complete, share/discuss their work with a partner first and then with the others in their group
- Provide each group with a sheet of poster/flipchart paper
- Ask them to divide the sheet into two columns; one column to record the similarities within the group, and the other, the differences; i.e. what things everyone likes and things that only one or two members of the group like
- Agree within the group on the top five similarities and the top five differences
- Feed these back to the whole class
- Consider with the class why the things in the ‘differences’ section are there (They may be particular talents or interests).

Plenary
- Revisit the learning intentions.

Sometimes people are only encouraged to think about what they have in common but difference is really important too.

And it’s OK to be different.

Encourage the children to think about how boring life would be if everyone thought the same way, supported the same football team, and / or wanted to be the same things when they grew up.

- Ask the pupils to record in their Learning Journal something about themselves that is:
  - similar to others and
  - something that makes them different from others.
Lesson 3:
MY NAME MATTERS

Suggested Learning Intentions

Pupils will:
- Know the history of their own surname
- Understand that surnames have changed over time.

Resources
- 3.1 Surname cards
- 3.2 Useful websites
- Internet access
- Computer Word/Art programme
- A4 page
Lesson 3: My Name Matters

Introduction
- Divide the class into groups using an appropriate strategy
- Provide each group with a selection of surnames on cards (select from Resource 3.1) to be sorted according to whatever criteria the children come up with (5 min)
- Ask for the chosen criteria (Discuss the surnames they recognise/are new to them/what does the name tell you?).

Activity

Where do surnames come from?
What does my surname mean?

Many of our surnames have come from interesting sources – place names, personal descriptions, and even nicknames. Sometimes names were changed over time for a variety of reasons, mostly to hide something. For example, the surname McNelis was changed to McNeill in order to hide the fact that it was Irish when some of the family moved to Scotland. They wanted to find work and thought they would have a better chance if they had a more Scottish sounding name. This kind of thing happened many times throughout history. Often when people moved to another country others had a different language and many people were uneducated so they translated names into lots of different spellings and names changed.

Names can give us a feeling of pride. They define us as a member of a particular group; a family.
- Tell pupils they are going to research their surname (Resource 3.1)
- On an A4 page ask the pupils to put their surname at the top
- Ask pupils to write 3 interesting facts that they found in their research. One of these facts should be its country of origin
- Decorate your name page.

This exercise may be carried out using ICT or paper and pencil or other art work methods at the teacher’s discretion.

Plenary
Show and Tell
- Ask the pupils to share their findings about their surname in their groups.
Lesson 4:
THE (HI)STORY OF THE COUNTRY I LIVE IN MATTERS

Suggested Learning Intentions
Pupils will:
- Understand that over time events have happened that have influenced the developing cultures within Ireland
- Know that Ireland is a country of immigration and emigration.

Resources
- 4.1 Events in Irish History
- 4.2 Living Timeline Cards
Lesson 4: The (Hi)story of the Country I Live in Matters

Introduction

- Key words the children need to understand for this activity are:
  - BC
  - AD
  - immigration
  - emigration
  - chronological

In the last lesson ‘My Name Matters’ it became obvious that our surnames have all sorts of origins that can loosely, in some cases, be traced back in time to interesting beginnings. Some of the surnames tell us about races/nationalities of peoples that once lived in this country. Sometimes a surname tells others about the country parents or grandparents were born in, before moving here.

- On a world map locate Ireland on the western edge of Europe

In the next activity we are going to create a Living Timeline to explore some of the notable events in the history of Ireland which helped create the mix of peoples we are today.

Activity

Human timeline

A large clear space is required for this activity.

- Provide each pupil (or a pair) with a Living Timeline Card (Resource 4.2)
- Ask the pupils to read the information about the event
- Create a timeline of events from the beginning of civilisation in Ireland right up to the present
  - Ask each pupil/pair to decide where they stand in chronological order in the group; earliest to most recent
  - Create a semi-circle
  - Ask each pupil to explain their event in two sentences to the person on their left
  - Ask each pupil in turn to hold their event a loft and explain why they think they are in the correct position and to summarise what the card was about
  - Ask those pupils who are holding a card that mentions fighting/conflict to stand up
  - Ask those pupils who are holding a card with an event representing someone / a group of people coming to Ireland to stand up
  - Why do you think those people came to Ireland?
    - Ask those pupils who are holding a card with an event which mentions people leaving Ireland to stand up
  - Why do you think those people left?
    - Ask anyone who hasn’t stood up to stand now
  - What is common to the events these children are holding now?

Plenary

- Ask the pupils to record two things in their Learning Journal they know about:
  1. immigration and Ireland
  2. emigration and Ireland
Lesson 5: CULTURE MATTERS

Suggested Learning Intentions

Pupils will:
- Understand the word ‘stereotype’
- Know that a person is more than their likes/dislikes
- Recognise that people have commonalities and differences.

Debrief
- List the chosen categories on whiteboard; what pattern emerges through the choices; religious divide/murals/music/sport/etc.

Resources
- 5.1 Symbols cards
- 5.2 Occupations powerpoint
- 5.3 Identity circles
- A3 paper
Lesson 5: Culture Matters

Introduction
- Organise the pupils into groups of three or four
- Ask pupils to sort the symbols cards (Resource 5.1) into categories (Do not specify what the categories should be)
- Ask each group to join with another group and share their chosen categories.

Activity

*(Children may work in pairs for this activity.)*
- Provide the pupils with some blank sheets of paper, preferably A3, and some colouring pencils/markers
- Ask the pupils to divide the page into four quadrants and number them 1 – 4
- Tell the pupils you are going to call out four types of people
- Ask each pupil/pair to draw their impression of that person. Include as much detail as possible and also any equipment they would expect them to have (Allow 3-4 minutes for each drawing)
- Ask the pupils to compare their drawing with the one belonging to someone/a pair from a different part of the classroom
  - How are they the same?
  - How are they different?
- Show the powerpoint (Resource 5.2) of an actual nurse, racing driver, plumber, secretary.

Non-stereotypical role models
- Using a show of hands note how many in the class had the gender of the employee as in the picture
- Point out that we all fall into the trap of making assumptions about others; sometimes we define people by the things they like, look like, job they do or places they go to. This is called stereotyping.
- Create a class definition of 'stereotype' by allowing the pupils to articulate in their own words their understanding of this behaviour. Can they think of times that this happens / has happened either to them or someone they know?
- Tell the person beside you about this time.

The following activity is an extension of that in Lesson 2. For Lesson 2 pupils will have brought in an item that is important to them. What we care about, have, wear and so on is part of our identity; this activity will give the children an opportunity to explore their own identity by thinking about things that are important to them.
- Distribute copies of (Resource 5.3)
- Ask each pupil to complete / create an identity circle by drawing and/or using pictures from magazines to represent the things that are important in their life.

Plenary
Show and Tell
- Compare your identity circle with others in your class
  - What is different?
  - What is the same?
  - Did anyone’s circle surprise you? Why?
- Refer back to the Learning Intentions and the symbol cards from the Introduction; tell the pupils that these are pictures of things that are important to people from the two main communities in Northern Ireland.
Lesson 6: OTHERS’ POINTS OF VIEW MATTERS

Suggested Learning Intentions

Pupils will:
- Understand that others may hold different points of view from them
- Know how to differentiate between facts and feelings.

Preparation

- Use Resource 6.1 to familiarise pupils with De Bono’s Thinking Hats framework
- To manage the activity within the allocated time it would be helpful if the class had read chapters 1 & 2 of ‘The Twelfth Day of July’ in advance, for example, during Literacy Time.

In order to compare the chapters the children need firstly to analyse them. The Thinking Hat method provides a framework for doing this.

Resources

- 6.1 De Bono’s Hats PowerPoint
- 6.2 Thinking Hat Task cards
- ‘The Twelfth Day of July’ by Joan Lingard
- Highlighter markers
- Pens/pencils
Lesson 6: Others’ Points of View Matters

Introduction

Class Discussion

- Ask the pupils ‘What do we know about the Twelfth of July?’
- Are there other events in the Northern Ireland calendar that we celebrate?

For a calendar of events pertinent to Northern Ireland see: ‘Stepping Out’ at: http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/SteppingOut/2bEvents_Calendar.pdf

Activity

The class will use the De Bono’s Thinking Hats framework to compare and contrast Chapters 1 & 2 of the novel. If the class is large or the pupils are familiar with the ‘De Bono Thinking Hat’ strategy use four Hats; otherwise use two Hats as follows:

Two Hats – White and Red

Four Hats – White, Red, Yellow and Black

If your class is composite or is unfamiliar with this type of activity or small in number you may choose to use only the White and Red hat. (It is important that the White and Red hat are considered in the activity for the purpose of the project.)

- Divide class in half (One half will study Chapter 1 and the other Chapter 2)
- Provide each pupil with a copy of either Chapter 1 or 2 to read silently
- Divide Chapter 1 and Chapter 2 groups into subsets and allocate each group one of the four hats
- Give each group Resource 6.2 Instructions are provided on the task-card (15 min).

Plenary

When each group has completed their analysis of their chapter feedback to the large group;

- How are both chapters alike?
- How are they different?
- Ask pupils to record their thoughts about what they have learned in this lesson in their Learning Journal
Lesson 7:
WHAT I THINK AND DO MATTERS (1)

Suggested Learning Intentions

Pupils will:
- Develop an understanding of sectarianism
- Make choices
- Justify their opinion.

Debrief:
- Remind class of the learning from Activity 5 (if possible have the word stereotype and its meaning on display)
- Consider with the class how well they managed to sort the names
- Ask various children/pairs - What made you decide to put that name there? Why is it unfair to stereotype people?

Resources
- 3.1 Surname cards
- 7.2 Surname card answers
- Living Learning Together (LLT) Year 7 Unit 6 ‘Who Cares’
Lesson 7: What I Think and Do Matters (1)

Introduction
Use the surname cards from Activity 4

- Using Resource 3.1 from Lesson 3 tell the children the names are derived from the Year 7 classes of a fictitious Controlled (mainly Protestant) and Maintained (mainly Catholic) school
- Ask the pupils to sort the cards into these two categories (Answers are provided on a separate sheet Resource 7.2).

Activity 1

From ‘Who Cares’ LLT, Year 7, Unit 6, Learning Activity 3, (for Teachers’ Notes see: pp. 20-21.)

Sectarian or Non-Sectarian?
- Explain to the class that in this lesson we will be trying to understand the connection between stereotyping and sectarianism
- Read ‘The Ordinary, Decent Citizen’s New Clothes’ (Resource H, LLT, Unit 6, ‘Who Cares?’, pp. 44-47).

Afterwards, use discussion questions such as the following:
- Why did Lucinda and then Hugo pretend that they could see the suit?
- How do you think they felt?
- How do you think the people on the parade might have felt?
- How did these feelings change after the boy stated the truth?
- What was the result of the boy pointing out the truth?
- Did Hugo change?
- For the better?
- Do you think that Hugo will still describe himself as non-sectarian?
- What has he learned?

Web-link:

When the link opens scroll to Page 45 for Resource G
Lesson 8: WHAT I THINK AND DO MATTERS (2)

Suggested Learning Intentions

Pupils will:
- Develop an understanding of sectarianism
- Make choices
- Justify their opinion.

Preparation
You will need a large floor space for this, such as a sports/assembly hall or an end corridor.

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

Resources
- 8.1 Sectarian-o-meter labels
- 8.2 Sectarian-o-meter cards
- 7.1 Living Learning Together (LLT) Year 7 Unit 6 ‘Who Cares’
Lesson 8: What I Think and Do Matters (2)

Introduction
- Review the story ‘The Ordinary, Decent Citizen’s New Clothes’ (Resource H pp. 44-47 LLT Unit 6 ‘Who Cares?’).

Activity

Sectarian-o-meter
(This activity could also be called a Walking Debate, (AL&TM, p. 75.)

- Label (Resource 8.1) one end of the room ‘Very Sectarian’, the opposite end ‘Not So Sectarian’ and the middle ‘Quite Sectarian’
- Give the members of the group a Sectarian-o-meter card (Resource 8.2)
- Ask the pupils to put their cards in order along the line depending on how sectarian they consider the action on their card to be
- Ask them to think of examples/reasons they can give to justify the position of their card
- Allow everyone to debate/negotiate about the order of the cards so that the final Sectarian-o-meter reflects the opinion of the whole group.

When the class has agreed positions for the cards, ask questions such as the following:
- Have you ever thought about the activities on the cards before in relation to sectarianism?
- Did anyone move their card from its initial position? Why?
- What do you think now?

Plenary
- Ask the pupils in pairs to make a list of two/three attitudes, actions, things we believe are true but that another person might feel is sectarian.
- Record these in the Learning Journal
Lesson 9 & 10: MAKING CHOICES MATTERS

Suggested Learning Intentions

Pupils will:
- Know actions have consequences
- Create a Freeze Frame
- Study the variety of attitudes in a situation.

Preparation
To get the most out of this activity it will stretch over two sessions. Use the first session to allow the children get the feel of ‘Freeze Frame’. The activity will explore the consequences of continuous sectarian taunting. Use the synopsis of the ‘Twelfth Day of July’ to demonstrate that one thing being avenged on another leads to more tension.

Resources
- 9.1 Chapter summaries
- 9.2 Scenario cards
- 9.3 Freeze Frame Instruction Cards
- 9.4 Pro and Con Thinking Frame
- Digital Camera
Lesson 9-10: Making Choices Matters

Introduction
Exploration of the negative and often dangerous consequences of ‘tit for tat’ behaviour.

As a refresher of the story the class will match the chapters to the order in which the story flows.
- Position the chapter headings around the room
- Divide the pupils into pairs; give each pair two chapter summaries (Resource 9.1)
- Ask each pair to firstly read their summary; then decide where it comes in the story and go stand at their chapter heading
- Check the book is summarised in the correct order
- Ask each pupil to state in one sentence about what happened in that chapter that aggravated/irritated/annoyed the characters from the other community.

Using ICT
When the Freeze Frame is created; take a photograph using a digital camera.

Extension [Optional]
Photographs could be imported into Photostory to create a digital story of events in ‘The Twelfth Day of July’ or for the group to assess how well their pose demonstrated what they wanted it to. (Photostory is a free resource which can be downloaded from the internet. Very simple to use and has screenshots to explain how to use if required.)
- Groups take it in turns to view other groups’ freeze frames
- Ask each character in the freeze frame to say their name and what they are doing.

Suggested questions:
- What could happen if …?
- Why … (e.g Kevin) will you not tell Tommy ...?

Activity

- Tell the class we will explore some incidents from ‘The Twelfth Day of July’ in more detail using Freeze Frame (Resource 9.3 or see AL&TM, p. 30.)
- Divide the class into small groups (Group size will be dependent upon chosen scenario.)
- Provide each group with a Scenario Card (Resource 9.2) describing an incident from the novel and a Freeze Frame Instruction Card (Resource 9.3).

Task for each group is to:
- Physically pose in a snapshot representation of a specific, significant moment
  Remind pupils of the importance of exaggerating facial expressions and gestures in this activity.
- Be prepared to be asked questions as the character they are portraying when they show their Freeze Frame to the whole class.

Plenary

- Provide each group of children with a printed copy of one of their Freeze Frame situations
- Ask them in their group to choose one character from the picture and use the ‘Pro and Con’ Thinking Frame (Resource 9.4) to consider another choice the character had at the moment of the still photo
- Ask them in their groups to write down the pros and cons of that option
- Feedback to rest of the class; thus demonstrating that in many situations we have another choice and there will be different consequences
- Ask pupils to record what they have learned from these activities in their Learning Journal.
Lesson 11: CELEBRATING CULTURE MATTERS

Suggested Learning Intentions

Pupils will:
- Know what features are particular to their culture
- Know that it is important to celebrate their culture

Resources
- 11.1 ‘Cultural Images’ PowerPoint
- 5.1 Symbols cards
- Mini wipe-boards [optional]
- Markers
- Flipchart Sheets
Lesson 11: Celebrating Culture Matters

Introduction
On the IWB show images (Resource 11.1) that symbolise various familiar nationalities.

- Ask the pupils in pairs to decide what country the picture on the IWB represents
- Write their answer on the wipe-board or page
- Click the mouse for the answer to appear onscreen

1. The final two slides ask the pupils to think about that fact that you may live in a country but feel more connected to an image from elsewhere
2. The last slide asks the pupils to think about the symbols from Kevin and Sadie’s points of view.

The important point for the next exercise is that the children come to understand/note that some symbols are not from what they consider to be their culture but that there are people who also live in Northern Ireland who do consider these from their culture.

Activity 1

- Distribute the symbols cards (Resource 5.1)
- Ask the pupils to sort them into 2 groups:
  - Cultural features of Northern Ireland
  - Others
  - Discard the ‘others’ group.

From the chosen set:
- Which of the cards represent celebrations in our country?
- What are these celebrations?
- What happens on days of celebration/commemoration?
- How do you feel on celebration days?

Activity 2

The conclusion of this activity will need to be adapted by the teachers if the pupils are engaging in a contact programme.

Carousel

On flipchart sheets write the following headings:
- Music
- Sport
- Food
- People
- Faith

- Divide the class into groups and allow four or five minutes with each sheet
- Each group to list (including from the symbol cards) things that represent the community they come from

When the flip chart sheets return to the ‘home’ group

- Identify three items that your group would choose to explain and present to someone from the other community/group so that your pride in it would be conveyed.

Plenary

- Revisit Learning Intentions
- Each group feeds back to the whole class the items they have chosen to present
- Tell class that next lesson will be time to create their presentation.

This can be in the form of music, song, dance, art work, food; be as creative as possible.
Lesson 12: CELEBRATING MY CULTURE MATTERS

Pupils will:
• Demonstrate features particular to their culture
• Celebrate their culture.
Lesson 12: Celebrating my Culture Matters

**Introduction**
- Display PowerPoint *(Resource 12.1)* showing end of Chapter 17. How might both Kevin and Sadie celebrate their culture without ‘hurting/antagonising’ each other?
- Recap on previous lesson where children explored the aspects of the religious tradition they belong to
- List those items that create a sense of pride
- Sort the list into what you think may be ‘touchy’ for others or ‘not touchy’

Why might someone from the other tradition be hurt/antagonised by this? *The children may not have answers for all the listed items.*

**Activity**
- In groups of three or four prepare a presentation of your culture that would tell the other community what is good about yours
- Be as creative as is practical for your school.

**Suggestions:**
- Cookery demonstration
- Parade
- Bring in a traditional costume to talk about
- Play a piece of music that’s important to your cultural background
- Invite a parent/grandparent who can ...
- A photostory set to music *(this is a free resource which can be downloaded from the internet. Very simple to use and has screenshots to explain how to use if required.)*

**Plenary**
- Demonstration of presentation as closure to the programme
- Ask pupils to use their Learning Journal to record two things they have learned about their own culture and two things they have learned about the culture of the other main community in Northern Ireland.
We would like to thank teachers and students for participating in the development of these materials. We appreciate the time and commitment given to this work and the invaluable feedback throughout the process.